

UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, Secretary

OFFICE OF EDUCATION

WILLIAM JOHN COOPER, Commissioner

BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1931-1932

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THE LIBRARY DIVISION

by
RUTH A. GRAY



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., June 1933.

SIR: This is the sixth bibliography of research studies in education. The last study was quite large (more than 450 pages). Consequently we sought ways of reducing this one. The result has been that we have issued several mimeographed studies containing some researches formerly published by title in this volume. That has left for inclusion in this volume only the masters' and doctors' theses and faculty research studies. The studies marked with an asterisk are those which may be had by interlibrary loans from the Office of Education. In August 1931 we began the collection of doctors' dissertations and outstanding masters' theses. We now have more than 700 of these coming from 139 cooperating colleges. Circulation of these studies will help research in education and prevent duplication of effort.

I think that the volume is decidedly worth while and respectfully recommend that it be published as a bulletin of this office.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

As we present the sixth¹ annual compilation of research studies in education, we inaugurate a new policy for issuing our bibliographies. The Bibliography of Research Studies in Education, starting with this number, will be devoted entirely to masters' and doctors' theses and faculty research studies completed during the period covered. This compilation is for the school year September 1, 1931, through August 31, 1932. In addition to the printed bibliography, we expect to issue, annually, mimeographed lists of research studies completed by State departments of education and State educational associations; city school systems; and educational associations, independent agencies and individuals. These three mimeographed bibliographies will cover the same types of material that were formerly included in the printed bibliography.

In answer to a letter sent out on October 1, 1932, a total of 3,121 theses and faculty research studies were reported by 124 colleges and universities, including a number of institutions that had never reported to us before. We hope eventually that all institutions granting graduate degrees in education, or whose faculty members carry on research in education, will report to us, so that their studies may be included in the bibliography for the use of students and institutions interested.

A number of faculty research studies were reported as having been accepted by various educational periodicals. As the articles have not yet been published, we are unable to give their volume and page references. A few articles were published in magazines later than August 1932, but were included as the studies were completed during the period covered by the bibliography.

The table shows the number of research studies in various fields of education which were completed in 1931-32. The most popular fields were those of (1) special subjects of the curriculum; (2) vocational training including such related subjects as agricultural education and home economics; (3) school administration; (4) teacher training; (5) school management; (6) school health and physical education; (7) secondary education and junior colleges; (8) higher education; (9) testing and research.

¹ Earlier bulletins in the series are: 1926-27, Bulletin, 1928, No. 22; 1927-28, Bulletin, 1929, No. 26; 1928-29, Bulletin 1930, No. 23; 1929-30, Bulletin, 1931, No. 13; and 1930-31, Bulletin, 1932, No. 16.

Number of research studies in various fields of education, 1954-52

Subject	Doctors'	Masters'	Faculty research	Total	Percent
1	2	3		4	5
1. Educational history and biography.....	20	50	8	87	2.78
2. Current educational conditions—United States.....	4	39	10	53	1.68
3. Current educational conditions—Foreign and international.....	16	32	2	50	1.60
4. Educational theory, special methods.....	10	51	10	71	2.27
5. Educational psychology, child study.....	8	31	14	53	1.68
6. Testing and research.....	17	70	56	143	4.57
7. Special subjects of curriculum.....	59	573	68	800	25.53
8. Elementary education, including preschool.....	9	45	7	61	2.26
9. Secondary education and junior colleges.....	17	123	17	157	4.93
10. Teacher training and status.....	45	113	25	183	5.85
11. Higher education.....	23	71	55	149	4.75
12. School administration.....	25	183	22	230	7.36
13. School management.....	8	153	23	164	5.09
14. School buildings.....	5	27	7	39	1.21
15. School health and physical education.....	20	131	15	166	5.31
16. Play, social aspects, and child welfare.....	17	59	4	80	2.56
17. Moral and religious education.....	6	65	11	82	2.62
18. Vocational training, including agricultural education, home economics, etc.....	13	241	14	268	8.57
19. Guidance.....	2	38	5	45	1.44
20. Education of racial groups.....	9	40	1	50	1.60
21. Exceptional children.....	14	55	5	74	2.36
22. Education extension.....	4	14		18	.57
23. Education of women.....	4	8	2	14	.45
24. Libraries.....	2	54	8	64	2.05
Total.....	357	2,375	389	3,121	100

Of the special subjects of the curriculum, those receiving the most attention were English grammar and composition, with a total of 82 entries; music, 77; psychology, 47; art, 46; modern languages, 44; social studies, 44; history, 41; and English literature, 38.

As a large number of the theses bear upon more than one subject, all theses in a field cannot be listed together, but may be found through the cross references at the end of the subject, or through the subject index.

The entries were classified and indexed by Ruth A. Gray, assisted by Julia L. Power and Delia V. Cafferty. In order to save as much space as possible, the annotations, most of which were furnished by the persons reporting, have been made as brief as possible.

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

In August 1931, the library of the Office of Education started collecting doctors' dissertations and outstanding masters' theses in the field of education. Since that time the Office has received 768 theses from 139 colleges and universities. These studies are available for interlibrary loan. The Office of Education appreciates the cooperation of the graduate schools of education in sending us as many of their doctors' and masters' theses as possible, in order that the studies may be available to students and institutions interested in particular fields of educational research. The use of the loan collection is growing rapidly.

ABBREVIATIONS

We are continuing the use of abbreviations which was started in the 1930-31 bibliography. The list of abbreviations, with the name and address of the institution to which each refers, is given below.

ABBREVIATIONS	INSTITUTIONS
Ala. Poly. Inst.	Alabama polytechnic institute, Auburn, Ala.
American Univ.	American university, Washington, D.C.
Arkansas.	University of Arkansas, Fayetteville, Ark.
Ark. St. T. C.	Arkansas State teachers college, Conway, Ark.
Birmingham-Southern.	Birmingham-Southern college, Birmingham, Ala.
Boston Coll.	Boston college, Boston, Mass.
Boston Univ.	Boston university, Boston, Mass.
Brigham Young.	Brigham Young university, Provo, Utah.
Brown.	Brown university, Providence, R.I.
Buffalo.	University of Buffalo, Buffalo, N.Y.
Butler.	Butler university, Indianapolis, Ind.
California.	University of California, Berkeley, Calif.
Catholic Univ.	Catholic university of America, Washington, D.C.
Chicago.	University of Chicago, Chicago, Ill.
Cincinnati.	University of Cincinnati, Cincinnati, Ohio.
Claremont.	Claremont colleges, Claremont, Calif.
Coll. of the City of N.Y.	College of the City of New York, New York, N.Y.
Coll. of the Pacific.	College of the Pacific, Stockton, Calif.
Colorado.	University of Colorado, Boulder, Colo.
Colo. Agr. Coll.	Colorado agricultural college, Fort Collins, Colo.
Colo. St. T. C.	Colorado State teachers college, Greeley, Colo.
Columbia.	Columbia university, New York, N.Y.
Cornell.	Cornell university, Ithaca, N.Y.
Denver.	University of Denver, Denver, Colo.
DePauw.	DePauw university, Greencastle, Ind.
Duke.	Duke university, Durham, N.C.
East Cent. St. T. C.	East Central State teachers college, Ada, Okla.

ABBREVIATIONS

INSTITUTIONS

East. St. Nor. Sch.....	Eastern State normal school, Madison, S.Dak.
Emory.....	Emory university, Emory, Ga.
Florida.....	University of Florida, Gainesville, Fla.
Fla. St. Coll. for Women.....	Florida State college for women, Tallahassee, Fla.
Fordham.....	Fordham university, New York, N.Y.
George Washington.....	George Washington university, Washington, D.C.
Georgia.....	University of Georgia, Athens, Ga.
Goshen.....	Goshen college, Goshen, Ind.
Hampton.....	Hampton institute, Hampton, Va.
Harvard.....	Harvard university, Cambridge, Mass.
Illinois.....	University of Illinois, Urbana, Ill.
Indiana.....	Indiana university, Bloomington, Ind.
Ind. St. T. C.....	Indiana State Teachers college, Terre Haute, Ind.
Int. Y.M.C.A. Coll.....	International young men's Christian association college, Springfield, Mass.
Iowa.....	University of Iowa, Iowa City, Iowa.
Iowa St. Coll.....	Iowa State college, Ames, Iowa.
John Carroll.....	John Carroll university, Cleveland, Ohio.
Johns Hopkins.....	Johns Hopkins university, Baltimore, Md.
Kansas.....	University of Kansas, Lawrence, Kans.
Kans. St. Coll.....	Kansas State college of agriculture and applied science, Manhattan, Kans.
Kans. St. T. C., Emporia.....	Kansas State teachers college, Emporia, Kans.
Kans. St. T. C., Hays.....	Kansas State teachers college, Hays, Kans.
Kans. St. T. C., Pittsburg.....	Kansas State teachers college, Pittsburg, Kans.
Kentucky.....	University of Kentucky, Louisville, Ky.
Louisiana.....	Louisiana State university, Baton Rouge, La.
Loyola.....	Loyola university, Chicago, Ill.
Maine.....	University of Maine, Orono, Me.
Marquette.....	Marquette university, Milwaukee, Wis.
Maryland.....	University of Maryland, College Park, Md.
Mercer.....	Mercer university, Macon, Ga.
Miami.....	Miami university, Oxford, Ohio.
Michigan.....	University of Michigan, Ann Arbor, Mich.
Mich. St. Coll.....	Michigan State college, East Lansing, Mich.
Mills.....	Mills college, Mills College, Calif.
Minnesota.....	University of Minnesota, Minneapolis, Minn.
Miss. St. C. for W.....	Mississippi State college for women, Columbus, Miss.
Missouri.....	University of Missouri, Columbia, Mo.
Nebraska.....	University of Nebraska, Lincoln, Nebr.
Nebr. St. T. C.....	Nebraska State teachers college, Peru, Nebr.

ABBREVIATIONS	INSTITUTIONS
New Hampshire.....	University of New Hampshire, Durham, N.H.
N.J. St. T. C.....	New Jersey State teachers college, Trenton, N.J.
New Mexico.....	University of New Mexico, Albuquerque, N.Mex.
N.Mex. St. Nor. Univ.....	New Mexico State normal university, Las Vegas, N.Mex.
N.Mex. St. T. C.....	New Mexico State teachers college, Silver City, N.Mex.
New York.....	New York university, New York, N.Y.
North Carolina.....	University of North Carolina, Chapel Hill, N.C.
North Dakota.....	University of North Dakota, University, N.Dak.
N.Dak. Agr. Coll.....	North Dakota agricultural college, State College, N.Dak.
Northeastern St. T. C.....	Northeastern State teachers college, Tallahquah, Okla.
Northwestern.....	Northwestern university, Evanston, Ill.
Notre Dame.....	University of Notre Dame, Notre Dame, Ind.
Ohio.....	Ohio State university, Columbus, Ohio.
Oklahoma.....	University of Oklahoma, Norman, Okla.
Okla. A. and M. Coll.....	Oklahoma agricultural and mechanical college, Stillwater, Okla.
Oreg. Agr. Coll.....	Oregon agricultural college, Corvallis, Oreg.
Peabody.....	George Peabody college for teachers, Nashville, Tenn.
Pennsylvania.....	University of Pennsylvania, Philadelphia, Pa.
Penn. State.....	Pennsylvania State college, State College, Pa.
Philippines.....	University of the Philippines, Manila, P.I.
Pittsburgh.....	University of Pittsburgh, Pittsburgh, Pa.
Platteville St. T. C.....	State teachers college, Platteville, Wis.
Princeton.....	Princeton university, Princeton, N.J.
Providence.....	Providence college, Providence, R.I.
Puerto Rico.....	University of Puerto Rico, Rio Piedras, P.R.
Puget Sound.....	College of Puget Sound, Tacoma, Wash.
Purdue.....	Purdue university, La Fayette, Ind.
Rutgers.....	Rutgers university, New Brunswick, N.J.
St. Louis.....	St. Louis university, St. Louis, Mo.
Smith.....	Smith college, Northampton, Mass.
South Dakota.....	University of South Dakota, Vermillion, S.Dak.
Southern California.....	University of Southern California, Los Angeles, Calif.
South. Methodist.....	Southern Methodist university, Dallas, Tex.

ABBREVIATIONS	INSTITUTIONS
Southwestern.....	Southwestern university, Georgetown, Tex.
Stanford.....	Stanford university, Stanford University, Calif.
St. Coll. for T.....	State college for teachers, Albany, N. Y.
Stetson.....	Stetson university, De Land, Fla.
Syracuse.....	University of Syracuse, Syracuse, N. Y.
T. C., Col. Univ.....	Teachers college, Columbia university, New York, N. Y.
Temple.....	Temple university, Philadelphia, Pa.
Tennessee.....	University of Tennessee, Knoxville, Tenn.
Texas.....	University of Texas, Austin, Tex.
Texas Tech. Coll.....	Texas technological college, Lubbock, Tex.
Utah.....	University of Utah, Salt Lake City, Utah.
Vermont.....	University of Vermont, Burlington, Vt.
Virginia.....	University of Virginia, Charlottesville, Va.
Va. Poly. Inst.....	Virginia polytechnic institute, Blacksburg, Va.
Va. St. Coll.....	Virginia State college, Ettrick, Va.
Washington.....	University of Washington, Seattle, Wash.
Wash. St. Nor. Sch.....	Washington State normal school, Bellingham, Wash.
Washington Univ.....	Washington university, St. Louis, Mo.
Wesleyan.....	Wesleyan university, Middletown, Conn.
West Virginia.....	West Virginia university, Morgantown, W. Va.
West. Carolina T. C.....	Western Carolina teachers college, Cullowhee, N. C.
Western Reserve.....	Western Reserve university, Cleveland, Ohio.
West. St. Coll.....	Western State college, Gunnison, Colo.
West. St. T. C.....	Western State teachers college, Kalamazoo, Mich.
Whittier.....	Whittier college, Whittier, Calif.
Wichita.....	University of Wichita, Wichita, Kans.
William and Mary.....	College of William and Mary, Williamsburg, Va.
Wisconsin.....	University of Wisconsin, Madison, Wis.
Wyoming.....	University of Wyoming, Laramie, Wyo.
Yale.....	Yale university, New Haven, Conn.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1931-1932

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1932, T. C., Col. Univ.," signifies a master's thesis completed in 1932 at Teachers College, Columbia University, New York, N.Y. A complete list of abbreviations used for institutions may be found on pp. xi-xiv.)

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

EDUCATIONAL HISTORY

1. **Alzona, Encarnacion.** History of education in the Philippines 1565-1930. Manila, University of the Philippines press, 1932. 390 p.

The study discusses the civilization of the Filipinos in the sixteenth century; education during the Spanish period, 1565-1896; and education during the American period, 1899-1930.

2. **Anderson, George Capera.** History of development of education in McCurtain county, Okla. Master's, 1932. Oklahoma A. and M. Coll.

3. **Anderson, William Ray, jr.** The history of state and federal aid to education in South Carolina. Master's, 1932. Emory.

Particular attention is paid to the early period in the history of the state during which the educational policies and aims were being formulated.

4. **Bailey, Edgar W.** History of education in Magoffin county. Master's, 1932. Kentucky.

5. **Baldree, William Hickman.** History of education in Ballard county. Master's, 1932. Kentucky.

6. **Bennett, Clemmon Ardell.** History of education in Garden county, Ga. Master's, 1932. Kentucky.

7. **Berkowitz, Nathan.** The history of secondary education for boys in New York City from 1784 to the Civil War. Master's, 1932. Coll. of the City of N.Y. 122 p. ms.

The New York free academy paved the way for the development of the public high school system of New York City; most of the schools were run by private individuals with little state or municipal supervision, to prepare boys for college and business; the teachers were as well prepared in subject matter as those in the modern schools.

8. **Biggs, Byron Coleman.** The aims and functions of private secondary schools in the United States since 1870. Master's, 1932. Ohio. 166 p. ms.

Modern private secondary schools are different in character from the old academies. Their main aims are college preparation and formation of ethical character. Such schools are effective in promoting democratic spirit among their students.

9. **Blunt, Forrest P.** The development of the public (white) high school in the counties of Maryland from 1865 to 1930. Master's, 1932. Maryland. 107 p. ms.

Attempts were made by the legislature to define, standardize, and adequately support the high schools of the state with little permanent effect. The year 1916 marks the beginning of a strongly centralized State system which can easily be expanded to provide for the present and future needs of the children of the state.

10. **Bordenkircher, Mary Alice.** A historical study of the mission schools in early territory now comprising Kansas. Master's 1931. Kans. St. T. C., Emporia. 62 p. ms.

Describes early attempts to educate Indian children, and covers the period from the earliest settlement of Kansas until Kansas was admitted as a state.

11. **Bruner, Claude A.** Origin and development of high-school standards in Massachusetts, 1821-1910. Master's, 1932. Ohio. 170 p. ms.

* 12. **Campbell, Anna Montgomery.** The black death and men of learning. Doctor's, 1931. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 210 p. (History of science society, New series 1.)

This study describes the effects, of the Plague on medicine, surgery, and hygiene, and includes all other cultural activities.

13. **Collins, Varnym Lansing.** Princeton, past and present. Princeton, N. J., Princeton university press, 1931. 200 p.

* 14. **Comstock, Lula Mae.** A comparison of educational systems of New England and of the lower South, 1840-1860. Master's, 1932. American Univ. 164 p. ms.

Surveys public schools, academies, and colleges and universities in five states in New England and in five states in the South. The South had three-fourths as many public schools as the North, enrolled more than one-half as many pupils, and raised \$1.33 more per pupil enrolled; the South had 18 students enrolled in academies to 17 enrolled in the North and raised \$9.11 more per student than the North for these schools. In 1860 in the South there were five times the number of universities, three times the number of professors and instructors, and more than three times the number of students enrolled in the North. Requirements for admission were almost identical in both sections, and the teaching force of both consisted of equally efficient and learned men.

15. **Cusack, Hannah.** The historical consideration of the concept of cultural education. Master's, 1932. Southern California.

16. **Dasgupta, Debendra Chandra.** The place of vocational education in modern educational theory from the sixteenth to the twentieth century. Doctor's, 1932. California. 224 p. ms.

Studies the writings of Rabelais, Vives, Montaigne, Mulcaster, Comenius, Milton, Locke, Rousseau, Pestalozzi, Fichte, Herbart, Froebel, Spencer, and Dewey, and shows that each of the authors considered vocational education to be an essential part of the general education of both the aristocratic and laboring classes.

17. **Diener, Harry C.** Decline of academy system in New York State, and disposition of the property. Doctor's, 1932. Cornell. 180 p. ms.

The decline was caused by the desire of the people for complete free secondary schools. The academies did not oppose the mergers, and were more freely supported by public funds than was generally supposed.

18. **Dobbins, Eben Lloyd.** The development of education in Caddo county from the earliest date to 1931. Master's, 1932. Oklahoma A. and M. Coll.

19. **Dodgen, Mary Soleta.** The slave plantation as an educational institution. Master's, 1932. Texas.

20. **Doebler, Rotha G.** Historical study of learned societies in America founded between 1700 and 1865. Master's, 1931. Stanford.

21. **Douglas, Helen Holly.** A survey of some steps in the historical development of the Vancouver, Wash., schools. Master's, 1932. Washington. 74 p. ms.

22. Doyle, *Sister Margaret Marie*. The education of Catholic women in the United States. Doctor's, 1932. Notre Dame. 200 p. ms.

Studies the Catholic philosophy of education in relation to the education of Catholic women; scope of women education in the United States; a curriculum of Catholic education for women.

23. Garner, Charles Johnston. Trends in the curriculum, content and methods of teaching second year algebra in high school during the period 1899-1929. Master's 1932. Southern California.

24. Gooch, Richard Este. The evolution of public education in the State of Kentucky as revealed through legislative enactments and Supreme Court decisions. Master's, 1932. Duke. 343 p. ms.

* 25. Greenhill, Noble Franklin. Development of state school administration in Alabama. Doctor's, 1932. New York. 200 p. ms.

Traces briefly the beginning of educational effort in 1702 to the organization of the state system in 1854; stresses the constitutional and legal provisions for the administration of schools from 1854 to 1932; examines the appropriations provided by the Legislature in 1927 in the act known as the Unified educational program; considers unification versus centralization in the development of state school administration; and suggests a plan for the future development of state school administration.

26. Hollingsworth, Robertson Riley. Influence of reconstruction on education in Georgia. Doctor's, 1931. North Carolina.

27. Hyatt, Oscar W. The development of secondary education in Alabama prior to 1920. Doctor's, 1932. Peabody.

28. Jackson, Ward B. The history of education of Boyd county. Master's, 1932. Kentucky.

29. Kimbrough, Edith. The legal development of public education in Georgia as revealed through the statutes and the Supreme Court decisions, with a comparative study of similar development in South Carolina and Alabama. Master's, 1931. Duke. 190 p. ms.

30. Loeb, Julius. The history of the New York City elementary vacation school (1898-1930). Master's, 1932. Coll. of the City of N. Y. 83 p. ms.

Special emphasis was placed on the objectives, curriculum, pupil body, teaching staff, and administration of the vacation schools. The schools no longer exist mainly to keep the children off the streets.

31. Lokensgard, Hjalmar. The aristocratic element in Jefferson's educational plan. Master's, 1932. Iowa.

32. Long, Evan Edgar. Development of the State department of education in Mississippi. Master's, 1932. Peabody. 126 p. ms.

Discusses the history of the state from 1817-1868 when the office of state superintendent of education was provided for in the constitution, the development of the department in various periods until 1931.

33. Longstreet, Rupert James. The development of State control and support of public schools in Florida. Master's, 1932. Duke. 131 p. ms.

* 34. Loomis, Burt Weed. The educational influence of Richard Edwards. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for education, 1932. 213 p. (Contribution to education, no. 106.)

Discusses the contribution of Richard Edwards to the early development of normal schools in the United States.

35. McGibbon, Leona M. The development of academies in a group of Wisconsin counties. Master's, 1932. Iowa. 280 p. ms.

36. McNutt, Franklin Holbrook. The social and psychological background of the progressive school movement. Doctor's, 1932. Ohio. 143 p. ms.

Evidences are presented to show that the American frontier (1607-1893) developed in the people an inter-related group of traits essentially indigenous and peculiar to this country, also that a democratic social aspiration evolved from the trait-group. The traits valued and the ends sought by the progressive school movement are examined and it is concluded, that these can be identified with the indigenous American trait-group and its attendant democratic social aspiration.

37. Mann, Laurence. Evolution of ideas and practices with respect to corporal punishment. Master's, 1932. Ohio. 70 p. ms.

The study traces development of changes with respect to corporal punishment from ancient Greece to 1930. Findings: Punishment has become less severe due to changing conceptions of psychology, to the rise of educational reformers such as Pestalozzi, Rousseau, Charles Dickens, and to the laws and rules passed by states and school districts, and to judgments handed down.

38. Marsh, Daniel L. The founders of Boston university, being the Boston university founders' day address, March 14, 1932. 1932. 30 p. (Reprinted from *Bostonia*, the Boston university alumni magazine, March 1932.)

This is a brief study of the lives of Lee Claflin, Isaac Rich, and Jacob Sleeper, and their work in founding Boston university.

* 39. Miller, Charles S. Development of state school administration in Pennsylvania. Doctor's, 1931. New York. 224 p. ms.

Discusses only those phases of the historical development of education in Pennsylvania which are significant from the standpoint of school administration.

40. Mobley, James W. Academy movement in Louisiana. Master's, 1931. Louisiana.

41. Morgan, Julia Gertrude. A study of the extension of the functions of the public schools of Long Beach into the field of social welfare since 1900. Master's, 1932. Southern California.

42. Napier, John Hawkins, jr. Origin and development of the public high school in California. Doctor's, 1932. Stanford.

A history of the public high school in California showing the influence of the University of California upon its development; its expansion in the 'seventies; its set-back in 1879 when state aid was limited to primary and grammar schools; its restoration to the state school system in 1891, and the extension of state aid in 1903.

43. Nixon, O. Floyd. A critical study of curriculum legislation with special reference to Ohio from 1803 to 1931. Doctor's, 1932. Ohio. 375 p. ms.

Intensive study of curriculum legislation in Ohio, augmented by a comparative study throughout the nation. A critical study of curriculum legislation makes the issue clear—if we are to have a sound educational program which meets adequately and fully the needs of the youth of the state and nation—either legislators must stop interfering with teaching and curriculum making or they must have constructive educational guidance from the best thought within the profession.

44. Nolen, Emmalu. History of the Atlanta public schools to 1907. Master's, 1932. Emory.

Special attention is given to the early period in the development of the schools of the city.

45. Norton, Egbert Fish. History of education in Rockcastle county, Ky. Master's, 1932. Kentucky.

46. Orr, Dorothy. Rise of the common schools in Georgia. Master's, 1932. Emory.

* 47. Panchaud, Frances Lee. Hugo Gaudig, his contribution to modern German education. Master's, 1932. New York. 48 p. ms.

Gaudig believed in developing personality through self-activity for the greater glory of Germany.

48. Patterson, Helline M. An historical survey of the changing educational aims and attitudes in relation to cultural changes following the Renaissance. Master's, 1932. Southern California.

49. Pittard, Mary. The education of women in Tudor pedagogical literature. Master's, 1932. Texas.

50. Price, Carl F. Wesleyan's first century, with an account of the centennial celebration. Middletown, Conn., Wesleyan university, 1932. 384 p.

The history of Wesleyan university shows its development under each of its 10 presidents.

51. Balston, Lewis Alvin Curtis. History of the Orange county schools. Master's, 1932. Indiana. 142 p. ms.

52. Ramsey, Katherine Holbrook. Comparative study of the educational theories of Rousseau and John Dewey. Master's, 1931. Texas Tech. Coll.

53. Reamey, George Spottswood. A history of religious education in the Methodist Episcopal Church South, 1870-1908. Doctor's, 1932. Yale.

54. Richmond, Elbert Wallace. A history of education in Pendleton county, Ky. Master's, 1932. Kentucky.

55. Scott, Andrew L. The genesis of the Massachusetts school law of 1647 and its practical operation. Master's, 1932. Columbia.

56. Scott, Wallace. History of the public-school system of Tacoma, Wash. Master's, 1932. Puget Sound.

Deals with the development of organization, administration, and expansion of the system.

57. Scrivner, Perry Dewey. The origin and development of public secondary education in Alabama to 1915. Master's, 1932. Yale.

58. Sherrill, Lewis Joseph. Presbyterian parochial schools, 1846-1870. New Haven, Yale university press, 1932. 281 p. (Yale studies in religious education, no. 4.)

The Presbyterian parochial school movement reached its height in the years 1848 and 1849. The schools, which were scattered from New York to Wisconsin, were held in all types of buildings until the Civil War and the growth of the public schools ended their practicability.

59. Smith, Mrs. Jessie Guy. History of Burleson college, Greenville, Tex. Master's 1931. South. Methodist.

60. Spenset, David F. The high-school movement during territorial and statehood days in Washington. Master's, 1932. Washington. 139 p. ms.

61. Standiford, James Claude. A history of Borden Institute. Master's, 1932. Butler. 119 p. ms.

62. Stanton, Gladys Esther. The educational ideas of Matthew Arnold. Master's, 1932. Yale.

63. Stone, Charles L. The common schools of Indiana. Master's, 1931. George Washington. 120 p. ms.

Studies the history of education in Indiana, 1784-1930. Indiana's school system was based on private schools, both elementary and secondary, until 1851, when the State constitution provided for a system of public schools.

64. Swafford, Curtis Aileen. Tendencies in materials and methods of teaching English grammar in the United States, 1850 to 1917. Master's, 1932. Texas.

65. Taylor, John Milburn. History of education in Laurel county, Ky. Master's, 1932. Kentucky.

66. Teed, Gladys F. A history of education in Florida. Master's, 1932. Cornell. 105 p. ms.

67. Tobin, Marie Agnes. The educational philosophy of John Ruskin. Master's, 1931. Loyola. 79 p. ms.

68. Tozier, Roy B. The American Chautauqua: A study of a social institution. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Gives the history of the Chautauqua movement from the religious Sunday school assemblies beginning in 1874 to its development at the present time into a social institution.

69. Umbreit, Allen George. Education in the southern colonies. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Shows the difficulties involved in the establishment of public schools in the south in colonial times. The tutorial system was inaugurated because of the scattered population and a scarcity of schools; those living on large plantations and who desired higher education for their children sent them abroad to college; particularly was this true in law and medicine. Parochial schools were to be found in the back country where schools and churches were associated together and the pastor was often the teacher.

70. Walker, Edward Everett. The educational theories of Lester F. Ward. Doctor's, 1932. Stanford.

This study is concerned with the social trends of the second half of the nineteenth century; gives an account of the writings of Lester F. Ward, analyzing his educational and sociological theories which emphasized the importance of universal public education as a remedy for all social ills; and which would extend to all children the kind of training for which they are best fitted.

71. Walty, Stella K. Cleveland high school at the time of the Civil War. Master's, 1931. Western Reserve.

Describes the development of secondary education in the East; the beginning of secondary education in Ohio; the early history of the Cleveland high school; and high-school education in Cleveland as compared with other cities in the East and in Europe.

72. Witt, Marcus Emmett. The history of education in Lubbock county. Master's, 1931. Texas Tech. Coll.

73. Zimmerman, Carl Arthur. A history of the city schools of New Albany, Ind. Master's, 1932. Indiana. 184 p. ms.

See also 300, 463, 476, 641, 714, 722, 734, 750, 786, 810, 823, 837, 867-868, 908, 926, 943, 976, 1153, 1169, 1174, 1188, 1210, 1257, 1301, 1346, 1404, 1414, 1422, 1460, 1482, 1495, 1505-1506, 1514-1515, 1530, 1550, 1589, 1610, 1613, 1635, 1672, 1692, 1702, 1737, 1751, 1769, 1822, 1875, 1877, 1886, 1938, 1977, 1982, 1990, 1995, 2176, 2195, 2285, 2437, 2455, 2507, 2514, 2565, 2586, 2590, 2641, 2722, 2787, 2854, 2906, 2909, 2926-2927, 2929, 2978, 3091, 3093, 3099, 3120.

EDUCATIONAL BIOGRAPHY

74. **Arrowood, C. F.** John Locke on education. /Austin, University of Texas, 1932.

A study of the views of Locke in education and some principal items of his influence.

75. ——— Sir John Fortescue on the education of rulers. Austin, University of Texas, 1932.

Article of about 4,000 words on the place of education in the political scheme of Sir John Fortescue, greatest of mediaeval writers on English constitutional law.

76. **Ballantine, Margaret Winthrop.** Dickens as an educational reformer. Master's, 1932. Yale.

77. **Chang, Yin Lin.** Comparative study of the ethical theories of G. E. Moore and John Dewey. Master's, 1932. Stanford.

* 78. **Flockhart, Lolita L. W.** Dickens and education. Master's, 1931. New York. 102 p. ms.

79. **Frasier, George W.** Cubberley as his friends know him. School executives magazine, 51: 339-42, April 1932.

80. **Gerdine, Corinne.** The history of method since Rousseau. Master's, 1932. Emory.

An attempt to trace the common elements in the educational philosophy of Rousseau, Pestalozzi, Herbart, and Dewey.

81. **Guyer, Clyde Royal.** The educational philosophy of Sir Thomas More in relation to contemporary educational theory. Master's, 1932. Southern California.

* 82. **Harveson, Mae Elizabeth.** Catharine Esther Beecher, pioneer educator. Doctor's, 1932. Pennsylvania. Philadelphia, University of Pennsylvania, 1932. 295 p.

The study covers the entire range of Catharine E. Beecher's life and educational work and establishes her title to rank of a great pioneer in women's education.

83. **Haynes, Beulah Grace.** Melvil Dewey. Master's, 1932. Peabody. 93 p. ms.

The most outstanding acts of Melvil Dewey's life were the establishment of the decimal classification; organization of the American library association, Spelling reform association, Metric bureau; the founding of the library journal, the library bureau, the first library school, and the Lake Placid club.

* 84. **Hone, Sarah Noyes.** Cassius J. Keyser as an educational philosopher. Master's, 1931. New York. 60 p. ms.

Describes the life, the scientific and philosophical theories of Cassius J. Keyser and applies them to education, emphasizing especially the place of science and mathematics in a liberal education.

85. **Matthews, James Carl.** The contribution of Joseph Baldwin to public education. Doctor's, 1932. Peabody.

86. **Ryan, John Joseph.** John Scotus Erigena: philosopher and educator. Doctor's, 1931. New York.

Discusses the status of Scotus Erigena as a philosopher; his contributions to education; his philosophy of education; his commentary on Capella; and his Division of nature as the educator sees it.

87. Sheppard, Albert. *Erasmus as an educator*. Doctor's, 1931. New York. 146 p. ms.

Discusses his life and times; his educational influence as a humanist and reformer; his main general educational writings; his formal educational writings; his educational views as presented in the Colloquies; the scope and effectiveness of his influence; and includes an evaluation of him as an educator.

CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES

88. Bertram, Carl G. *Itinerant instruction in Wisconsin*. Master's, 1932. Minnesota.

89. Blaich, Theodore Paul. *A study of Thomas A. Edison school of Cleveland, Ohio*. Master's, 1932. Western Reserve. 104 p. ms.

90. Chang, Francis Yung. *Study of more recent developments in the relations of organized labor and education in the United States*. Master's, 1931. Stanford.

91. Cylkoski, Angela Margaret. *Personality as a factor of success in the educative process*. Master's, 1931. Loyola. 84 p. ms.

92. Cobb, Berry Benson. *Promotion of education by masonic lodges in Dallas, Denton and Tarrant counties*. Master's, 1931. South. Methodist.

93. Crawford, Albert Byron. *A critical analysis of the present status and significant trends of state education associations of the United States*. Master's, 1932. Kentucky.

94. Crise, Donald Leach. *The development of the worthy use of leisure time objective of education in the Pulaski county, Ind., public schools*. Master's, 1932. Indiana. 100 p. ms.

95. Dahlquist, John W. *A comparison of the salient features of the public-school systems of Utah and North Dakota*. Master's, 1932. N.Dak. Agr. Coll. 132 p. ms.

96. Elliott, Evelyn. *Some trends in twentieth century American education as reflected by a survey of primary readers*. Master's, 1932. Kana. St. T. C., Emporia. 85 p. ms.

97. Epstein, Isadore. *A statistical study of the developments in education in Washington*. Master's, 1932. Washington. 78 p. ms.

98. Gravestock, Warren E. *Federal guidance in the promotion of naturalization classes in the public schools of the United States*. Master's, 1931. Stanford.

99. Haskell, Katherine Wride. *Institutional development in Tennessee*. Master's, 1932. Columbia.

100. Meece, Leonard Ephraim. *The influence of the school districting system on the educational progress of Kentucky*. Master's, 1932. Kentucky.

101. Null, Vold Bodkin. *A study of nationalism and education*. Master's, 1932. Southern California.

102. Peiffer, Herbert C. *Educational index number for California counties*. Master's, 1931. Stanford.

103. Price, Samuel Willard, Jr. *The control and support of education in Idaho*. Doctor's, 1932. Yale.

* 104. **Baby, Sister Joseph Mary.** A critical study of the new education. Doctor's, 1931. Catholic Univ. Washington, D.C., Catholic education press, 1932. 123 p. (Catholic university of America. Educational research monographs, vol. 7, no. 1, March 1, 1932.)

The study deals with progressive education as it is today; the development of the new education; the excesses and defects of the new education; the valid in the new education; and a consequent and proper integration.

105. **Reynolds, Evelyn Dolores.** A study of migratory factors affecting education in North Kern county. Master's, 1932. Southern California.

106. **Somera, Florence Enid.** Administrative implications of creative education. Master's, 1931. Ohio. (Abstract in: Ohio State university, Abstracts of master's theses, no. 6, p. 192-93.)

Observations were made in the Experimental school at the Ohio State university, and in the Fairmont elementary school, Columbus, Ohio. Indicates the changes which would have to be made in the administrative policy, teacher training, the place of the librarian on the staff, the duties of the janitor, changes in the curriculum, the use of the research department, the relationship between the school and the parents, and the type of school buildings and equipment which would be needed if creative education were introduced into the public-school system of the United States.

107. **Thorndike, Edward L.** The distribution of education. School review, 40: 335-45, May 1932.

108. **Wadia, Bomanji K.** Communication as education. Doctor's, 1932. T. C., Col. Univ.

This study is concerned with the field of communication in America today; its failure to function effectively, and the criteria which are indispensable. Data were supplied by material on journalism, newspapers, and discussions with faculty members of the Pulitzer school of journalism at Columbia university. Conclusion: The newspaper has been seriously deficient as an educative agency because there is lack of understanding of its true relationship towards the public and society.

* 109. **Waller, J. Flint.** Outside demands and pressures on the public schools. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 151 p. (Contributions to education, no. 542.)

Data were secured through interviews with some 150 school officials in 32 states. Demands on the schools show a wide range of intensity, insistence, and importance. The causes of demands were the desire of promoters of demands to continue their own regime; self-interest of the proponent of the demand; desire for different service for the children; interest in persons versus interest in public welfare; spite, enmity, prejudice, and intolerance; clash of opinion and desire among outside groups; school official's manner, action, or attitude; and lack of information on the part of the proponent.

110. **West, Andrew Fleming.** American general education: A short study of its present condition and needs. Princeton, N.J., Princeton university press 1932. 76 p.

This is a brief discussion of education in general, the plan of studies, and teaching with suggestions for improving American education.

See also 1292, 1958, 2077.

EDUCATIONAL SURVEYS

111. **Arrants, John H.** An educational and accomplishment survey of the schools of Meigs county, Tenn. Master's, 1932. Tennessee. 101 p. ms.

112. **Bachman, Frank P.** Public schools of Nashville, Tenn. A survey report. Nashville, Tenn., George Peabody college for teachers, 1931. 373 p.

This survey covers elementary schools, secondary schools, teaching personnel, school buildings, organization, administration, and finance. It covers conditions as of the school year 1929-30.

113. Bathurst, J. E. County school survey. Birmingham, Ala., Birmingham-Southern college, 1932. 280 p. ms.

Surveys conditions including buildings, teacher personnel and pupil personnel. Special emphasis is given to the building program, causes of pupil retardation, and pupil acceleration, and to a uniform method of grading for use throughout the country.

114. Beaughan, Walter I. A survey of the unaccredited high schools of the State of Washington. Master's, 1932. Washington. 77 p. ms.

Studies enrollment; teachers, their preparation and teaching load; condition and location of schools.

115. Bliss, A. Atwood. A survey of the school system of Carroll county, Ind. Master's, 1932. Indiana. 101 p. ms.

116. Fowler, Walter. An educational, economic and community survey of White county, Tenn. Master's, 1932. Tennessee. 79 p. ms.

117. Galbraith, Christopher L. Statistical survey of education in Nevada. Master's, 1931. Stanford.

118. Gullette, Clifford E. A study of state educational surveys. Master's, 1932. Peabody. 95 p. ms.

119. Guthrie, Paul Newman. Education and social reconstruction. Master's, 1932. Columbia.

120. Hamilton, Otto T., and Murray, Clarence L. A school survey of LaGrange county, Ind. Bloomington, Indiana university, 1931. 64 p. (Bulletin of the extension division, vol. 17, no. 4, December 1931.)

The report takes up: attendance, records and reports, age-grade progress; ability and achievement of pupils; school housing program; financing education; academic curricula and extracurricular activities; and personnel.

121. Harris, Luther Calvin. An educational survey of Coal Creek community, Anderson county, Tenn. Master's, 1932. Tennessee. 59 p. ms.

122. Hayward, Dorothy G. Study of the schools of Modoc county. Master's, 1931. Stanford.

123. Henry, William T. A comparative study of the achievement of the schools of Scott county, Ky. Master's, 1932. Kentucky.

124. Holy, Thomas C. and Arnold, W. E. Survey of the schools of Aurora, Ohio. Columbus, Ohio State university, 1932. 46 p. ms.

The study gives a history of the character and growth of the community, school organization and enrollment, status, and utilization of the present school plant, administration of the schools, teaching staff, achievement of the pupils, financial condition of the school district, and the curriculum.

125. Luce, Paul Harold. A survey of the Struthers, Ohio, public-school system. Master's, 1931. Ohio.

*126. Morning, Gregory H. The status of the curriculum in the public-school survey. Master's, 1932. Penn. State. 77 p. ms.

Five state, 3 county, and 40 city school surveys were studied. Data indicate that surveys on an average allot about 29 percent of the space to a study of the curriculum; they tend to neglect the social factors underlying the curriculum; there seems to be no tendency on the part of the surveys to examine more deeply the ultimate bases of the curriculum; there is a tendency to decrease the percentage of space devoted to the curriculum inventory.

127. Nanninga, S. P. Report of the survey of the Estancia public schools with suggestions mutually pertinent to other small school systems in New Mexico. Albuquerque, N.Mex., University of New Mexico, 1931. 61 p. (Bulletin, no. 202.)

128. Norton, Henry Allen. Administrative survey of the Calcasieu parish school system. Master's, 1932. Louisiana.

129. Overcash, Whitson M. A comparison of two county schools systems in Tennessee. Master's, 1932. Peabody. 109 p. ms.

A study of the white secondary schools of Montgomery and Robertson counties, Tenn., for the six years 1925-26 to 1930-31. Findings: Montgomery county offers the better educational opportunities to the secondary school pupil in terms of organization, physical equipment, teaching personnel, instructional costs, enrollment and retention of pupils and curriculum.

130. Beiterman, Carl. A survey of the Superior, Ariz., public schools. Master's, 1932. Stanford.

131. Smith, Henry Lester, and O'Dell, Edgar Alvin. Bibliography of school surveys and of references on school surveys. Bloomington, Indiana university, 1931. 212 p. (Bulletin of the school of education, vol. 8, nos. 1 and 2, September and November 1931.)

132. Strayer, George D., director. Report of the survey of the schools of Chicago, Ill. New York City, Teachers college, Columbia university, 1932. 5 vols. Vol. 1, 350 p.; 2, 323 p.; 3, 227 p.; 4, 315 p.; 5, 137 p.

Vol. 1, deals with administration, business administration, finance, personnel, and social services; vol. 2, Fitting school to pupil, secondary education, and higher education; vol. 3, Elementary schools, health and physical education, and vocational education; vol. 4, Housing the schools, and operation of the school plant; vol. 5, contains the summary of findings and recommendations.

133. Switzer, Alexander I. Preliminary survey of the Spokane county school system. Master's, 1931. Stanford.

134. Thrasher, James Arvin. An educational survey of Unicoi county, Tenn. Master's, 1932. Tennessee. 99 p. ms.

135. Wallace, Simon Charles. Inequalities in educational opportunity in Jones county, Miss. Master's, 1932. Peabody. 156 p.

A study of the different types of schools in the county to determine just what inequalities in educational opportunity existed; this covered a period of three years. Findings: Inequalities were found to exist in the type of school; length of school term; average daily attendance; holding power of school; amount of wealth back of each census pupil in the different school districts; amount of money spent per educable pupil in the school districts; transportation.

136. Wilbur, Milton J., and Vance, Arthur M. Critique of the Washington county survey. Boulder, University of Colorado, 1932. 28 p. ms.

Survey of attainment of pupils of the schools of Washington county, Colo., based upon Stanford achievement test results. Findings: General level of attainment slightly below normal.

137. Williams, Charles M. Care and maintenance practices in certain accredited Florida schools. Master's, 1932. Florida. 84 p. ms.

138. Winters, James E. A comparative study of the divided and undivided, termed schools of Cleveland county, Okla. Master's, 1932. Oklahoma. 99 p. ms.

139. Woodard, Hubert Lee. A study of achievement of 8- and 9-months' rural and town schools of Indiana. Master's, 1932. Indiana. 94 p. ms.

140. Young, Fred Wilson. Comparative study of the white schools of Bolivar county, Miss. Master's, 1932. Peabody. 116 p. ms.

The white schools of Bolivar county were compared, measuring efficiency and determining status of these schools. It was found that they have a record of achievement which may be considered average in spite of many deficiencies. They rank much higher

on financial items than on purely educational items. A more unified, more strongly centralized school system would promote progress in education in the county.

See also 1133, 1435, 1741, 1979; and in Index under Educational surveys.

FOREIGN COUNTRIES

* 141. Bardin, Shlomo. Pioneer youth in Palestine. Doctor's, 1932. Columbia. New York City, Bloch publishing co., 1932. 182 p.

Records the evolution of the Zionist pioneer youth movement during the last 25 years, until it now has more than 40,000 members in Palestine, and about 100,000 abroad. Original source material was translated, in order that the pioneers and leaders of the movement might speak for themselves.

142. Bock, Dorothy A. The selection of students at the American university of Beirut. Master's, 1932. Chicago. 52 p. ms.

The Terman intelligence tests were revised and translated into Arabic. The translated tests were found to be reliable when the test scores were correlated with English grades, and with the average final grades. There is a significant correlation between test scores and university grades.

* 143. Bowie, Arthur. The curricula of the new schools, here and abroad: a comparative study. Master's, 1931. New York. 52 p. ms.

Discusses modern tendencies in education; progressive types of schools in the United States, Germany, Belgium, and Russia.

144. Brauer, Richard H. Trends in secondary education in the Madras Presidency (India). Master's, 1932. Oklahoma. 107 p. ms.

Describes a century of development in secondary education, and gives a detailed study since 1885, based on government reports.

145. Bunce, Thirza Eleanor. A study of moral and religious education in British Malaya. Master's, 1932. Ind. St. T. C. 101 p. ms. (Abstract in Indiana State Teachers College, Teachers college journal, 3: 289-90, July 1932.)

146. Dawson, William B. Education in the Irish Free State, 1922-1930. Master's, 1931. Stanford.

147. Engelhardt, Rosa. Landerziehungshelme—Historical development and critical discussion of the country home schools in Germany, Switzerland, and France. Master's, 1932. Coll. of the City of N.Y. 78 p. ms.

Gives the historical development of the general movement, and views the schools of each country in the light of the historical development, organization, curriculum, methods of construction, methods of character training, contributions to educational theory, critical evaluation, and the possibility of adapting the idea to American conditions.

148. Ericson, Eston Everett, and Ericson, Ervid Eric. Modern Russia. Chapel Hill, University of North Carolina press, 1932. 58 p. (University of North Carolina extension bulletin vol. 12, no. 1, July 1932.)

Discusses the present conditions in Russia of religion, the schools, literature and art, marriage, and the family.

149. Eringis, Stephen A. Education as the cultural agency of Lithuania. Master's, 1932. Washington. 67 p. ms.

Studies the geographical, political, and historical backgrounds of Lithuanian education; the history of Lithuania's development; and the outline of administration and scope of the present educational system.

150. Feng, Pang-Yen. A comparative study of German and American public-school education after the World War. Master's, 1932. Wichita. 83 p. ms.

151. Freedman, Alice E. Der Wandervogel: Its history and influence. Master's, 1932. Southern California.

152. Friedrich, Ruth. The educational policy of the French national convention. Master's, 1932. Iowa.

153. Huber *Sister Mary Cecilia*. Post-war changes in education in Switzerland. Master's, 1931. Loyola. 125 p. ms.

154. Jamali, Mohammed F. The problem of Hedouin education in Iraq. Doctor's, 1932. T. C., Col. Univ.

* 155. Kasuya, Yoshi. A comparative study of the secondary education of girls in England, Germany, and the United States; with a consideration of the secondary education of girls in Japan. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 211 p.

The American high school is designed for all adolescents; English and German secondary schools are selective; problems in secondary education receive different emphases in different countries.

156. Kearney, *Sister Mary Winifred*. The growth of democracy in education in France and Germany since the World War. Master's, 1931. Loyola. 82 p. ms.

* 157. Kim, Helen Kiteuk. Rural education for the regeneration of Korea. Doctor's, 1931. Columbia. New York City, 1931. 124 p.

Deals with the life situations of rural Korea and the way the present educational system meets the needs of the people; discusses what other agencies are contributing towards the education of rural people, what other countries are doing under similar circumstances, and gives some objectives and means of rural education in Korea.

158. Kim, Hyun Chul. History of education in Korea. Doctor's, 1931. American Univ. 291 p. ms.

159. Kini, Kulai N. Proposals for a program of vocational education for Mysore (India) based upon experiences in Mysore and the United States of America. Doctor's, 1932. T. C., Col. Univ.

Suggests that artisan type schools should be increased in number; short unit courses of definite subjects of importance to the adult artisans should be arranged in all day industrial schools; home industries classes should be established throughout the state; government weaving school should be converted into a full-fledged textile school to train efficient workers, foremen, and supervisors for the industry; industrial engineering should be introduced in the school of engineering at Bangalore and the latter be converted into a technological school; the project method and the cooperative method should be introduced into vocational schools if possible; and industrial arts instruction should be introduced in all primary, middle, and high schools for liberal education purposes.

* 160. Klineberg, Otto. A study of psychological differences between racial and national groups in Europe. Doctor's, 1931. Columbia. New York City, Columbia university, 1931. 58 p. (Archives of psychology, no. 132.)

Two Nordic, three Alpine, and two Mediterranean groups were studied. In each of the seven racial groups, 100 boys were tested. Pintner-Paterson tests were given to 100 boys each in Paris, Hamburg, and Rome. Clear and consistent differences were found between city and country children. The differences between the racial groups were small and unreliable.

161. Knott, Wallace W. D. Junior college in British Columbia. Master's, 1932. Stanford.

* 162. Kraemer, Delphine. Guidance in European countries. Master's, 1932. Rutgers. 66 p. ms.

163. Kwoh, Yu-Yu. The monitorial system in relation to popular education in China. Master's, 1932. Kentucky.

164. Lal, Prem Chand. Rural reconstruction and rural elementary education in Bengal in the light of the program carried on at Sriniketan, the Institute of rural reconstruction founded by Rabindranath Tagore. Doctor's, 1932. T. C., Col. Univ. London, Eng., George Allen and Unwin, 1932. 262 p.

The origin and history of Viswa-Bharati and of the educational institutions of Santiniketan and Sriniketan were described to show how the Institute of rural reconstruction was founded, and formed an important part of Tagore's educational program. The aims and objectives of Sriniketan were described with a brief and general survey of the social, economic, health, and sanitary conditions of the locality. The activities of the Institute were analyzed, and the need for their inclusion in the program was shown.

165. Lister, Fraser. First steps in curriculum revision in British Columbia. Master's, 1932. Washington. 98 p. ms.

166. Liu, Chi Hung. A study of modern education in Kiangsu Province, China. Master's, 1932. Washington. 130 p. ms.

The development and present status of modern education in Kiangsu Province. Findings: Based on the present status of modern education in the Province, some suggestions for improvement are given.

167. McLellan, Frederick Andrew. The organization of a visual instruction department in the Kitsilana high school, Vancouver, B.C. Master's, 1932. Washington. 135 p. ms.

The actual organization of a visual instruction department in a large secondary school of 2,000 pupils in the province of British Columbia, Canada, is described.

168. Marks, Theresa. English men of letters in their relation to the Workmen's college. Master's, 1932. Columbia.

* 169. Mathew, Mariam. The problem of women's education in India. Master's, 1932. New York. 214 p. ms.

* 170. Obama, Shigeshi. The fundamental characteristics of moral education in Japan. Master's, 1932. New York. 89 p. ms.

Discusses the unique characteristics of Japanese nationality, the philosophy underlying the national system of education, the present system of national education, and moral training and teaching in the schools.

171. Otani, Yoshio. Sociological analyses of elementary curricula in Japan. Master's, 1932. T. C., Col. Univ. 97 p. ms.

Studies the effectiveness of present practices with reference to the historical and social background. Finds: Waste in the articulation of elementary education and secondary education; lack of flexibility in the present practices; lack of adjustment to the changed social conditions; new tendency in the organization of the educational system as a whole.

172. Petersen, Axel G. The training of elementary and secondary teachers in Sweden. Doctor's, 1932. T. C., Col. Univ.

Most of the regular teachers of the Swedish folkschools are trained in the 2- or 4-year normal schools; practical arts teachers, music teachers, and gymnasts are trained in special higher technical schools; women teachers are trained in colleges for women and in the universities. Secondary teachers must be graduates of a gymnasium before entering one of the four universities.

* 173. Pockrose, Fannie M. New development in methods of teaching modern foreign languages in the schools of Soviet Russia. Master's, 1932. New York. 53 p. ms.

174. Punks, H. H. The folk high school and other recently developed institutions in German adult education. School review, 39: 696-706, November 1931.

175. Ramras, Joseph. A descriptive study of the Berlin Abendgymnasium. Master's, 1932. Coll. of the City of N.Y. 116 p. ms.

The organization and curriculum of the Berlin Abendgymnasium are analyzed in detail. This school is efficient, economical, and popular.

* 176. Redmond, Sister M. Justine. Laicism in the schools of France. Doctor's, 1933. Catholic univ. Washington, D.C., Catholic university of America, 1932. 79 p.

The study describes the origin and growth of laicism in France, and presents an exposé of *le laïcisme scolaire* with special emphasis on *la morale laïque*.

177. Shih, Chao-Kuei. Proposed plan of supervision for the improvement of common education in China. Master's, 1931. Stanford.

* 178. Siegmeister, Walter. Theory and practice of Dr. Rudolf Steiner's pedagogy. Doctor's, 1932. New York. 285 p. ms.

Discusses the philosophical background and basic principles of Doctor Steiner's pedagogy; the psychology and pedagogy of the first seven years of childhood; the psychology and pedagogy of the period between the change of teeth and puberty; Doctor Steiner's experimental school the Free Waldorf school at Stuttgart; Waldorf school didactics; and curative pedagogy.

* 179. Smith, Samuel. Educational experimentation in Soviet Russia. Master's, 1932. New York. 227 p. ms.

Surveys the principles and methods of Soviet education. Finds an admixture of merits and defects; successes and failures.

180. Stuart, Warren Horton. The use of material from China's spiritual inheritance in the Christian education of Chinese youth. Doctor's, 1932. Yale.

181. Tsang, Chiu-Sam. Nationalism in school education in China. Doctor's, 1932. T. C., Col. Univ.

Discusses the effect of nationalism on education in China from 1862 to 1930, and the influence of education on the development of nationalism.

* 182. Webster, F. Champlin, Jr. Secondary education in France since the World War. Master's, 1932. Boston Univ. 156 p. ma.

Describes the effect of the World War on French education; the history of education in France; French secondary education; education in the French colonies; the place of the League of Nations in French secondary education; and the present philosophy of French education.

183. Wooten, Flaud Conaroo. The transfer of the local control of education in Scotland from the education authorities to the county and town councils. Doctor's, 1932. Stanford.

A résumé of educational policies in Scotland before the nationalization of the school system by the Act of 1872, when education had been conducted by religious organizations, parishes, and the towns; and the work of the school boards prior to their abolition in 1918, to the transfer of the control of education to the county and town councils, by the Local Government Act in May 1930.

184. Yieh, Tsung-Kao. Adaptation of the American character education methods to Chinese schools. Master's, 1932. Northwestern.

185. Ying, Kai-Shih. Administration and supervision of the Christian middle school in China. Master's 1932. Yale.

186. Yoon, Stanley Sung-Soon. The influences of Confucianism and Christianity upon Korean education. Doctor's, 1932. American Univ. 240 p. ms.

187. Young, Ralph E. Techniques of experimentation in the United States and Great Britain. Master's, 1932. Colorado.

See also 47, 1875, 2380.

INTERNATIONAL ASPECTS OF EDUCATION

188. Britt, Esther Lee. French influences on educational practices in the United States. Master's, 1932. Emory.

189. Kolstad, Arthur. A study of opinions on some international problems as related to certain experience and background factors. Doctor's, 1932. T. C., Col. Univ.

A study was made of 500 cases, selected at random, who had filled out Harper's questionnaire: "A study of opinions concerning some international problems." These cases were compared with the opinion scores of a second group of 500 Teachers college students. Students with high general examination scores tended to indicate a more favorable viewpoint than those with low scores; sex differences were small; students majoring in history and administration were more internationally minded, and those majoring in household arts and nursing were less internationally minded than the rest of the students; favorableness towards internationalism parallels the amount of college training as represented by having a Master's degree, a Bachelor's degree, and not having a degree.

190. Lyon, Sarah S. The connection of the foreign division of the Young women's Christian association with governments. Master's, 1932. Columbia.

EDUCATIONAL THEORY AND PRACTICE

191. Castle, Anna E. The development of techniques of study. Master's, 1932. Colorado.

192. Drescher, William S. Educational theories of the phrenologists. Master's, 1932. T. C. Col. Univ. 21 p. ms.

A close relationship exists between modern educational theory, psychology, and phrenology.

193. Driskill, Ruth. Progressive educational ideals; lecture and demonstration by Marcus Fabius Quintilianus. Master's, 1932. Peabody. 58 p. ms.

This study refers to Quintilian's principles and practices of education as revealed in his *Institutio Oratoria*. It is found that he discussed the purpose of education, varying abilities, preschool influences, environment, and public versus private education. He shows how an elementary school, a grammar school and a school of rhetoric should be conducted. He stresses the need for perfect harmony between teacher and pupil.

194. Frasier, George W. Education in a time of crisis. Nebraska educational journal, 12:106-108, March 1932.

195. Gillman, Vernald. The educational ideas and ideals of Condorcet. Master's, 1932. Coll. of the City of N.Y. 107 p. ms.

196. Heath, Clara L. Contributions of theosophy to American education. Master's, 1932. Iowa. 86 p. ms.

197. Jensen, Hanna Marie. The development of public opinion in regard to arbitration with special emphasis on the function of the school. Master's, 1932. Southern California.

198. Kilpatrick, William Heard. Education and the social crisis. A proposed program. New York City, Liveright, inc., 1932. 90 p. (Kappa delta pi lecture series no. 4.)

Discusses the current social problems and proposes an educational program which would be helpful in solving them.

199. Lambert, John Ford. A study of the relative effectiveness of different types of instructions in two learning problems. Master's, 1931. Vermont.

200. Mayo, Jessie Norris. The aims of education and modes of instruction in the modern elementary school which are due to the influence of Pestalozzi. Master's, 1932. Washington. 162 p. ms.

201. Merriman, Forrest D. Curtailment of educational service and changes in administrative practices during an economic depression. Master's, 1932. Northwestern.

202. O'Brien, Mercedes Ellen. Education viewed in the light of scholastic philosophy. Doctor's, 1932. Boston Coll.

203. Randell, Mrs. Anne Ragland. The pedagogy of Jesus. Master's, 1932. Denver. 68 p. ms.

A comparison is made between the achievements and qualities of Jesus in teaching and those of the great schoolmen listed in history, which shows that Jesus anticipated the same principles of education that the great historical teachers later advocated.

204. Rowland, William Thomas, jr. Aims of public education in the United States. Doctor's, 1932. Peabody.

205. Snedden, David. Towards better educations. Some critical sociological examinations of a variety of current problems of coordinating purposes and methods in education. New York City, Teachers college, Columbia university, 1931. 427 p.

The book deals with: American explorations towards better educations; towards more serviceable interpretations of the meanings of growths, learnings, teachings, and educations; the needs of the child; schools as preparation for life—and as life itself; the desire-interests of learners; purposes versus methods in education, their distinctive evaluations; analysis and isolation versus synthesis and integration, methods versus objectives; creativeness in learnings—for purposes or methods; subjects, courses, curricula, plans and specifications for teachers; towards functional interpretations of particular educations; educations to socialize and educations to individualize; purposes versus methods in educations of the gifted; purposes versus methods in educations for the handicapped; adapting purposes and methods of educations to the ideals of democracy; our changing civilization, possible effects on education; orientating, guidance, and exploratory educations—as objectives or methods; cultures and vocations, their interrelations.

206. Waldron, Edward Ferdinand. Procedures in reshaping an educational program in the light of current educational theory. Master's, 1932. Yale.

See also 64, 110, 188; and under Special methods of instruction; Special subjects of curriculum; Teacher training; Higher education.

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

ABILITY GROUPING

207. Dale, George Allan. Differences in language and literature achievement under the traditional program and when using differentiated curricula and homogeneous grouping. Master's, 1932. Iowa.

208. Godwin, Wendell B. Efficacy of homogeneous grouping in Central junior high school. Master's, 1932. Chicago. 96 p. ms.

A study was made of the achievement of 135 children at 6A level in three courses during one semester. Findings: Grouping in itself seems to be neither an advantage nor a disadvantage.

209. Gray, William S., Woody, Clifford, and others. Special methods in the elementary school. Review of educational research, 1: p. 245-323, October 1931.

This issue of the periodical deals primarily with studies in method.

Contents: Reading, by W. S. Gray, p. 247-260; Arithmetic, language, fine arts, physical and health education, and industrial arts, by Clifford Woody, p. 261-275; Spelling, handwriting, social studies, character education, geography, and natural science, by F. S. Breed, p. 276-293; Music, nursery-school and kindergarten methods, and integration of subject matter, p. 294-308; Bibliography, p. 304-323.

* 210. Marsden, Carl A. A critical and experimental empirical study of homogeneous grouping in a public junior high school. Doctor's, 1932. New York. 261 p. ms.

Describes an experiment in homogeneous grouping carried out in the A1-Mar, N.J., junior high school.

211. **Rothman, Harriet Lillian.** A study of the homogeneity of ability groups in the Grover Cleveland high school. Master's, 1932. St. Louis. 78 p. ms.

212. **Sanderson, Chester Ballard.** An experimental study of the value of homogeneous grouping in the B7 grade. Master's, 1932. Southern California.

213. **Storm, Howard Charles.** Ability grouping with differentiated courses of study. Doctor's, 1932. California. 227 p. ms.

Attempts to determine which of two procedures produces the greater accomplishment in reading and arithmetic: (1) to have children grouped into three ability groups in each grade and to have them follow differentiated courses of study, or (2) to have them in the traditional grade classification following single courses of study. Findings: If carefully differentiated courses of study in reading and arithmetic are developed to fit the capacities of pupils of different ability levels, pupils accomplish more in these studies when grouped into ability groups.

214. **Tinsley, Gladney Jack.** A study of bases of ability grouping. Doctor's, 1932. Stanford.

An investigation was made of importance of various factors in the prediction of high-school success to secure a sound basis for ability grouping. The bases of grouping and grading studied were intelligence, achievement, previous scholarship, and chronological age; the three criteria used were first-year high-school success, four years' high-school success, and the score on the Thurston psychological test at high-school graduation. Data were supplied for 639 cases for the first criteria, and were available for 154 of this group for the second and third criteria. Statistical evidence is given of the relative importance of certain factors for the establishment of a true basis for grouping.

See also 1431, 1440; and under Special subjects of the curriculum.

ACTIVITY PROGRAMS

215. **Brooks, Benjamin F.** A study of the present status of the activity period of the junior and senior high schools. Master's, 1932. Washington. 118 p. ms.

A study was made of 229 high schools in the United States. Approximately 85 per cent of the junior high schools and 75 per cent of the senior high schools studied had adopted the activity period.

216. **Hall, Susan Jane.** The activity program as a means of Americanization in the primary grades. Master's, 1931. T. C., Col. Univ. 40 p. ms.

The English vocabulary acquired by non-English-speaking children in San Antonio, Tex., carried over into life outside the schoolroom.

217. **Karstens, Viola Bertha.** Problems involved in the activity program in the Pasadena elementary schools. Master's, 1932. Southern California.

218. **McAlexander, Besse Frances.** An activity program as carried on in the Wichita elementary schools during 1930-32. Master's, 1932. Wichita. 61 p. ms.

219. **Magee, Mrs. Bun Bates.** A study of an activity program. Master's, 1932. Texas.

220. **Morris, Margaret M.** Problems of the beginning teacher in an activity program. Master's, 1932. Ohio. 208 p. ms.

Describes a year's study of a beginning teacher placed in an experimental school and shows the growth made during her first year, under sympathetic, intelligent guidance.

221. **Morrison, Nellie C.** Criteria for selecting and judging activities. Master's, 1931. T. C., Col. Univ. 25 p. ms.

Analyzes the philosophies of some outstanding educators and of outstanding progressive schools, and sets up criteria for evaluating activities.

See also 497, 576, 951, 1804, 1814.

CONTRACT AND UNIT PLANS

222. Baumgardner, Mary Evelyn. An evaluation of the project method of instruction in secondary school English studies. Master's, 1932. Ohio. 97 p. ma.

223. Carey, Alice E., Hanna, Paul R., and Meriam, J. L. Catalog of units of work, activities, projects, etc. New York City, Teachers college, Columbia university, 1932. 290 p.

More than 7,000 activities, units of work, projects, and themes were listed, grouped and arranged, for use in organizing elementary school curricula around such activities, units of work, etc.

224. Hobrecht, Delphine Pratt. Integration of subject matter in a unit study activity. Master's, 1932. Peabody. 73 p. ma.

Study of fifth grade, Peabody demonstration school; three libraries: Fifth grade, school library, and college library at Peabody. Findings: Integration in subject matter of unit observed and bibliography for a teacher in teaching this unit.

225. Israel, Moise J. Experimental study of two types of assignments. Master's, 1932. Louisiana.

226. McInerney, Leonora C. Comparison of the recitation methods with the contract plan of teaching. Master's, 1931. Stanford.

227. Rogers, Charles Marvin. An experimental study of the contract method versus the daily recitation method. Master's, 1931. Texas Tech. Coll.

228. Virginia. University. The unit method as a means of individualizing learning activities. University, University of Virginia, 1931. 54 p. (University of Virginia record extension series, vol. 16, no. 5, November 1931. Secondary education in Virginia, no. 13.)

Contents: (1) The problem of adjusting subject matter to individual differences, by William E. Smithy, p. 5-6; (2) Principles governing subject-matter adjustment to pupil differences in ability to learn, by E. E. Windes, p. 7-15; (3) Adjusting subject matter to individual differences in the teaching of high school; (4) English, by Edward Alvey, Jr., p. 16-23; (5) Mathematics, by R. C. Wingfield, p. 24-28; (6) Social science, by R. E. Swindler, p. 29-32; (7) Limitations of the unit method, by E. B. Broadwater, p. 33-35; by R. Claude Graham, p. 36-39; by C. W. Miller, p. 40-43; (8) Next steps in the development of the unit method of teaching, by E. E. Windes, p. 44-48; (9) Role of guidance in individualizing instruction, by C. J. Hyslop, p. 49-54.

See also 254, 527, 587, 593, 634-635, 799, 841, 846-847, 850, 956, 966, 1044, 1338, 2684.

HOME-ROOMS

229. Armstrong, Wesley Earl. Relationship of scholastic success to certain results secured from an individual rating plant administered through the home room. Master's, 1931. Okla. A. and M. Coll.

230. Shulkey, Bruce Clarence. Home room programs in the senior high school. Master's, 1931. Texas Tech. Coll.

See also 1345 1433, 1444, 2350, 2901.

INDIVIDUAL INSTRUCTION

* 231. Allen, Chauncey Newell. Individual differences in delayed reaction of infants. A study of sex differences in early retentiveness. Doctor's [1931], Columbia. New York City, Columbia university, 1931. 40 p. (Archives of psychology, no. 127.)

In an attempt to test the traditional finding that the female sex is generally superior to the male in forms of behavior grouped under the title "memory" or "retentiveness", 100 one-year-old infants, about equally divided as to sex, were chosen at random from

an average group comparable as to age, educational opportunities, and lack of development of the language organizations. Data show that individual differences are great, even in the same individual at different times; that sex differences exist, but are small and inconsistent.

232. Chang, Suk Yung. Principle and technique of effective treatment of individual problems. Master's, 1932. Columbia.

233. Embry, H. W. An experimental study of individual and traditional classroom procedure. Master's, 1931. South. Methodist.

234. Kester, Eura M. Experimental data on individual differences for beginning students of education. Master's, 1931. California.

235. Steese, Sister Catherine. An experiment with the group study and the individual technique plans in the sixth grade. Master's, 1932. Colo. St. T. C.

236. Zeller, Glenn W. A study of individual instruction. Master's, 1932. Ohio. 180 p. ms.

Compares individual instruction with the regular classroom procedure in two schools of Erie county. Findings: No significant difference so far as arithmetic knowledge acquired is concerned. Individual instruction has other preferred advantages.

See also 228, 291, 294, 505, 580, 608, 752, 754, 784, 811, 912, 984, 1074, 1234, 1263, 1311-1312, 1328, 1333, 1377, 1389, 1517, 2675.

METHODS OF STUDY

237. Eagleson, John Oliver. The administration of an experiment in supervised study. Master's, 1931. Ohio.

238. Guinn, Myrtle Francis. A plan of supervised study used in a class in high-school history. Master's, 1931. South. Methodist.

* 239. Robinson, Frances P. The role of eye movements in reading with an evaluation of techniques for their improvement. Doctor's 1932. Iowa. Iowa City, University of Iowa, 1933. 52 p. (University of Iowa studies, New series no. 252. Series on aims and progress of research, no. 39, June 1, 1933.)

Gives the results of an experimental study of reading disabilities and the eye movements, and specifies certain training by which reading efficiency was increased. Of five stutters, after 6 to 21 months of training to improve their speech, those who showed improvement in speech were those who made most progress in reading ability.

See also 506, 1753, 1784.

PLATOON SCHOOLS

240. Kirby, Byron C. The platoon school. Doctor's, 1932. Notre Dame.

Discusses cardinal principles of education in relation to platoon organization; efficiency in attaining these objectives as evidenced by collected data; answering of objections to criticisms against platoon organizations.

241. Mussey, George A. The platoon system as administered at the Lawrence junior-senior high school, Fairfield, Maine. Master's 1932. New Hampshire. 77 p. ms.

See also 976.

RADIO IN EDUCATION

242. Benson, Arnold. Design and construction of a radio receiving set for laboratory instruction purposes. Master's, 1932. Oklahoma A. and M. Coll.

243. Eibling, Harold H. The administration of the classroom use of the radio in a centralized school system. Master's 1932. Ohio. 175 p. ms.

See also 1146.

VISUAL INSTRUCTION

244. Atwood, Alice G. Comparison of responses to printed word and to picture stimuli. Master's, 1932. Stanford.

245. Beck, M. L. The use of visual aids in teaching. Auburn, Alabama polytechnic institute, 1932.

246. Bell, Carl S. A summary and critical analysis of the experiments concerned with the use of visual aids in instruction. Doctor's, 1932. Washington. 331 p. ms.

The motion picture has proven to be an effective instructional aid in some subjects, while the slide and stereograph have proven more satisfactory in others.

247. Brown, H. Emmett, and Bird, Joy. Motion pictures and lantern slides for elementary visual education. New York City, Teachers college, Columbia university, 1931. 105 p.

An annotated list of teaching aids together with suggestions for their use and tentative criteria for judging the worth of visual materials.

248. Carnegie, John Lloyd. Visual instruction in commercial subjects. Master's, 1932. Boston Coll.

* 249. Clark, Clarence C. Sound motion pictures as an aid in classroom teaching: A comparative study of their effectiveness at the junior college level of instruction. Doctor's, 1932. New York. 155 p. ms.

Investigates the value of educational sound motion pictures in classroom teaching as a medium for conveying accurate, concrete knowledge; for the development of ability to think more accurately and to reason more soundly; and for stimulating and sustaining interest in the topics studied with special reference to science. The experiment was carried out in the Outlines of science course at New York University. A total of 13 films was used in the investigation. Three of the films had sound and silent editions, 5 were sound films, and the other 5 were silent. Data indicate a marked similarity in the effectiveness of the sound motion pictures, the silent motion pictures, and the lecture demonstrations as teaching aids.

250. Hinckley, Leon Carl. Visual aids for demonstrating subject matter in high-school biology. Master's, 1932. Colo. St. T. C.

251. Iowa. University. Visual aids for classroom use. Iowa City, University of Iowa, 1932. 90 p. (University of Iowa Extension bulletin, bulletin no. 294. June 15, 1932.)

This is a descriptive list of lantern slides and motion picture films available for classroom or assembly use in the schools.

* 252. Koelle, Sylvester P. A study of adjectives and pictures found in motion-picture advertising and of criticisms of motion pictures. Master's, 1932. Penn. State. 56 p. ms.

A study was made of the adjectives used in motion-picture advertisements, and of the pictures found in the advertisements, as they apply to the social value of motion pictures. Criticisms published in the newspapers and current magazines were also studied. Daily and Sunday newspapers, motion picture magazines, and producer's and director's annuals were analyzed, and the adjectives used to describe the pictures were tabulated and treated statistically. It was found that there are motion pictures for all types of persons, and that the criticisms seem to favor the motion-picture industry.

253. Mehlman, Solomon. A study of visual aids in elementary school history textbooks with standards for the evaluation of the aids. Master's, 1932. Coll. of the City of N.Y. 64 p. ms.

The visual aids studied were pictures (drawings, photographs, and reproduced paintings), cartoons, graphs, diagrams, maps, charts, tables, and the guides for the use of these aids. A set of criteria and standards was constructed.

254. Morgan, Grace Myrtle. The efficacy of the use of the lantern slides in teaching English composition as compared with the laboratory method. Master's, 1932. Denver. 52 p. ms.

An experiment conducted in two sections of the 9B English classes in Cole junior high school of Denver suggests that the use of lantern slides opens up a new approach to the problem of evaluating and grading original compositions, and calibrates the interest of the group cooperatively.

255. Mount, James Nathaniel. The learning value of motion pictures in high-school physics as compared to the use of supplemental textbooks. Master's, 1931. Washington. 74 p. ms.

Studies two classes of high-school physics (24 in each class). Findings: 69 chances in 100 that motion pictures are superior as a teaching device to the use of supplemental texts.

256. Rogers, Ralph Winfred. Visual aids as a means of making the subject of woodwork, in the secondary schools, more intelligent. Master's, 1932. Oklahoma A. and M. Coll.

257. Bulon, Phillip J. An experimental study of the value of talking films as an instrument of instruction. Harvard university, Cambridge, Mass. [1932.]

258. Sarvay, Laura Ann. The available materials for picture study in the elementary grades. Master's, 1932. Peabody. 188 p. ms.

The pictures listed were chosen from the 18 sets of drawing books, manuals on picture study, and picture study courses now in use in the United States.

259. Semsch, Sister M. A. Analysis of visual aids found in modern history textbooks. Master's, 1932. Iowa. 147 p. ms.

* 260. Terry, Laura Grace. Types of children's responses to the Yale chronicles of America photoplays. Master's, 1932. New York. 147 p. ms.

Junior high school children of the seventh and eighth grades are more interested in people as they are featured upon the screen than in any other type of response.

261. Young, William H. An analysis of the visual aids found in sixth grade European background texts. Master's, 1932. Iowa. 66 p. ms.

See also 167, 694, 857, 860, 899, 932, 934, 1208.

EDUCATIONAL PSYCHOLOGY

262. Bayroff, Abram Gustavus. Effect of varying and stable environments on behavior in the direction test box. Doctor's, 1931. North Carolina.

263. Bedell, Ralph C. The relationship between ability to recall and the ability to infer in specific learning situations. Doctor's, 1932. Missouri.

264. Bell Anita I. Experimental study of the relation between variability and learning. Master's, 1932. Columbia.

265. Carpenter, Edwin Kenneth. An experimental study of interrupted response in animal learning. Master's, 1931. Brown.

266. Cattell Psyche. Do the Stanford-Binet IQ's of superior boys and girls tend to decrease or increase with age? Harvard university, Cambridge, Mass. [1932.]

267. Dunlap, Knight. Habits, their making and unmaking. New York City, Liveright, inc., 1932. 326 p.

The study of the interrelation of the processes of learning and unlearning, of habit making and habit breaking is based on individual cases treated at Johns Hopkins uni-

versity. It discusses the problems of habit and learning; fundamental principles of learning; voluntary and involuntary action; physiological theories of learning; the process of learning; conditions of efficient learning; retaining, recalling, and relearning; remembering and forgetting; personal and social adjustment; the breaking of specific bad habits; habits of emotional response; and learning ability and intelligence.

268. **Eurich, Alvin C.** A comprehensive examination in educational psychology. Minneapolis, University of Minnesota, 1932. 77 p. ms.

The report describes the manner in which two forms were prepared, the evaluation of the individual items, and the process of constructing shorter forms that are highly reliable. The need now is to standardize the shorter forms on larger groups of graduate students.

* 269. **Kemp, Edward L.** The content of educational psychology as evaluated and determined by city superintendents and supervisors in the United States on the basis of the observed professional needs of their teachers. Doctor's, 1932. New York. 119 p. ms.

Content check lists were sent to the 310 cities with a population of 15,000 or more in the United States. The study is based on the 120 usable returns of the check list, and on 120 check lists filled out by teachers who were taking courses at New York University. The evaluations of the supervisors were generally more reliable than those of the teachers; the supervisors and teachers were more in agreement as to the relative importance of the content items than in disagreement; the items rated as of major importance are those which bear a relationship to the skill and insight of the teacher in his work and in his grasp of the subject; results dispute the importance of a number of items conventionally dealt with at length, and attach high value to a number of items commonly referred to in passing.

270. **Kuhn, Earl B.** Relationship between family size and achievement in learning. Master's, 1932. Stanford.

271. **Lehman, Adin Floyd.** A study of the effect of length, practice, and degree of learning upon the reliability of nonsense syllable scores. Master's, 1932. Kans. St. T. C., Emporia. 37 p. ms.

272. **Maul, Ruth Berg.** An investigation of the relation between age and the ability to memorize and retain meaningful and nonsense material. Master's, 1932. Kans. St. T. C., Emporia. 45 p. ms.

* 273. **Roberts, Earl F.** Survey of practices in the administration of the first course in educational psychology in teacher-training institutions in the United States. Doctor's, 1931. New York. 114 p. ms.

Data were secured from replies to a questionnaire received from 228 normal schools, teachers colleges, and schools or departments of education in colleges and universities. The first course is taught in the department of education more often than in all of the other departments combined in teachers colleges and schools of education; it tends to be offered later in the longer curricula than in the shorter curricula; introduction to education is the favored prerequisite in normal schools, and general psychology is the most commonly required prerequisite in teachers colleges and schools of education; the first course is handled mainly by class discussion, lecture, and question and answer methods.

274. **Schwarzbek, William C.** The effect of four types of progressive changes in inter-cyclic rest periods on pursuitmeter learning. Master's, 1931. Ohio 56 p. ms.

Attempts to clarify the effect of distribution of practice on the acquisition of a skill (motor skill). In this study the length of the rest periods is either lengthened or shortened progressively. Findings: The best conditions for pursuitmeter learning are those in which the inter-cyclic rest periods are progressively decreased in length from 9 minutes at the beginning to 1 minute at the end, i.e., after about 35 practice periods each of 4 minutes duration. Those conditions were poorest in which the inter-cyclic rest was progressively increased from no rest to 9 minutes rest.

See also 291, 294, 302, 506, 758, 761, 862, 1316, 1490.

CHILD STUDY

275. Allan, Nan Mitchell. An analysis of behavior problems encountered in a traveling child guidance clinic. Master's, 1932. Southern California.

276. Berry, Maggie. A nutrition study of children of preschool age in Shelby county, Tenn. Master's, 1932. Peabody. 44 p. ms.

A study was made of the food and health habits, nutrition needs, and general well-being of rural white children from 1 to 6 years of age in Shelby county, Tenn.

277. Chase, Lucile. Motivation of young children. An experimental study of the influence of certain types of external incentives upon the performance of a task. Iowa City, University of Iowa, 1932. 119 p. (University of Iowa studies. First series no. 223. Studies in child welfare, vol. 5, no. 3, March 15, 1932.)

This study is an inquiry into the nature of certain incentives or types of motivation with reference to young children. Experimental work in this problem is handicapped by the number of variables to be brought under control and by a lack of suitable apparatus for securing quantitative data. This study presents a sampling of 259 children ranging in age from 2 to 8 years.

278. Fisher, Mary E. Language patterns of preschool children. Doctor's, 1932. T. C. Col. Univ.

Aims to develop an objective technique for analysis of language records of preschool children showing social implications and personality differences which will reveal developmental patterns for gaining linguistic control. Data were secured from stenographic records of 9 hours of spontaneous speech of 72 preschool children, 37 girls and 35 boys, from 22 to 62 months, in the nursery school of the Child development institute of Columbia university, from September 1928 to June 1930. Patterns of speech reveal psychological data of significance; the use of structurally complete sentences increases with age up to the fourth year; there is a positive relation between the complexity of the sentence and the intelligence of the child; girls show a superiority over boys in all items.

279. Fitz-Simons, Marian J. Parent-child relationships as shown in clinical case studies. Doctor's, 1932. T. C. Col. Univ.

Describes the development of a technique by which about 100 cases of the emotional attitudes of the parent toward his child were classified.

280. Gipple, Pearl. Iowa legislation pertaining to children. Master's, 1932. Iowa.

281. Goodenough, F. L., and Anderson, J. E. Experimental child study. New York City, Century company, 1931. 546 p.

Section 1 gives a comprehensive historical account of the origins of the movement of the study of child development. Section 2 discusses the preparation for and the conduct of investigations and explains the methods of handling children in experimental situations, and describes 41 experiments covering a wide field, adapted for the study of both individual children and groups of children.

282. Hadley, Laura B. A study of the opinions of mothers regarding the aspects of child development that should be the common knowledge of potential homemakers. Master's, 1931. Minnesota.

283. Hanglitter, Ethel L. A comparison of expressive behavior responses to stories and verse in children 2 to 6 years old. Pasadena, Calif., Whittier college, 1932. 47 p.

Studies nursery school and kindergarten children at Broad Oaks. Findings: Both prose and poetry are happily received by children of nursery school age.

284. Haven, Mary Estelle. The personality traits of children, one of whose parents has been diagnosed as general paretic. Master's, 1932. Catholic Univ.

285. Hayes, Marion Ferrin. The personality traits of children, one of whose parents has been diagnosed as maniac depressive. Master's, 1932. Catholic Univ.
286. Henderson, Louise. Effects of competition on the acquisition of a motor skill by young children. Master's, 1931. American Univ. 58 p. ma.
287. Hicks, B. W. A study of the behavior of children in learning to open a problem box. Master's, 1932. Illinois. 125 p. ma.
288. Hildreth, Gertruda. The success of young children in number and letter construction. Child development, 3: 1-14, March 1932. (Reprinted.)
A learning study of young children over a 3-year period indicating progress in ability to make numbers and letters.
289. Hoke, Hazel. A study of child life and out-of-school education in Kansas. Master's, 1932. Kana. St. Coll.
290. Jenkins, Felisa. A critical study of the diets of preschool children in their homes; Group I—meals at family table. Group II—meals alone or at separate table. Master's, 1932. Mills. 62 p. ma.
291. Jersild, A. T., and Bienstock, E. F. The influence of training on the vocal ability of 3-year-old children. Child development, 2: 272-91, December 1931.
Tests were administered to 58 3-year-old children to find their ability to sing tones and intervals. Intensive training over a period of 7 months was given to 18 children. Records were kept of the content and quantity of the children's spontaneous singing. The results deal with the influence of training, individual differences, correlation between the vocal ranges of parents and children, tones and intervals most readily sung by children, and the educational implications of the findings.
292. ——— and Markey, F. M. Children's wishes, fears, dreams, daydreams, ambitions, pleasant and unpleasant memories, likes and dislikes: a study by the interview method of 400 children aged 5 to 12. New York City, Teachers college, Columbia university, 1932. 185 p.
293. ——— and others. A study of the constancy of certain behavior patterns in young children. American journal of psychology, 45: 125-29, January 1933.
The study deals with the predictive value of measurements of personality and social behavior in young children. The subjects were 12 kindergarten children who, during the two previous years, had been studied while attending a nursery school.
294. ———. Training and growth in the development of children: A study of the relative influence of learning and maturation. New York City, Teachers college, Columbia university, 1932. 84 p. (Child development monographs, no. 10.)
More than 200 children, ranging in age from 2 to 11 years, were studied by the equivalent group method, to find the degree to which a child's capacity can be influenced by special training as compared with the influence of normal growth. Two mental, two musical, and four motor performances were used. A study was made of the influence of practice on individual differences, the relation between intelligence and the effect of practice, the improvability of motor as compared with mental capacities.
295. Jones, Margaret Cornwell. Judgments of parents regarding procedures for training children in the home. Doctor's, 1932. Southern California.
296. Kennedy, Jean. Protective legislation for children in New York State and its administration, public and private. Master's, 1932. Columbia.
297. Kennedy, Stella Marie. Case studies of children in a development room. Master's, 1932. Southern California.

298. **McLaughlin, Florence.** The development of home management house children compared with children of similar age in boarding homes and in an institution. Master's, 1931. Iowa St. Coll.

299. **McLester, Amelia.** The development of character traits in young children. New York City, Charles Scribner's sons, 1931. 128 p.

Records the free discussions of 15 children, ranging in age from 6 to 10 years, of the moral principles involved in their work and play.

300. **Scheetz, Rev. Leo Aloysius.** History of Catholic child-caring institutions in the Diocese of Fort Wayne, Ind. Master's, 1931. Catholic Univ.

301. **Shalling, Marjoria.** The development of coordinated movements of the hands in young children: Grasping. Master's, 1932. Mills. 81 p. ms.

302. **Sheldon, Donald R.** Study of the likes and dislikes of children in grades 4 to 8, inclusive, in 8 Arizona communities. Master's, 1931. Stanford.

303. **Shoup, Cora Elizabeth.** A survey of the literature on the unsocial child. Master's, 1932. Oklahoma. 150 p. ms.

304. **Wagner, Mary.** Day and night sleep in a group of young orphanage children. Master's, 1932. Iowa.

* 305. **Wilson, Lucille M.** The egocentricity of children's answers to spontaneous questions of children from 4 to 8. Master's, 1932. New York. 40 p. ms.

Analyzes the relevancy of the answers made to spontaneous questions according to age, grade, sex of the child who asked the question, and the activity of the child who answered, and the form of the question asked, based on 1,661 responses.

306. **Worthley, Herbert M.** Family life and metropolitan housing: A study of adaptation on the part of families recently removed to New York City. Master's, 1932. Columbia.

307. **Wynkoop, Lillian Anthony.** The personality traits of children, one of whose parents has been diagnosed as dementia praecox. Master's, 1932. Catholic Univ.

308. **Yates, Ida M.** Concepts and attitudes of children concerning slander and freedom of speech. Doctor's, 1932. Iowa. 549 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Upon investigation of the degree to which ethical ideas of pupils of various grades have developed in regard to slander and freedom of speech, results show that serious misconceptions exist as to malice and tale-bearing and the desirability of control of slanderous speech by law. The data indicate that children are more in agreement with court decisions than are prospective teachers; and that many children are not now developing concepts towards slander and free speech approved by society, and that specific education in this field is needed.

See also 205, 231, 353, 1068, 1070-1071, 1080, 1258-1259, 1261, 1300, 1315, 2313, 2430, 2445, 2465, 2488.

SEX DIFFERENCES

309. **Benjamin, Harold.** Age and sex differences in toy preferences of young children. Pedagogical seminary and Journal of genetic psychology, 41: 417-29, December 1932.

Discusses the toy preferences of 100 children, aged 2 to 6 years. Three toys, of a total of six, showed significant sex differences throughout the various age levels of the group studied.

310. **Bruce, Kathleen T.** A comparison of achievement in four school subjects of ninth-grade boys and girls matched for intelligence quotients. Master's, 1932. Columbia.

311. Edelman, Mrs. Anne Pilak. Sex differences in verbal and numerical abilities in rural children. Master's, 1932. Columbia,

312. Heilman, J. D. Sex differences in intellectual abilities. Journal of educational psychology, 24: 47-62, January 1933.

More than 400 girls and 400 boys were compared for differences in intelligence and in the abilities measured by the Stanford achievement test. Differences on the means, in variability, and on different percentiles were determined. In only a few of these measures were the differences large enough to guarantee practical certainty.

313. Irvine, Helen Nolting. Sex differences in 7 and 12-year-old children. Master's, 1932. Columbia.

314. O'Dell, Helen Love. Sex differences in stability. Master's, 1931. Indiana.

See also 189, 231, 278, 305, 490, 530, 785, 801, 855, 963, 1068, 1073, 1142, 1182, 1186, 1222, 1270, 1315, 1458, 2151, 2153, 2312.

TESTS AND TESTING

PSYCHOLOGICAL TESTS

315. Atkins, Ruth Ellen. The measurement of the intelligence of young children by an object-fitting test. Minneapolis, University of Minnesota press, 1931. 89 p. (Institute of child welfare monograph series no. 5.)

Part 1 describes the development and standardization of the test; part 2 consists of a manual for the administration of the test.

* 316. Beck, Samuel J. The Rorschach test as applied to a feeble-minded group. Doctor's [1931] Columbia. New York City, Columbia university, 1932. 84 p. (Archives of psychology, no. 136.)

The Rorschach "Psychodiagnostik" test, consisting of 10 symmetrical ink-blots, was given to 87 feeble-minded children in Randall's Island, New York City. The findings in response patterns of 89 are reported in the study.

317. Bryan, Willard C. A study of the correspondence of pupils' ability to achieve as measured by group intelligence tests, and success as measured by teachers' marks. Master's, 1932. Ohio. 58 p. ms.

An investigation was made of the correlations between teachers' marks and intelligence quotients in four high schools in the city of Cleveland. Two academic, one commercial, and one technical high school were studied. Lower coefficients of correlation were found in practically all subjects in the technical school than in the other three.

318. Cattell, Psyche. Constant changes in the Stanford-Binet IQ. Journal of educational psychology, 22: 544-50, October 1931.

A study of the changes in IQ that take place after different periods of time and at different IQ levels. A tendency for the high to gain and the low to lose was noted.

319. ——— Why Otis' IQ cannot be equivalent to the Stanford-Binet IQ. Journal of educational psychology, 22: 599-603, November 1931.

The curves of distribution of Stanford-Binet IQ's of unselected and gifted children are contrasted with the greatest possible range of Otis IQ's. The conclusion drawn is that the Otis IQ of the gifted and backward child cannot be equivalent to the Stanford-Binet IQ.

320. Conrad, Loyal Richard. The evaluating of four techniques used to select a vocabulary as a test of mental age. Doctor's, 1931. Michigan. 85 p. (Abstracts of dissertations and theses in education, 1917-1931, p. 66-67.)

Studies 1,206 cases ranging in mental age from 6 to 14 who had IQ's between 90 and 110 on the Stanford-Binet test. Curve fitting, weighted words, P. E. difficulty and representative sampling were used. Data indicate that the weighted word method is best for selecting a vocabulary to be used as a test of mental age; other things being equal.

321. Cramlet, Ross C. A comparison of junior and senior high school students based on results of intelligence tests, mechanical aptitude tests, fundamental tests in woodwork and mechanical drawing. Master's [1932], Iowa St. Coll. 175 p. ms.

322. DeAngelis, Louis. A study of the Bernreuter test with psychiatric cases. Master's, 1932. Columbia.

*323. DuBois, Philip Hunter. A speed factor in mental tests. Doctor's, 1932. Columbia. New York City, Columbia university, 1932. 39 p. (Archives of psychology, no. 141.)

Attempts to discover a common factor of mental speed on a single level, and that a low level, of difficulty. Records of 139 male subjects in arithmetic reasoning test; a vocabulary test; two batteries of five tests designed to reflect differences in speed; Minnesota paper form board tests; and test 3 of the Haggerty reading examination, Sigma 3, form A were used.

324. Durbin, Virginia O. The uses of mental testing at the University of Kentucky. Master's, [1931.] Kentucky.

*325. Egan, Eula Pearl. The effect of fore-exercises on test reliability. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 37 p. (Contribution to education, no. 98.)

Attempts to discover whether fore-exercises increase or lower the reliability coefficients of the National intelligence tests, the Schoring-Sanford achievement test in plane geometry, and a ninth grade mathematics test. Scale A, forms 1 and 2, and Scale B, forms 1 and 2 of the National intelligence tests were given to two groups of children in the fifth, sixth, and seventh grades of the Florence, Ala., school system. Data indicate that fore-exercises do not have a significant effect on test reliability coefficients.

326. Fee, Mary. Comparative discrimination and validity of five group-mental tests. Master's, 1932. Kansas.

327. Ferneau, Lelah. Alternate tests for Stanford-Binet. Master's, 1932. Ohio. 50 p. ms.

The purpose of the study was the standardization of tests to use in place of the Stanford-Binet.

*328. Ford, Frederick Arthur. The ratio of achievement to ability as found among fifth-grade pupils. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 61 p. (Contribution to education, no. 94.)

Deals with the adjustment of the misfit school to the child so that the work offered him will more nearly fit his particular needs and capacities. The Otis self-administering tests of mental ability and the Detroit alpha intelligence test were given to the pupils in 27 teaching units of the fifth grades of 23 representative schools of Louisiana. Data indicate that the greater the intelligence of the fifth grade pupils, the greater is the net gain in scores made on history and arithmetic tests; and the greater the intelligence of fifth grade pupils, the less is the relative net gain in scores made on history and arithmetic tests.

329. Harris, June. An analysis of logical memory tests in terms of vocabulary and rote memory. Master's, 1932. Columbia.

*330. Jorgenson, Christopher. An analysis of certain psychological tests by the Spearman factor method. Doctor's, 1932. T. C. Col. Univ. London, Eng., E. A. Gold and co., 1932. 70 p.

The army alpha (1925 revision); Otis (for business establishments); teaching aptitude (George Washington series); examination in clerical work (Thurstone); technical information (Thurstone); test for mechanical ability (MacQuarrie); A. C. E. psychological examination were analyzed by the Spearman factor method to interpret their composition and clarify their meaning for vocational guidance. They were given to approximately 160 college students and their values compared. Spearman methods gave fairly consistent results.

331. Kilduff, Sybil Maria. Correlation of intelligence quotients of siblings at the same chronological age level. Master's, 1932. Mills. 48 p. ms.

332. Masters, Harry V., and Upshall, C. C. A comparison of the value of the Thorndike and American council psychological examinations. Bellingham, Washington State normal school, 1932. 3 p. ms.

Data were secured from 41 institutions of higher education in the Inland empire. Many more institutions are using the American council psychological examination than are using the Thorndike intelligence examination for high-school graduates. The American council psychological examination correlated more highly with average first quarter grades than scores from the Thorndike intelligence examination.

* 333. Peatman, John Gray. A study of factors measured by the Thorndike intelligence examination for high-school graduates. Doctor's, 1931. Columbia. New York City, Columbia university, 1931. 56 p. (Archives of psychology, no. 128.)

Analyzes the Thorndike examination records of 568 male subjects, candidates for admission to Columbia college, taking the examination in June 1925. Data indicate that the common function measured by the examination might best be characterized as verbal ability plus certain factors dependent upon the testing situation.

334. Pintner, Rudolph. The influence of language background on intelligence tests. *Journal of social psychology*, 3: 235-40, May 1932.

Comparison of two types of tests, non-verbal and non-language, with English and non-English-speaking children. Findings: Language background of child influences mental rating on test.

335. ——— Intelligence tests. *Psychological bulletin*, 29: 93-119, February 1932.

A summary of intelligence testing for 1930—bibliography of 179 articles.

336. Price, Mary Kemper. Reliability of international group mental test. Master's, 1932. Columbia.

337. Sangren, Paul V. Improvement of reading through the use of tests. Kalamazoo, Mich., Western State teachers college, 1932. 207 p.

Attempts to show how tests may be used for the purpose of improvement of instruction in reading; give practical illustrations of teaching procedure based upon the results of applied tests in reading; acquaint teachers and supervisors with the major problems of instruction and measurement in reading; acquaint teachers and supervisors with existing standardized tests in reading and their educational significance; instruct in the construction and use of informal and practice tests in reading; clarify the nature of the primal causes of deficiencies and difficulties in reading; and train teachers and supervisors to evaluate critically the various devices which they will use to describe their pupils' reading abilities and to locate their instructional problems.

338. Thorndike, Edward L. The significance of responses in the free association test. *Journal of applied psychology*, 16: 247-53, June 1932.

339. Wolcott, Willa Bixby. A study of the differences in the scores of the Thorndike intelligence examinations after an interval of four years. Master's, 1932. Coll. of the City of N.Y.

340. Wolfe, Jack. The consistency of intelligence test questions as a supplement to their validity in selecting items for the best subtest. Master's, 1932. Coll. of the City of N. Y.

Studies the results of testing 200 students of grades 6 and 8 with an intelligence test of 220 items.

341. Wood, Alda Leora. An intelligence test for high first and low second grades. Master's, 1932. Colorado.

342. Zabin, Mrs. Dorothy H. The relation of the Pintner-Patterson performance tests to the Stanford revision of the Binet scale; a comparison of four tests on the Pintner-Paterson performance scale with the Stanford revision of the Binet-Simon test in an effort to analyze the component parts of present day intelligence tests. Master's, 1932. Columbia.

See also 294, and under Tests in the index.

TESTS OF SOCIAL ADAPTATION

343. Bernreuter, Robert Gibbon. The evaluation of a proposed new method for constructing personality-trait tests. Doctor's, 1932. Stanford.

Describes the construction of the new battery of tests by the use of Thurston and Thurston's test of neurotic tendency, Bernreuter's self-sufficiency test, Laird's C2 test of introversion-extroversion, and Allport and Allport's test of ascendance-submission.

344. Faxon, George R. Testing deception by word association. Master's, 1932. New Hampshire. 60 p. ms.

345. Jacobs, Frances B. The value of certain character and personality traits in the prediction of achievement. Master's, 1932. Columbia.

346. Kitzinger, Mrs. Helen. A critical study of three tests of emotional maturity. Master's, 1932. Columbia.

347. Kulp, Daniel H., II. Concepts in attitude tests. New York City, Teachers college, Columbia university, 1932. 15 p. ms.

An experimental study to distinguish between belief, attitude, judgment, and fact items by utilizing judgments of professional sociologists, and testing students. Findings: "Attitude" and "fact" can be distinguished; "belief" and "judgment" items do not reliably differentiate markings.

348. ——— Form of statements in attitude tests. New York City, Teachers college, Columbia university, 1931. 7 p. ms.

An experiment to test the validity, using varying forms in "attitude" tests—attitudes, beliefs, judgments, and opinions. Findings: Variations in forms produce variations in markings, but they tend to be more alike than they tend to be different. Care in formulation is essential, depending on type of item.

349. ——— Prestige, involving single-experience attitude changes and their permanency. New York City, Teachers college, Columbia university, 1932. 25 p. ms.

An experimental study in which 343 students in Teachers college, with experimental and control sections, used Harper's test "A social study." Findings: Can shift attitudes reliably on half the propositions which were originally marked conservatively by manipulating suggestion and prestige; prestige of educators is greatest among these students of education; changes toward liberalism under suggestion were permanent over a 2-month period; only a 10 percent loss to liberalism by a change to conservatism.

350. Leigh, Edith W. Measuring attitudes on obedience to law. Master's, 1932. Colo. St. T. C.

351. Maller, J. B. Character and personality tests. New York City, Teachers college, Columbia university, 1931. 53 p.

An annotated bibliography of some 300 tests of character devised in the United States and other countries.

352. ——— Character sketches: A test of personality adjustment. New York City, Teachers college, Columbia university, 1931. 32 p.

Tests were given to more than 3,000 cases ranging from grade 5 through college. Findings: The test measures reliably six phases of adjustment: habit, pattern, social adjustment, personal adjustment, self control, mental health, and readiness to confide.

353. Murray, Margaret E. Study of a test technique for the detection of emotional maladjustments in adolescent boys. Master's, 1931. Stanford.

354. Pierce, Mildred F. The measurement of humor. Master's, 1932. Washington Univ. 65 p. ms.

355. Timothy Arthur C. Study of the sense of humor test as a measure of attitude. Master's, 1931. Stanford.

* 356. Welles, Henry Hunter, 3rd. The measurement of certain aspects of personality among hard-of-hearing adults. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 78 p. (Contributions to education, no. 545.)

Answers to a questionnaire were received from 225 hard-of-hearing adults, and from 148 hearing adults who served as a control group. The experimental and control groups were compared for age, education, occupational status on the Barr scale, and salary. Data indicate that the hearing defect seems to be associated with a larger number of symptoms of personality maladjustment for the hard-of-hearing in comparison with their hearing friends on three measures of personality. Individual men and women who are hard-of-hearing surmount the handicap and show fewer symptoms of maladjustment than do their hearing friends.

See also 293, 2508.

EDUCATIONAL TESTS

357. Adams, Henry P. A study to determine the effectiveness of performance tests as a teaching device. Master's, 1932. Ohio. 133 p. ms.

Performance tests are an effective means of teaching drawing, of aiding in the mastery of information, and in applying technical drawing information.

358. Bassett, Dorothy Mayhew. The army designs test; a study of three scoring systems applied to public-school children of ages 5-15. Master's, 1932. Columbia.

359. Beck, Roland Lycurgus. The reliability and validity of a natural test in English composition for high-school seniors and college freshmen. Doctor's, 1932. Oklahoma. 173 p. ms.

360. Bell, George Giltner. An evaluation of a test technique in spelling. Master's, 1932. Iowa. 50 p. ms.

361. Bibbins, Arthur Sands. The relationship between scholastic achievements and general intelligence as measured in the classes of 1930 and 1931 of the Darien, Conn., high school. Master's, 1931. Vermont.

362. Blackwell, Raymond Earl. The development of an achievement test in high-school journalism. Master's, 1932. Indiana. 61 p. ms.

363. Burns, Cecil J. A test for high-school economics. Master's, 1932. Iowa. 99 p. ms.

364. Byers, Walter E. A test of "athletic intelligence." Master's, 1932. Iowa.

365. Coll, Marcella. The value of certain tests in the prediction of success in high school. Master's, 1932. Chicago. 30 p. ms.

Four semesters' school marks of ninth-grade pupils entering the University of Chicago high school were correlated with their scores on a battery of mental and achievement tests including new Stanford achievement test.

366. Coney, Fred. A test of reading discrimination. Master's, 1932. Colo. St. T. C.

367. Darling, Elmer C. Relationship of freshman grades to scores on the state academic tests. Master's, 1932. Iowa. 48 p. ms.

368. Denny, Emerson C. An investigation of the defects and weaknesses in certain objective test items in American history. Doctor's, 1932. Iowa. 592 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38, new series no. 248. 2 p.)

Describes the problems involved in determining the response of pupils in a test in American history; the method of administering five tests to groups of American history classes in grades 11 and 12.

369. Devney, Anna Marie. Construction and evaluation of Western Reserve University—Cleveland unit tests in American history and civics. Master's, 1932. Western Reserve. 151 p. ms.

370. Diamond, L. N. A critical examination of objective tests in high-school science. Master's, 1932. Cornell. 121 p. ms.

Examines available objective tests in general science and biology with a view to their scientific validity and accuracy.

371. Dudley, George H. T. Construction of objective tests in American history (1789-1927). Master's, 1932. Coll. of the City of N. Y. 206 p. ms.

Studies the reliability and validity of the more frequently used new-type question forms. Data indicate that validity and reliability vary with the form of the test. The various test forms studied are not equally suited for testing different types of content.

372. Eley, Theo. B. Diagnostic testing and remedial instruction. Master's, 1932. Ohio. 100 p. ms.

373. Emerson, Earle E. Comparative educational achievement of pupils in Wing and Central schools of the union graded type of district. Master's, 1931. Oklahoma A. and M. Coll.

374. Eurich, Alvin C. A method for measuring retention in reading. Journal of educational research, 24: 202-208, October 1931.

Findings: The test constructed is evaluated in terms of reliability, validity, etc.

375. Featherston, J. Leroy. A study of the effect of cramming on an achievement test in history. Master's, 1932. Iowa. 64 p. ms.

376. Gard, Paul Dombey. New procedures in the administration of standardized tests. Master's, 1932. Kentucky.

377. Green, Helen J. Qualitative method for scoring the vocabulary test of the new revision of the Stanford-Binet. Master's, 1931. Stanford.

* 378. Greene, James Edward. The relative reliability and validity of rational learning tests as affected by length of test and order of administration. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 36 p. (Contribution to education, no. 95.)

A battery of 15 validating tests selected to measure a variety of higher mental functions were given to 90 University of Georgia students. Data indicate that prior tests are slightly more reliable than subsequent tests, and that the long tests are markedly more reliable than the short tests. Small amounts of early practice tend to produce a relatively greater gain in raw score performance than do larger amounts of practice later.

379. Haag, Albert Theodore, jr. Construction and analysis of tests in horticulture. Master's, 1932. Western Reserve. 195 p. ms.

380. Hildreth, Gertruda. Metropolitan achievement tests, Primary I and Primary II. N.Y. edition. Yonkers-on-Hudson, N.Y., World book company, 1931.

Tests in reading, arithmetic, spelling, language, vocabulary, grades 1-3.

381. ——— Metropolitan readiness test. Experimental edition. Yonkers-on-Hudson, N. Y., World book company, 1932.

Tests in perception, numbers, vocabulary, information. Grades kindergarten and first.

382. Holroyd, Florence E. A supervisory project in educational measurements carried out by the division of rural education in Cowley county, 1931-32. Pittsburg, Kansas State teachers college, 1932. 71 p. (Kansas state teachers college. Educational monograph no. 1.)

In order to improve the arithmetic work of the pupils in Cowley county, an extension course in educational measurements was worked out. Twenty-three teachers at Kansas State teachers college enrolled for the course. A testing program that included grades 2 to 8 was carried on in the schools. The new Stanford arithmetic test, form V was given to 11 pupils in the schools whose teachers were enrolled in the extension class. Papers were scored by the members of the educational measurements class, and class records were kept for each school. There was evidence that the pupils gained by improvement of arithmetic instruction, teachers became acquainted with many of the leading achievement and diagnostic tests in arithmetic, and gained in the knowledge of the technique of administering and scoring standardized tests.

383. Houston, John E. A standardized test for the first semester of world history. Master's, 1931. Ind. St. T. C. 70 p. ms. (Abstract in Indiana State Teachers College. Teachers college journal, 3: 282, July 1932.)

*384. Howell, Edna Vesta. A progressive design test: a test requiring the selection of new elements added asymmetrically in building a complex design. Doctor's, 1932. Indiana. 55 p. ms.

Describes the development of the progressive design test, and describes the test in its final form. The test was given to 2,193 children in the public schools of Bloomington, Ind. There were no significant sex differences shown by the test results; there was a regular increase in ability to the age of 12. The results of the test may be taken as an indication of the child's ability to progress in school.

385. Hutcheon, Elsie Mae. A statistical analysis of the Sones-Harry high-school achievement test. Master's, 1932. Western Reserve. 68 p. ms.

386. Jaffe, Louis. The construction of a new-type history test employing vitalizing questions. Master's, 1932. Coll. of the City of N. Y. 133 p. ms.

387. Johns, R. L., and Wingard, Mrs. E. E. Unit tests for sixth grade history. Auburn, Alabama polytechnic institute, 1932.

388. Jones, Lloyd Llewellyn. Analysis of business, office and clerical tests. Master's, 1932. Western Reserve. 172 p. ms.

389. Keeler, Louis W. Results of the testing program in the Grass Lake public school. Ann Arbor, University of Michigan, 1931. 38 p. (Bureau of educational reference and research, bulletin no. 143, December 15, 1931.)

The testing program was administered in March 1931 to determine the existing levels of achievement in various subjects in the different grades in the school and to compare these with standard levels; to compare the testing results with results obtained from a previous program administered in 1930. Mental, reading, spelling, arithmetic, and language tests were given.

390. Kirkland, Ruth Hazel. A study of the validity of the Long Beach eighth grade general science tests. Master's, 1932. Southern California.

391. Knuth, William Edward. The construction and validation of music tests designed to measure certain aspects of sightreading. Doctor's, 1932. California. 390 p. ms. (Abstract, 11 p. ms.)

The purpose of the study was to devise tests that would measure the pupils ability in the silent recognition and comprehension of musical ideas in their notation. The testing was accomplished by measuring complete musical patterns rather than the dissected elements of music.

392. Kulp, Daniel H. II. The role of purpose in scholastic achievement. New York City, Teachers college, Columbia university, 1932. 18 p. ms.

Describes an experimental study of 75 students in clinical sociology at Teachers' college.

393. Leahy, Lucille Maria. Analysis of mathematics tests. Master's, 1932. Western Reserve. 112 p. ms.

394. Lee, J. Murray. Testing programs for secondary schools. Doctor's, 1932. T. C., Col. Univ.

An investigation of the testing practices in secondary schools, the findings to be a guide to administrators in evaluating testing programs and show where emphasis should be placed. Study made of 493 check lists from secondary school principals representing schools with 47 to 6,000 pupils from communities of fewer than 1,000 to New York City, and schools in each of the 48 states; in 70 schools an intensive study was made. Testing practices of 1,600 teachers were tried. Among tests given, 84 percent were intelligence tests; 84 percent standardized achievement tests, and 10 percent, essay and objective tests. Results showed weaknesses in the testing programs; a relation between the size of city and amount of testing; size of city is more important in determining amount of testing than is size of school.

395. Lucas, Ina Grace. Achievement tests in ancient and medieval history. Master's, 1932. Colo. St. T. C.

396. Masters, Harry V., and Uphall, C. C. Preliminary report of the reliability of tests and final grades given by instructors. Bellingham, Washington State normal school, 1932. 3 p. ms.

Studies the reliabilities of 37 different objective tests given by 25 different instructors in 35 different classes.

397. Miller, Rose S. The evaluation of prognostic tests in algebra. Master's, 1932. Iowa. 61 p. ms.

398. Miner, Glen B. Measurement of achievement in Spanish. Master's, 1931. Stanford.

399. Mort, Paul B., and Gates, A. I. Acceptable uses of achievement tests: a manual for test users. New York City, Teachers college, Columbia university, 1932. 85 p.

400. Odell, C. W. Still more about scoring rearrangement or continuity tests. School review, 39: 542-46, September 1931.

401. Parker, Maryalys. A study of the work histories of girls who have made low scores on the Toops' I. E. R. Girls' mechanical assembly test. Master's, 1932. Columbia.

402. Peterson, Reynold A. Analysis of data secured from Iowa academic test in general science. Master's, 1932. Iowa. 80 p. ms.

403. Pope, Virginia Hortense. Construction and evaluation of Western Reserve university—Cleveland unit tests in home economics. Master's, 1932. Western Reserve. 104 p. ms.

404. Pryor, B. B. Analysis of data secured from the Iowa academic tests in physics. Master's, 1932. Iowa. 64 p. ms.

405. Rinsland, Henry Daniel. Norms for the Tracy short answer tests for Oklahoma, 1931-1933. Kansas City, Mo., Samuel Dodsworth stationary co., 1932.

Norms and scores are based on tests given to more than 50,000 pupils.

406. Ritchie, Harold. Administrative and supervisory uses of achievement tests. Master's, 1932. Rutgers.

407. Ross, Oscar B. A geometry intelligence test. Master's, 1932. Indiana. 85 p. ms.
408. Ross, Russell C. An analysis of the data secured from the Iowa academic test in world history. Master's, 1932. Iowa. 89 p. ms.
409. Schell, M. M. Analysis of the 1932 every pupil test in plane geometry. Master's, 1932. Iowa. 89 p. ms.
410. Scholten, Peter. A comparison of the content of ninth year tests in general mathematics and algebra. Master's, 1932. Iowa. 91 p. ms.
411. Seyfarth, V. Elise. Block test; a critical analysis of scores made on the College of the City of New York block test when given to a group of average children. Master's 1932. Columbia.
412. Smith, Clinton M. A standardized test for the second semester of world history. Master's, 1932. Ind. St. T. C. 70 p. ms.
413. Smith, Grace M. The reliability of the Cleveland survey arithmetic tests. Master's, 1932. Chicago. 75 p. ms.
- Analysis of results of tests given to 1,200 pupils in Enid, Okla., schools, January 1931. The Cleveland survey arithmetic test was found to be most reliable in the eighth grade and least reliable in grades 3 and 4.
414. Symonds, Percival M. The comparative reliabilities of standardized and teacher-made achievement tests when given in the middle of the year. *Journal of educational research*, 25: 127-28, February 1932.
415. ——— The testing program for the high school. *School review*, 40: 97-108, February 1932.
416. Tidman, B. J. An analysis of the data secured from the every-pupil test in economics, 1932. Master's, 1932. Iowa. 78 p. ms.
417. Uphall, C. C., and Masters, Harry V. Report of the results of the Gates primary reading tests, types 1, 2 and 3, given to the first grades of Bellingham during May 1932. Bellingham, Washington State normal school, 1932. 14 p. ms.
- All first grade children in the city were tested. These same children had been given the Kuhlmann-Anderson intelligence test during the previous October. A comparison of mental age and reading progress was made possible. Findings: The average reading ability of the first grade children in Bellingham is the same as the norms given in the test manual. The mental age at which the higher percentage learned to read satisfactorily was 6 years and 6 months. The children 8 years of age made the poorest progress.
418. ——— Results of the tests given October 1931 to the first, third and sixth grades of the Bellingham city school. Bellingham, Washington State normal school, 1932. 11 p. ms.
- All pupils in the first, third, and sixth grades were given standardized tests, the Kuhlmann-Anderson in the first and the Stanford achievement in the third and sixth. Findings: Twenty percent of the pupils in the first grade have mental ages below 6 years and no months. The children of the sixth grade in Bellingham are markedly superior to the national norms in geography. Certain of the schools had low achievement in each of the tests.
419. Walters, Fred C. Construction and standardization of tests for Puerto Rico. University of Puerto Rico, Rio Piedras, 1931. 50 p.
- Describes an achievement test in Spanish for elementary grades, which is suitable for use in all Spanish-speaking countries of Latin America.
420. Watson, J. H. A study of the multiple choice test in elementary algebra. Master's, 1932. Iowa. 39 p. ms.

421. Whitten, Lara Gladys. The factors of size, of position, and of methods of manipulation in the solution of form boards by young children. Master's, 1931. Iowa St. Coll.

422. Wilcox, Myron J. The effect of a corrected inventory test. Doctor's, 1932. Iowa. 87 p. ms. (Abstract in: University of Iowa studies, Series on aims and progress of research, no. 38. New series no. 248, 1 p.)

Discusses the value of the pre-test, with special reference to the corrected pre-test in stimulating mastery of content material. Results of an experiment with four groups of sixth-grade pupils indicate that the correct pre-test was an excellent method by which to stimulate study of facts and principles as tested by the pre-test.

423. Wilson, Verne Edmund. A contribution to the scientific prognosis of scholastic achievement. Master's, 1931. Florida.

424. Winkelploch, A. G. Test items for American government. Master's, 1932. Iowa. 101 p. ms.

425. Wise, Genevieve. An estimate of the diagnostic value of the 1931 Iowa academic test in English correctness. Master's, 1932. Iowa.

426. Woody, Clifford. Report of testing program October 1931. Ann Arbor, University of Michigan, 1931. 14 p. ms. (University of Michigan bulletin no. 142. November 30, 1931.)

Gives the results of the testing program of the elementary schools of Michigan during the second week of October 1931. The program consisted of the New Stanford achievement test, the Detroit word recognition test, and the Detroit reading test (test 1).

See also under Tests, in the index.

EDUCATIONAL RESEARCH

427. Caldwell, Otis W. School experimentation. The work of the Institute of school experimentation. New York City, Teachers college, Columbia university, 1931. Teachers college record, 33: 127-61, November 1931. (Reprinted.)

The study gives synopses of work supported by appointments to the Institute. The first group of studies relates to learning in the tool subjects; the second group to rural school curriculum and organization; the third to elements of character and attitudes; the fourth to secondary school science; the fifth to social and linguistic studies; and the sixth to miscellaneous publications.

428. Chandler, Herbert E. A selected list of annotated references dealing with the fields of educational information service, educational interpretation, educational publicity, school reporting, and public-school relations. Lawrence, University of Kansas, 1931. 57 p. ms.

The bibliography is divided into four sections: Periodical and bulletin material, book references, bibliographies in the field of educational publicity, and research studies.

429. Chicago. University. Annotated list of graduate theses and dissertations, the department of education, the University of Chicago, 1900-1931. Chicago, Ill. [1932]. 119 p.

430. Columbia university. University bibliography, 1931. New York City, 1931. 141 p.

431. Englehart, Max D. Problems and techniques of educational research. Doctor's, 1932. Illinois. 432 p. ms. (Abstract, 11 p.)

Data indicate that problems relative to the determination and appraisal of present conditions and practices in education, problems relative to educational measurement, to functional variation or cause and effect, to determination of values rank highest in the thinking of educationists.

432. Indiana University. Abstracts of theses and dissertations in education approved in June and October 1931. Bloomington, Alpha chapter of Phi beta kappa, Indiana university, 1932. 46 p. (Indiana university. Bulletin 6, January 1932.)

433. Indiana State teachers college. Abstracts of unpublished masters' theses, Indiana State teachers college 1931 and 1932. Teachers college journal; 3: 251-300, July 1932.

434. Iowa University. Programs announcing candidates for higher degrees February, June, July and August, 1932. Iowa City, University of Iowa, 1932. [506-p.] (University of Iowa studies. New series, no. 248. Series on aims and progress of research, no. 38. April 1, 1933.)

435. Johnson, Basil Orval. A study of the methods of research, the techniques of collecting data, the statistical methods and procedures, and methods of presentation used in researches in education. Master's, 1932. Ind. St. T. C. 49 p. ms.

436. Kaler, James E. Functions of research bureaus in 11 California school systems. Master's, 1931. Stanford.

437. Michigan University. Abstracts of dissertations and theses in education, 1917-1931. Ann Arbor, University of Michigan, 1932. 135 p. (Bureau of educational reference and research. Monograph no. 1.)

438. Monroe, Walter S., and Engelhart, Max D. A critical summary of research relating to the teaching of arithmetic. Urbana, University of Illinois, 1931. 115 p. (University of Illinois bulletin, vol. 29, no. 5, September 15, 1931. Bureau of educational research bulletin no. 58.)

Presents a summary and evaluation of the research relating to the instructional methods employed in teaching arithmetic in grades 1 to 8. Discusses methods of learning and teaching the fundamentals; methods of drill in the fundamentals; methods of teaching pupils to solve their verbal problems; methods of providing diagnosis and remedial treatment; methods of teaching the reading of arithmetical subject matter; and methods of motivating learning activity in arithmetic.

439. ——— and Hamilton, T. T., jr. Bibliography of bibliographies to January 1932—Supplement to bulletin no. 50. Urbana, Ill., University of Illinois, 1932. (University of Illinois bulletin, vol. 29, no. 43. Bureau of educational research bulletin, no. 61.)

440. Morrow, Paul Beed, and Mishoff, Willard Oral. A guide to thesis writing. Athens, Ga., McGregor company, 1932. 16 p. (Guide to reference series, no. 1.)

The manual deals with the format of the typewritten thesis or term paper.

441. Ohio State university. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy at the December and March convocations, 1931-1932. The graduate school. Columbus, Ohio State university press, 1932. 256 p. (Abstracts of doctor's dissertations, no. 8.)

442. ——— Abstracts of theses presented by candidates for the master's degree at the June convocation, 1931. The graduate school. Columbus, Ohio State university press, 1931. 239 p. (Abstracts of master's theses, no. 6.)

443. Puckett, W. Orville. An evaluation of statistical terms, formulae, graphs, and tables used in research. Master's, 1932. Ind. St. T. C. 63 p. ms.

444. Sandy, Forrest M. A critical examination of research dealing with the intelligence of commercial students in secondary schools. Master's, 1932. Iowa.

445. Smith, Francis Ferdinand. Criteria for estimating the validity of questionnaire data. Doctor's, 1932. California. 156 p. ms.

Aims to propose criteria for estimating the validity of data resulting from questionnaires; to discover the extent of the validity of such data by checking typical data against these criteria; to find some of the factors which tend to reduce validity; and to develop a set of suggestions for improving their validity.

446. Stanford university. Abstracts of dissertations, Stanford university, 1931-1932. Stanford University, Calif., 1932. 210 p. (Stanford university bulletin, fifth series, no. 138, July 30, 1932.)

447. Strang, Ruth. Trends in educational personnel research. Personnel Journal, 10: 179-88, October 1931.

448. Symonds, Percival M. Needed research in diagnosing personality and conduct. Journal of educational research, 24: 175-87, October 1931.

449. Virginia. University. Additional research studies. University, University of Virginia, 1932. 98 p. (University of Virginia record, extension series, vol. 16, no. 9, March 1932. Secondary education in Virginia, no. 15.)

Contents: 1. Legislation affecting secondary education in Virginia, by C. H. Phippiss, p. 2-23; 2. Athletic and physical education in Virginia colleges, by E. S. Kirscofe, p. 24-36; 3. Teaching social science in secondary schools, by R. E. Swindler, p. 37-45.

450. ——— Some research studies. University, University of Virginia, 1931. 71 p. (University of Virginia record, extension series, vol. 16, no. 4, October 1931. Secondary education in Virginia, no. 13.)

Contents: 1. A training procedure for teachers of English, based upon analyses of objectives, outcomes, and activities, by Edward Alvey, jr. p. 3-17; 2. The high-school library and reading problem in the social studies, by R. E. Swindler, p. 17-42; 3. Study of student publications in the white accredited secondary public schools in Virginia, by A. C. Cooper, p. 43-61; 4. Freshman week in the American college, by M. L. Dellinger, p. 62-68; 5. A study of rural educational inequalities in 18 counties in Virginia, by R. W. House, p. 69-71.

451. Weidemann, C. C. Financing city bureaus of educational research. Nation's schools.

Data for the year 1930-31 were secured from 72 bureaus, relative to comparative total costs, salary and operation costs, and proposed budgetary divisions for the bureau. During 1930-1931 about \$1,000,000 was spent for educational research. The bureaus justify themselves by increasing the efficiency of administration in city schools.

452. ——— Functions performed by the city bureau of educational research. Lincoln, University of Nebraska, 1932. 19 p. ms.

Gives a brief historical résumé of functions performed by city bureaus. These functions are performed by at least 45 per cent of the 77 bureaus reporting: achievement tests; mental tests; special studies; school surveys; instructional tests; training teachers in testing; curriculum and teaching problems; pupil adjustments; records and report forms; educational placement; experimental administrative problems; special classes; reference service and psychological clinic.

453. ——— The professional training of the director of the city bureau of educational research. Nation's schools.

Traces the present status of 72 directors of bureaus of research relative to such factors as sex, age, experience, degrees, education courses, research functions performed, salary, economic significance of doctorate degree for the directorship. Data indicate a need for a course of training on the college graduate level extending over a period of at least two or three years.

454. ——— The relative importance of functions performed by the city bureau of educational research. Lincoln, University of Nebraska, 1932. 16 p. ms.

Functions of major importance to all bureaus are: Achievement tests, mental tests, school service, pupil adjustment, curricular and teaching problems, and instructional tests; functions of minor importance to all bureaus save possibly the larger sized groups of cities are: Reference service and publicity service; functions of secondary importance to all bureaus are records and report forms; functions of varying importance to bureaus according to different population groups are: Educational and vocational guidance and placement, special classes, psychological clinic, special studies and experimental administrative problems, training of teachers in testing, and finance.

455. ——— The research centered school system. Nation's schools.

Traces the development of the bureau of educational research in city school systems. By means of charts, the study shows several different types of placement of the bureau in the plan of general organization of the school system. It lists the basic duties of the director.

456. ——— What functions should be performed by the city bureau of educational research? Lincoln, University of Nebraska, 1932. 23 p. ms.

Data indicate that 44 superintendents of schools would increase their present scheduled program for the bureau; 4 would make no change, and only 1 would dispense with the bureau. Data were secured from 59 bureaus.

457. Whitney, F. L. Methods in educational research. New York City, D. Appleton and company, 1931. 335 p.

This is a systematic treatment of the scientific attitude and methods in educational research.

See also 598, 769, 942, 1531, 2081.

SPECIAL SUBJECTS OF CURRICULUM

READING

458. Beck, Mildred Ursula. An experimental study in upper grade reading: Fifty cases diagnosed and specifically trained. Master's, 1932. Washington. 147 p. ms.

459. Brown, T. Malcolm. A plan for remedial reading. Master's, 1931. California. 59 p. ms.

A study was made of the reading difficulties of students in the seventh grade at the Roosevelt junior high school, San Diego, Calif.

460. Clark, Ernest M., Jr. An experimental study of the value of remedial reading in the junior high school. Master's, 1932. Emory.

An evaluation under controlled conditions of group instructions in remedial reading. The study shows that such instruction has a value.

461. Comrie, John Wyntoun. An investigation in remedial reading. Master's, 1932. Southern California.

462. Conner, Annie Faust. An analytical study of teaching procedure relative to reading abilities. Master's, 1932. Peabody. 99 p. ms.

463. Cooper, Elsie Ethel. Historical development of the content and method of teaching primary reading. Master's, 1932. Southern California.

464. Danforth, Marie Lusk. Purposes in the selection and arrangement of material in supplementary readers. Master's, 1932. Texas.

465. Dunn, Mary Crunk. Adapting reading to the interest and needs of individual children. Master's, 1932. Peabody. 182 p. ms.

A study was made of 39 second-grade children based on their use of supplementary readers and library books, plastic cards and reading pads, intelligence tests, and three reading tests.

466. **Ellicott, Mary Letitia.** A study of a small group of third-grade children in remedial reading. Master's, 1931. Colo. St. T. C.

467. **Empey, Mrs. Mary McNulty.** Recreatory reading for second grade pupils. Master's, 1932. Colo. St. T. C.

468. **Ennis, Mrs. J. A.** Experimental study of reading in Sylvania school. Master's, 1932. Mercer. ms.

469. **Fertsch, Pauline.** An experimental study of the silent reading habits of blind children. Master's, 1932. Texas.

470. **Force, Thelma.** The relative difficulty of problems in the teaching of reading in grades 4 through 9. Master's, 1931. Minnesota. 74 p. ms.

471. **Fountain, Bessie.** Relation of speed and accuracy in reading and arithmetic. Master's, 1932. Peabody. 24 p. ms.

Attempts to determine the relation of speed to accuracy in reading and arithmetic by analyzing the results of an intelligence test, two arithmetic and two reading tests given to 25 fourth-grade children. The relation between speed and accuracy in reading and arithmetic varies with individual subjects.

472. **Gunderson, Agnes.** Materials of a geographical nature contained in readers for the first three grades. Master's, 1932. Wyoming. 50 p. ms.

473. **Holland, B. F.** The relation of sentence structure to the silent reading process. Doctor's, 1931. Texas.

474. **Koepke, William Charles.** Pupil development through oral reading. Doctor's, 1931. Marquette.

475. **Lee, Dorris May.** The importance of reading for achieving in grades 4, 5, and 6. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 64 p.

A study to determine ways in which reading is related to achievement and to find the relationship of reading ability to the achieving index. Certain reading tests were given 204 pupils in the fourth, fifth, and sixth grades. It was found that the relationship of reading to the achieving index was higher in the fourth, lower in the fifth, and negligible in the sixth grade; the achieving index provides a means for measuring the difference between a pupil's ability and his achievement in relation to pupils of the same IQ level; the higher the IQ the lower the achieving difference, and the lower the IQ the higher the achieving difference.

476. **Lohman, Elsa.** Historical survey of methods and textbooks used in teaching beginning reading in the United States. Master's, 1931. George Washington. 79 p. ms.

477. **Madden, Margaret L.** A study of some of America's national shrines to be used as supplementary reading in the elementary grades. Master's, 1932. Kans. St. T. C., Emporia. 92 p. ms.

478. **Manley, Mary McKnight.** Effect of physical defects on first grade reading. Master's, 1932. Peabody. 56 p. ms.

479. **Maxey, Effie.** The effectiveness of training in specific reading skills as an aid to achievement in American history. Master's, 1932. Northwestern.

480. **Monroe, Marion.** Children who cannot read. An analysis of reading disabilities and the use of diagnostic tests in the instruction of retarded readers. Chicago, Ill., University of Chicago press, 1932. 205 p. (Behavior research fund monographs.)

A study was made of 415 children who have special reading defects that vary from mild retardation in reading to extreme disabilities, and the children were compared

with a control group of 101 school children. One group of reading-defect children was obtained from the routine examinations of the clinic of the Institute for juvenile research; the children of the second group were referred by parents, teachers, and school psychologists for a study of their reading difficulties; a third group was referred for a study of their reading by the psychologists and teachers of special schools and rooms for borderline and mentally defective children. A study was made of the results of remedial instruction in reading given to 235 children.

481. **Mulroy, Mary D.** The improvement of reading through an analysis of errors in oral reading. Master's, 1932. Chicago. 125 p. ms.

482. **Murphy, Paul G.** The role of the concept in reading ability. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 2 p.)

In comparing the concepts of 10 good readers with 10 poor readers as to characteristics involving reading ability it was apparent that from the point of view of organization, clarity, and accuracy, the concept plays an essential part in reading ability.

483. **Petteys, Grace Fern.** An analysis of the reading activities of secondary school pupils. Master's, 1932. Southern California.

484. **Sangren, Paul V., and Wilson, Mary C.** Instructional tests in reading. Bloomington, Ill., Public school publishing company, 1932. Grade 1—Form A, 24 p.; Grade 2—Form A, 24 p.; Grade 3, exp. ed., 24 p.; Grade 4, exp. ed., 24 p.

485. ———— Teacher's handbook and manual of instructional tests in reading. Bloomington, Ill., Public school publishing company, 1932. Grade 1, Forms A and B, 24 p.; Grade 2, Forms A and B, 24 p.

486. **Smith, Blanche Bautzer.** An analysis of the current methods of teaching primary reading. Master's, 1932. Southern California.

487. **Smith, Clara Mildred.** Fourth grade experiment in oral vocabulary building. Master's, 1932. Peabody. 103 p. ms.

488. **Stafford, William Merritt.** A comparison of achievements of Westland and other schools in silent reading, arithmetic and language. Master's, 1932. Butler. 135 p. ms.

489. **Stanton, Frank Nicholas.** The influence of surface and tint of paper on the speed of reading. Master's, 1932. Ohio. 30 p. ms.

Research included six paper surfaces and tints used with 1,200 subjects. Chapman-Cook speed of reading forms A and B were used. The speed of reading is increased from glossy-coated stock to dull-coated to antique stock; an addition of a tint of ivory also increases speed.

490. **Stockrahm, Roy L.** A tentative analysis of learning to read with a study of the reading ability of college freshmen. Bloomington, Indiana university, 1932. 64 p.

Analyzes the problem of learning to read in order to determine what all learners must do to master the art of adult reading; to learn by standard reading tests how well college freshmen read; and to determine how the best and poorest of the readers deal with the essential problems involved in effective reading. Data indicate a great variation among college students in the ability to read and comprehend what they have read; there is little sex difference in the ability to read; there is great variation in ability to read or get facts accurately. Good readers have a much better method of reading than do poor readers.

491. **Tilson, Annie Laurie.** An experimental study in remedial reading in fourth grade. Master's, 1932. Southern California.

492. Watson, Walter E. An experiment in improving silent reading. Master's, 1931. Kentucky.

493. Weller, Louise E. The improvement of silent reading in the primary grades through directed drill. Master's, 1932. Southern California.

494. Wormser, Robert. First step in the construction of a reading list for junior high schools. Master's, 1932. Stanford.

See also 209, 213, 239, 523, 568, 718, 928, 964, 1017, 1564, 1584, 1694, 1784-1785, 1803.

HANDWRITING

495. Atkinson, Evelyn Y. Preferential handedness. Master's, 1932. Columbia.

496. Clark, Georgiana. A study of the relative number of school systems in the surrounding territory that use manuscript writing in the primary grades. Platteville, Wis., State teachers college, 1931.

Attempts to find out whether primary teachers should be prepared to teach both script and manuscript writing if they are to meet the needs of the surrounding community

497. Hiles, Leta Severance. Traditional school handwriting compared with that of an activity school. Master's, 1932. Southern California.

498. Kapp, Jeanette. A measurement of words and sizes of letters for beginning handwriting. Master's, 1932. Oklahoma. 92 p. ms.

499. Rintelmann, Emil H. J. Relation of handwriting to ability to learn to letter. Master's, 1932. Chicago. 71 p. ms.

500. Shake, Randel E. Effect upon speech of changing handedness in writing. Master's, 1932. De Pauw. 98 p. ms.

Approximately 5 percent of the 96 lefthanded children who were forced to write with their right hands stuttered or stammered after the change in handwriting, who did not stutter or stammer before.

501. Simmons, Louise Burkitt. A correlation between intelligence and improvement of sixth grade pupils in quality and speed in handwriting. Master's, 1932. Colo. St. T. C.

502. Wagner, Beulah O. Verbal and manual methods of teaching handwriting. Master's, 1932. Colorado.

503. Wilder, Floyd E. Relationship between speed and accuracy when writing word combinations compared to the same material in letter combinations only. Master's, 1931. Stanford.

See also 209, 288.

• SPELLING

504. Brayton, Cecil H. An experiment to determine the effect of presenting error in a multiple choice spelling test. Master's, 1932. Iowa. 55 p. ms.

505. Busenburg, Franklin Leslie. A comparative study of the test study test method (McCall method) of spelling with the individualized methods of spelling in grades 3 to 8, inclusive. Master's, 1932. Indiana. 26 p. ms.

506. Cato, Louise Johnson. Self-mastery method of teaching spelling. Master's, 1932. Emory.

A comparison of the self-study and test procedure with the typical group-study test procedure.

507. **Duboff, Sarah B.** An investigation of the value of spelling rules. Master's, 1932. Colo. St. T. C.

508. **Essery, Florence Victoria.** Relative effects of three programs of supervision with special reference to the supervision of spelling influence by three philosophies of education. Doctor's, 1931. Michigan. 228 p. (Abstracts of dissertations and theses in education, 1917-1931, p. 68-70.)

Part 1 deals with the activities of supervisors and teachers; part 2 takes up the learning of pupils; part 3 deals with the relationship between changes in teachers and changes in pupils. Data indicate that the relation between supervisory growth, teacher growth, and pupil growth under the different philosophies of education has not been perfectly controlled or discovered by means of the techniques used.

509. **Frasier, George W., Coleman, W. H., and others.** Learning to spell. Chicago, Ill., Hall, McCreary and company, 1931.

510. **Gilbert, Luther Calvin.** An experimental investigation of eye movements in learning to spell words. Doctor's, 1931. Chicago. 193 p.

511. **Hamilton, Dwight.** A comparison of the Horn-Ashbaugh method of teaching spelling with an adapted form of the Washburne spelling technique. Master's, 1932. Colo. St. T. C.

512. **Hurlbut, Stella.** Report of a year's growth in the spelling of 100 junior high people. Master's, 1932. Iowa.

513. **Johnson, Arthur G.** The recognition and training of poor spellers among college freshmen. Master's [1931]. Kentucky.

514. **Krause, Beatrice V.** A critical analysis of the errors made in the written vocabularies of pupils of the seventh grade. Master's, 1932. Coll. of the City of N. Y. 115 p. ms.

515. **Lasher, John J.** An evaluation of a non-dictation method of spelling with junior high school pupils. Master's, 1931. Ind. St. T. C. 52 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 8: 272, July 1932.)

Describes an experiment with 249 pupils in different schools, one group used the dictation method, the other a non-dictation method in spelling 100 words in an examination. The dictation method seemed slightly superior.

516. **McCauley, George Kent.** A study of hard spots in spelling. Master's, 1932. Colo. St. T. C.

517. **McLain, Dorothy.** Analytical study of spelling errors in the fifth grade. Master's, 1932. Peabody. 42 p. ms.

518. **Ouda, Lillian.** A comparison of the study-test and the test-study methods in fifth year spelling. Master's, 1932. Coll. of the City of N. Y. 47 p. ms.

519. **Smyth, J. M.** Study-test versus test-study method of teaching spelling. Master's, 1932. Peabody. 42 p. ms.

The groups used for this study were grades 2, 4, and 6 of the Canton grammar school, Canton, Miss. It was found that there is no significant difference in the two methods in grades 2, 4, 6.

520. **Wilson, Louis Ada.** Third grade spelling needs. Master's, 1932. Peabody. 212 p. ms.

See also 209, 1697, 2202.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

521. Agnew, Donald C. A study of word pronunciation by third-grade pupils. Master's, 1932. Duke. 106 p. ms.

522. Amy, John Henry. An experiment to determine the effect of precise writing on ability in composition and ability in reading comprehension. Master's, 1932. Colorado.

523. Bailey, C. H. Types of verb forms and verb errors in pupils' themes. Master's, 1932. Iowa. 306 p. ms.

524. Bennett, Gay. The comparative effect of pupil and teacher choice of words for study in the twelfth grade. Master's, 1932. West Virginia.

525. Burnham, Fred Raymond. The grade placement of textbook instruction on the fundamental punctuation and capitalization skill. Master's, 1932. Iowa. 61 p. ms.

526. Byrns, Bertha. Creative writing. Master's, 1932. Okla. A. and M. Coll.

527. Cannon, Bessie B. A proposed laboratory plan in English instruction for below-average children. Master's, 1932. Kansas.

528. Charles, C. M. Comparison of rural, small town, and city students in English. [1931.] Kentucky.

529. Coleman, Opal. Form and content of third grade children's creative writings. Master's, 1932. Peabody. 41 p. ms.

No marked difference was found in the interests of boys and girls; children with a high IQ show more varied interests than children with a low IQ. Children prefer to write about nature, children, and personal experiences.

* 530. Driggs, H. Wayne. Certain aspects of the out-of-school written vocabulary of boys and girls 12 to 15 years of age, inclusive. Doctor's, 1932. New York. 152 p. ms.

A total of 288 letters from boys and girls, 12 to 15 years of age, was used to check with the first 1,000 words of the Thorndike word list in this vocabulary study. Approximately 85 percent of the words used in the letters fall within the first 500 words of the list. Boys have a better command of words than girls.

531. Duell, M. W. An analysis and evaluation of books on methods of teaching English. Master's, 1932. Illinois. 160 p. ms.

532. Elliott, Elizabeth. Phases of English taught in junior high schools. Master's, 1932. Texas.

533. Eurich, Alvin C. Homogeneous grouping for instruction in freshman English. Minneapolis, University of Minnesota, 1932. 48 p. ms.

In general, the achievement of the students in English followed the prediction based upon the various initial measures. The classification of the students could be made more accurately, however, if the fall quarter marks were used as the criterion. This scheme would necessitate some change in the present organization for instruction.

534. ——— A preliminary evaluation of the Inglis-Ginsberg English essentials test. Minneapolis, University of Minnesota, 1932. 5 p. ms.

535. ——— Scholarship in freshman English of students classified for sub-freshman rhetoric. Minneapolis, University of Minnesota, 1932. 6 p. ms.

Shows that 8 of 15 students who were permitted to take freshman composition after being assigned to sub-freshman rhetoric passed the freshman course. On all measures, however, the students ranked low.

*536. **Fellowa, John Ernest.** The influence of theme reading and theme correction on eliminating technical errors in the written compositions of ninth grade pupils. Doctor's, 1931. Iowa. Iowa City, University of Iowa, 1932. 58 p. (University of Iowa studies. Studies in education, vol. 7, no. 1. New series no. 222, March 1, 1932.)

Data indicate that theme correction as a weekly procedure in the teaching of ninth grade written composition seems highly questionable; this method, if practiced, is more effective in eliminating errors in punctuation and grammar than in correcting those of spelling and capitalization.

537. **Ford, Minnie Stringer.** Lower elementary English in the southern state courses of study. Master's, 1932. Peabody. 167 p. ms.

This is a study of 14 southern states. It was found that the courses of study disagree on what should be the minimum requirements in English for the first three grades.

538. **Gebalin, Elizabeth G.** Prevalent errors of speech among the children in Baton Rouge, La., and means for their correction. Master's, 1932. Louisiana.

539. **Gettys, Joe L.** The persistence of error in pupil reactions to certain punctuation situations. Master's, 1932. Iowa. 70 p. ms.

540. **Gibson, Christine M.** The teaching of English in the United States and England with special reference to secondary schools. Master's, 1932. T. C. Col. Univ. 47 p. ms.

541. **Goldsmith, Anna M.** An analysis of modifiers in the oral language usage of certain primary school children. Master's, 1932. Iowa. 155 p. ms.

542. **Goodman, James H.** Growth in capitalization and punctuation abilities. Master's, 1932. William and Mary. 100 p. ms.

Describes the results of the Leonard diagnostic test of punctuation and capitalization with 2,055 pupils from grades 5 through 11 in three school systems.

543. **Greene, Harry A.** A criterion for the course of study in the mechanics of written composition. Iowa City, University of Iowa, 1932. 48 p.

Reveals a selected list of punctuation and capitalization practices which are treated in four or more of the seven manuals of style studies, and have importance from a curricular point of view.

544. ——— and **Betts, E. A.** Evaluation of techniques for study of oral language. Journal of educational research.

545. **Gridley, Zora Gladys.** An experiment in the correlation of English and social studies. Master's, 1932. Southern California.

546. **Gunderson, Esther Almira.** A study of the English errors in themes written by the freshmen at the University of South Dakota. Master's, 1931. South Dakota.

547. **Hall, Daisy L.** A comparison of the written vocabulary of eighth grade rural and urban children. Master's, 1932. Colo. St. T. C.

548. **Hamilton, Blanche.** A study of pupil usage as one factor in the placement of certain items of punctuation in grade 5. Master's, 1932. Iowa. 119 p. ms.

549. **Hamilton, Francis M.** A study of pupil usage as one factor in the placement of certain items of punctuation in grade 9. Master's, 1932. Iowa. 139 p. ms.

550. **Hanson, Melvin A.** The results of a specific supervisory drive on ninth grade language. Master's, 1932. Iowa.

551. Hereford, Nannie McLean. The principles and exercises of Harold E. Palmer's language study. Master's, 1932. Peabody.

552. Herriman, Grace Wheeler. An investigation concerning the effect of language handicap on mental development and educational progress. Master's, 1932. Southern California.

553. Holtman, Neil. Pupil usage of pronouns in written compositions as related to textbook drill. Master's, 1932. Iowa. 107 p. ms.

554. Hughes, W. B. An illustrative high-school English curriculum. Master's, 1931. Illinois. 110 p. ms.

555. Hulstone, Mrs. Carrie M. Knowledge of fundamentals of English held by selected high-school teachers in Nebraska. Master's, 1932. Nebraska. 74 p. ms.

556. Hunt, Shay. A measure of learning language in intermediate grades. Master's, 1932. Oklahoma. 124 p. ms.

Attempts to measure the amount of learning from week to week, over a period of 12 weeks in language, in grades 3-6. A definite relationship exists between the percent scores of the practice tests and school marks in all grades.

557. Hunter, Edward Lee. The vocabulary of fifth grade children's letters. Master's, 1932. Colo. St. T. C.

558. Jakeman, Frank Weber. Differences in the oral and written language vocabularies of certain school children. Master's, 1932. Iowa. 239 p. ms.

559. James, Henry. A course of study for English in Simsbury, Conn., high school. Master's, 1932. New Hampshire. 200 p. ms.

560. Jenkins, Trixie. Intelligence and language ability of white and colored children. Master's, 1932. Peabody.

Intelligence and language tests were given to 37 white and 37 colored children to determine if there is a correlation between language ability and intelligence. The study showed a positive correlation of 0.49 for white children and 0.42 for Negroes. It showed a slight racial difference in intelligence and language ability.

561. Johnson, Burgess. Good writing. An inquiry into the efficacy of the teaching of written composition in American colleges; and a search for the criteria of "good writing." Syracuse, N.Y., Syracuse university, 1932. 76 p.

Attempts to determine whether the colleges are training their students as effectively as possible in the skill of "good writing"; whether there is any obvious fault in the generally prevailing methods of training that might easily be corrected; and whether or not it is possible to determine any criteria of good writing that might be established as their objective. In 38 out of 39 letters from clergymen, doctors, lawyers, financiers, manufacturers, insurance executives, merchants, editors, authors, advertising experts, and leaders in social service and public affairs, the writers believe that the colleges have failed to train their students in "good writing." They indicate that the criteria of good writing are few in number, and the specific terms used are practically identical in meaning.

562. Kolb, Susanna Lotta. A survey of errors in English composition made by freshmen and sophomores during the year 1930-1931 at Agricultural and Mechanical college. Master's, 1932. Okla. A. and M. Coll.

563. La Brant, Lou. Certain language developments of children in grades 4 to 12, inclusive. Doctor's, 1932. Northwestern.

564. Laughlin, Frances A. Verb usage in the oral language of a group of children. Masters, 1932. Iowa. 88 p. ms.

565. Lee, Harriet E. The relationship between practice exercises to the improvement of ninth grade composition. Master's, 1932. Chicago. 53 p. ms.

An experimental study in the effect of practice exercises on ninth grade composition, conducted in two ninth grade classes for girls. Findings: A year's growth in composition quality measured by the "Wisconsin scale for judgment of composition quality only" showed increased ability in appraisal and ability to plan.

566. Lesser, Goldie Darline. The construction of a flexible program of English in the junior high school. Master's, 1932. Ohio. 156 p. ms.

567. Likeness, Clara Helena. Measuring the outcomes of English composition. Master's, 1932. Southern California.

568. Lyman, B. L. The enrichment of the English curriculum. Chicago, Ill., University of Chicago, 1932. 251 p. (Supplementary educational monographs, no. 39, January 1932.)

This study assembles, classifies, and interprets representative studies which have attempted to broaden the scope of English instruction in elementary schools, secondary schools, and colleges in the past two decades. It takes up the expanded reading-literature curriculum; enlarged language-composition curriculum; informal associations of the English department with other departments; constructive relations between the English department and other departments; and combinations or amalgamations of English with other subjects.

569. McMichael, Mary L. A study of English errors made in a series of tests in Teague high school, 1930-1931. Master's, 1932. Texas.

570. Martin, Blake. A year's teaching plan for eighth grade English. Master's, 1932. Texas.

571. Meyland, Gunther Christian. Effect of theme titles on inventiveness and imagination. Master's [1932]. Chicago. 42 p. ms.

A total of 1,600 themes written by 100 college students were examined for cases of inventiveness and imagination. Motivated titles produce more inventive and imaginative details than conventional titles.

572. Mielenz, Mary Luella. Trends in correlating English with other school subjects. Master's, 1931. Chicago. 138 p.

Courses of study and textbooks were analyzed to determine the extent of correlation of English with other subjects in the high-school offering.

573. Miller, Charles Stephens. Ruralizing English in rural junior and senior high schools. [Master's] 1932. Peabody. 111 p.

This study embraced Warren county, Miss. Rural subject matter is preferred over non-rural subject matter.

574. Morris, Roy Kellam. Grammar in Texas high schools. Master's, 1932. Texas.

575. Mosby, Mary Virginia. English grammar in Wyoming high schools: A survey of the grammar taught in the Wyoming high schools as compared with the grammar that should be taught in high schools. Master's, 1932. Colo. St. T. C.

576. Nesbit, Agnes Blanche. Teaching junior high school English on an activity basis. Master's, 1932. Southern California.

577. Newlon, Mildred. The effectiveness of oral composition. Master's, 1932. West Virginia.

578. Nixon, Anna M. Sentence structure in the oral language of certain primary grade pupils. Master's, 1932. Iowa. 142 p. ms.

579. Njus, Gertrude. Objectifying a criterion for correct language usage. Master's, 1932. Iowa. 256 p. ms.

580. Nolan, Nellie A. Individualization in teaching eleventh grade composition. [Master's] 1932. Chicago. 86 p. ms.

581. Obye, Charles. A study of the 1931 Indiana state high school test in English as related to certain variables. Master's, 1932. Iowa. 88 p. ms.

*582. O'Donnell, Rev. Michael Joseph. English relative—a survey of some of the writings and investigations done on the English relative pronoun. Master's, 1931. Catholic Univ.

583. Ogden, S. E. Ways and means of enriching the high-school students' writing vocabularies. Master's, 1931. Illinois. 133 p. ms.

584. Ortmeier, W. A. The relation of mastery of certain punctuation rules to pupil usage. Master's, 1932. Iowa. 37 p. ms.

585. Payne, Alva. Teaching paragraphing in the first eight grades. Master's, 1932. Peabody. 79 p. ms.

Eight 1931 state elementary courses of study found in Peabody library were examined. Short paragraphs are recommended, ten sentences being the greatest number suggested by any course of study for a paragraph for the eight grades; six courses of study recommend more than one-paragraph compositions for the eight grades; little attention is given to arrangement, or paragraph form; method is shown principally through the selection and use of topics; there is a gradual decrease of references to paragraph teaching as the grades advance.

586. Perryman, Virginia. A study of the teaching of certain grammatical principles to tenth grade pupils of less than normal intelligence. Master's, 1932. West Virginia.

587. Phillips, Dorothy Trueblood. Units of work in English composition. Master's, 1932. Southern California.

588. Plasman, Lois Kennedy. The comparative disciplinary values of oral and written composition in the junior high school curriculum. Master's, 1931. Chicago. 127 p. ms.

589. Powell, Raymond Leo. Valid testing and diagnosis in the mechanics of ninth grade English composition. Doctor's, 1932. Iowa. 192 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38, New series no. 248, 1 p.)

Studies themes written on assigned topics and tests in proofreading. The two procedures measured fundamentally different abilities.

590. Pratt, Harry D. The vocabulary of fifth grade children's themes. Master's, 1932. Colo. St. T. C.

591. Quam, Nels. The effect of special drills on the elimination of certain punctuation errors. Master's, 1932. Iowa. 34 p. ms.

592. Rice, Letha E. A study of the status of speech correction in the public schools of the United States and Canada with suggestions and exercises for speech correction in the elementary school. Master's, 1931. Kans. St. T. C., Emporia. 200 p. ms.

*593. Rounds, Robert W. A study comparing the growth made in various elements of English by a class taught under laboratory conditions and that made by a class taught by conventional methods. Master's, 1932. New York. 111 p. ms.

Data indicate that in the junior high school groups studied, poetry appreciation is more effectively taught in a creative writing group; capitalization and punctuation

can be taught effectively by the laboratory method; grammar and sentence structure are more effectively taught by the conventional method.

594. Sanders, Cynthia Binnion. Opportunities afforded for written English by a classroom newspaper. Master's, 1932. Peabody. 136 p. ms.

This study is confined to the fifth grade of the East Texas state teachers college demonstration school. It was found that a classroom newspaper affords practice in nine-tenths of the objectives set up by authoritative sources selected for evaluation of English composition.

595. Sandya, Edward E. A survey of the English courses offered by the junior colleges of Southern California. Master's, 1932. Southern California.

596. Scheels, Sister M. Augustine. Methods of teaching composition in the high school. Master's, 1931. Marquette.

597. Shockey, Pauline M. Two contrasted methods of teaching English expression. Master's, 1932. Chicago. 92 p. ms.

Compares the merits of the grammar and the composition methods in elimination of error and general merit of written expression. For superior pupils the methods were of equal value; for average and low ability pupils, the composition method was superior.

598. Smith, W. L. A summary of research studies relating to English composition. Master's, 1932. Illinois. 332 p. ms.

599. Sperry, M. K. A critical analysis of the items of the English correctness test of the 1931 Iowa academic contest. Master's, 1932. Iowa. 132 p. ms.

600. Stacker, Anne Gaillard. A digest of material on analysis of verbal problems. Master's, 1932. Peabody. 113 p. ms.

The average child has difficulty in solving verbal problems. The causes of difficulty as listed by 23 investigators and writers include computation, comprehension, vocabulary, and faculty technique of solutions.

601. Stanley, Leona Jane. The disappearance of formal grammar in elementary schools in Alabama. Master's, 1932. Peabody. 83 p. ms.

Elementary language textbooks in Alabama and courses of study since 1910 were examined. Findings: Formal grammar has disappeared 66 percent in the elementary textbooks in Alabama since that year, and language activities are taking the place of the formal type of work.

602. Steger, L. A. Development of the meaning vocabulary of certain elementary grade pupils. Master's, 1932. Iowa. 172 p. ms.

603. Steinour, Laura Marie. How to teach vocabulary as a part of the high-school English course. Master's, 1932. Southern California.

604. Stone, Gunnar. A study of the cooperation of all departments in the teaching of English in the high schools. Master's, 1932. Rutgers.

605. Strate, Mrs. Johanna. Study in ability grouping in ninth grade English composition. Master's, 1932. Washington. 56 p. ms.

Pressey diagnostic tests; Cross English tests; Van Wagenen English composition scales; and the Hudelson English composition scale were used with three classes in ninth grade English composition. Suggests that the lowest fifth and highest fifth of pupils be segregated for special instruction, and that the material and methods of instruction be carefully chosen for use with the retarded and accelerated students.

606. Symonds, Percival M., and Hinton, Eugene M. Studies in the learning of English expression. Teachers college record, 33:430-38, February 1932.

607. Tennant, Edna Pauline. Recent trends in the aims of the teaching of English composition. Master's, 1932. Southern California.

608. Thomas, Rose Anne. An experiment in individual instruction in language in grade 4. Master's, 1932. Chicago. 108 p. ms.

A comparison of individual as contrasted with class instruction in teaching specific items of word usage to fourth grade pupils. Findings: Achievement in mastery of items of word usage and in development of desirable learning attitudes superior for pupils taught under individual technique of instruction.

609. Wagner, Loretta A. A comparison of ability in written English and in general scholarship of speech and non-speech students. Master's, 1932. South Dakota. 55 p. ms.

610. Williams, Estill Daniel. A comparative study of word lists. Master's, 1932. Kentucky.

611. Wolfe, Linnie. Junior high school English. Master's, 1931. South Methodist.

612. Woodard, Helen E. A tested procedure for teaching a unit in high-school English. Master's, 1932. Peabody. 27 p.

Diagnostic tests and practice exercises are essential steps in an effective teaching procedure for a unit in formal grammar, such as correct usage of verbs and pronouns.

See also 64, 209, 254, 311, 488, 3022-3023.

ENGLISH LITERATURE

613. Adams, Frances Altha. The teaching of literature in the Junior high schools. Master's, 1932. Southern California.

614. Blythe, Adelaide Elizabeth. The outcomes of instruction in English literature. Master's, 1932. Southern California.

615. Cameron, Donald O. The value of technical analysis in teaching appreciation of poetry. Master's, 1932. Penn. State.

Describes a controlled experiment conducted in the sixth grade of State College, Pa. One group had technical analysis of the Hayward type stressed in music appreciation lessons one day a week through about six months. A second group had a less formal type of music appreciation, and a third type had no teaching for appreciation of music. Groups were very small—only 11 members each, matched on an initial test of music appreciation. Test of ability to discriminate between good and poor music was constructed by experimenter and also Courtis test used. The group having technical analysis showed greater gain than the one not having it.

616. Connolly, Sabina Hart. A literary vocabulary test for high-school students. Doctor's, 1932. Yale.

617. Cornell, Lita Elizabeth. The educative use of the short story. Master's, 1932. Southern California.

618. Crawford, Elizabeth Mary. Achievement of secondary school pupils in 12 classics in literature. Doctor's, 1932. Indiana. 214 p. ms.

* 619. Dithridge, Rachel L. A study of the value of modern poetry for secondary school students. Master's, 1932. New York. 65 p. ms.

Studies the value of modern English and American poetry as taught in the high schools of New York City.

620. Dooling, Sister M. Benecia. The idylls of the king, critical summary with application to high-school use. Master's, 1932. N.M. St. Nor. Univ. 109 p. ms.

621. Edie, I. W. Study of certain factors related to success in teaching American literature. Master's, 1932. Iowa. 194 p. ms.

622. **Feamster, Garland McClung.** Methods of teaching the essay. Master's, 1932. Southern California.

623. **Franz, David Hartley.** Opportunities for inculcating desirable sex attitudes through secondary school poetry. Master's, 1932. Coll. of the City of N. Y. 233 p. ms.

Attempts to show the necessity for inculcating desirable sex attitudes; to determine what constitutes enlightened sex ideals; and to show how they may be taught through the standard works of poetry commonly studied in the high-school English course.

* 624. **Frawley, Honora M.** A study of certain procedures of studying poetry in the fifth grade. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 90 p. (Contributions to education, no. 539.)

Data were secured from the study of a rotation experiment conducted in Queens, New York City, in which 10 poems were taught by five methods to children in the 5B grade in 10 classes, and the results measured by tests. The poem seemed more significant than the method by which it was taught in determining children's choice of poems. There was a closer relationship between intelligence and required memorization method results than between intelligence and activity method results.

* 625. **Frey, Anna Louise.** The swan-knight legend: its background, early development, and treatment in the German poems: 1. Parzival, by Wolfram von Eschenbach; 2. Der Schwanritter, by Konrad von Würzburg; 3. Der Lohengrin of the Wartburgkrieg; 4. Der Lorengel; 5. Lohengrin, an opera by Richard Wagner. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 135 p. (Contribution to education, no. 103.)

Discusses the background and the German development of the legend.

626. **Goodman, Gladys Elinor.** An experiment in teaching classic myths in the middle grades. Master's, 1932. Peabody. 87 p. ms.

A descriptive account of an experiment to find children's responses to classic myths and to compare teaching stories with just reading stories to them. Findings: Children's choices and the effect of different ways of presenting material.

627. **Goodson, Frances Louise.** An experimental study of bases for ability grouping in high-school English. Master's, 1932. Southern California.

628. **Graves, Elizabeth Harriet.** The teaching of literature through free reading. Master's, 1932. Southern California.

* 629. **Gresser, Dessa E.** Factors conditioning comprehension of literature in the senior high school. Master's, 1932. Penn. State. 34 p. ms.

A series of tests on five literary selections were given to 74 pupils in the Lock Haven, Pa., senior high school during the school year 1931-32. Data indicate that poetry is more difficult to comprehend than prose. General intelligence, knowledge of vocabulary, and general information influenced the comprehension of the students. Knowledge of grammar and speed in reading had little to do with a student's comprehension of literature.

630. **Griffin, Sister Mary Ambrose.** Latin influences on the composition of English literature of high-school level. Master's, 1931. Loyola. 52 p. ms.

631. **Herndon, Clara Alice.** A study of certain educational implications in the life and works of Browning. Master's, 1932. Southern California.

632. **Lehman, Lela Olson.** A study of the changing trends in the teaching of literature in the secondary schools of the State of Kansas. Master's, 1932. Kans. St. T. C., Emporia. 95 p. ms.

633. **McVey, Eleanor.** Reading lists in English literature used in secondary schools. Master's, 1932. Southern California.

634. **Mitchell, Mrs. Cecil Smith.** Type units in literature for the junior high school grades. Master's, 1932. Texas.

635. Pelton, Mae Bella. The construction of units of work in literature for the upper high-school grades. Master's, 1932. Texas.

636. Raines, Lester. Objective tests for the English classics in New Mexico course of study. Las Vegas, New Mexico State normal university, 1932. 136 p. ms.

Describes a collection of objective tests covering the classics prescribed by the New Mexico high-school course of study.

* 637. Ritt, Ann N. Shakespeare and adolescent interests. Master's, 1932. New York. 60 p. ms.

The six plays studied paralleled the adolescent interest in romance, self-assertion, interest in others, altruism, gregariousness, nature and art, and in moral interest.

638. Robertson, Elsie. Education in American literature from 1875 to 1890. Master's, 1931. South. Methodist.

639. Robertson, Emma. Education in American literature, 1860 and 1870. Master's, 1931. South. Methodist.

640. Boling, Margaret. The evaluation of recent prose fiction from the point of view of the junior high school course of study in English. Master's, 1932. Ohio. 177 p. ms. (Abstract.)

Data indicate that present-day fiction is appealing to children, has literary merit, and should have a place in the course of study. Much of the material is more profitable for school use than many older selections which are now in most courses of study.

* 641. Simon, Henry W. The reading of Shakespeare in American schools and colleges: an historical survey. Doctor's, 1932. Columbia. New York City. Simon and Schuster, 1932. 109 p.

The study discusses the reasons that Shakespeare was not studied in early English schools; the early American attitude toward Shakespeare; Shakespeare's place in American readers, 1800-1870; Shakespeare introduced in the colleges; Shakespeare taught in schools outside of readers; and a survey of modern trends.

642. Stuckey, Christine. The use of the story in education. Master's, 1931. South. Methodist.

643. Tyler, Beulah Benton. Educational implications in the poetry of William Wordsworth. Master's, 1932. Colo. St. T. C.

644. Van Tilborg, Paul W. A high-school literature survey and placement test. Master's, 1932. Washington.

* 645. Wagner, Marie Elizabeth. Ability of prospective teachers in interpretation of poetry and in teaching interpretation of poetry. Doctor's, 1932. New York. 149 p. ms.

Part 1 deals with the ability to interpret poetry as it was presented in a reading test constructed for use on the teacher-training level; part 2 relates to ability in teaching poetry. Data were secured from the results of the Hartley poetry test given to 312 students in three teacher-training institutions; from the results of a poetry vocabulary test; and from the findings of a case study of 20 students engaged in practice teaching.

646. Welch, Roland Alpha. The vocabulary of a certain ninth grade text in literature not within the comprehension of certain ninth grade pupils of Durfee intermediate school, Detroit, Mich. Master's, 1931. Michigan. (Abstracts of dissertations and theses in education, 1917-1931. p. 127-28.)

The problem was to determine the words in David Copperfield that were not within the comprehension of 100 ninth grade pupils of superior ability. A technique was developed by experimentation which seemed suitable for selecting the words, and the reliability of the procedure was checked by means of new type tests developed for use in connection with the experiment. Difficulty of words shows little relationship to uncommonness as indicated in Thorndike's list and Horp's.

647. Wierson, Leonard L. Pupil evaluation of English selections in the high schools of Illinois. Master's, 1932. Iowa. 210 p. ms.

648. Williams, Florrie. The essential facts of Shakespeare's life and stage for high-school pupils. Master's, 1932. Colo. St. T. C.

649. Williams, George T. Pupil evaluation of selections in literature in South Dakota high schools. Master's, 1932. Iowa. 156 p. ms.

* 650. Winning, Charles Del Norte. The ideal society in nineteenth century English literature: a study of Utopian phantasies. Doctor's, 1932. New York. 320 p. ms.

Attempted to discover what conditions in English life and thought in the 19th century caused the large volume of Utopian literature; to classify the Utopias according to their controlling ideas; to analyze the characteristics of various representative Utopias of the period; and to evaluate their literary and social importance.

See also 222, 228, 568, 656, 2096.

FOREIGN LANGUAGES

ANCIENT LANGUAGES

651. Barlow, Mary Elizabeth. An analysis of Cicero's perorations. Master's, 1932. Iowa.

652. Chapman, Ruby Arnice. Anthology of material for cultural background in high-school Latin. Master's, 1932. Peabody. 231 p. ms.

Collection of material for supplementary and extracurricular work in high-school Latin.

653. Clarke, William Lowe. A comparison of two methods of teaching first year Latin. Master's, 1932. Emory.

* 654. Clough, Madeline. The place of Latin in the secondary curriculum. Master's, 1932. Boston Univ. 45 p. ms.

In a test to determine the effect of the study of Latin on English grammar and grammatical usage, 20 pupils who had studied Latin for two years were compared with 20 non-Latin pupils of the same year at the Dedham, Mass., high school. The Inglis English vocabulary test, form I was used. Data indicate that more Latin students gained proportionally in reasoning ability than did non-Latin pupils; the ability to improve in translation of Latin does not carry with it the ability to improve in reasoning.

† 655. Connell, Margaret H. A study of conscious transfer of training in the teaching of English derivatives in high-school Latin classes. Master's, 1932. New York. 71 p. ms.

656. Handman, Ephraim. Readings in high-school Latin from the point of view of aiding in the appreciation of English literature. Master's, 1932. Coll. of the City of N. Y. 111 p. ms.

Latin works which contained many sources of the allusions in English literature were recommended as additions to the minimum prescription of readings in the present New York State syllabus in ancient languages.

657. Hanson, Gertrude. A study of the difficulties of a selected group of ninth grade Latin pupils and the remedial measures employed in an attempt to overcome them. Master's, 1932. Northwestern.

658. Horst, H. M. History of student tutoring at West high school, Akron, Ohio. Junior-senior high school clearing house, 6:245-49, December 1931. (Reprinted.)

A special report is given on 160 students receiving help in Latin from student tutors in the first nine semesters of organized student help. It was found that 146 received sufficient benefits to continue the study of Latin. Help given in second semester Latin did not carry over to the study of third and fourth semester Latin as well as the help given in first semester Latin carried over to the study of Latin in the second semester.

659. Johnson, Helen Wright. Examination of elementary Latin texts belonging to the pre and post classical investigation periods. Master's, 1932. Ind. St. T. C. 110 p. ms. (Abstract in Indiana State Teachers College. Teachers college journal, 3: 296-97, July 1932.)

Data indicate that the teaching of Latin in secondary schools is tending toward increased efficiency as shown by the reorganization of material taught which emphasizes the pupil's point of view, the elimination of useless material, and taking a psychological approach of the subject rather than a logical one.

660. Loar, Marian Dewey. A critical study of the adjectives in Virgil's Aeneid. Master's, 1932. Colorado.

661. Lynch, Henry Charles. Characteristics of the second book of the Aeneid. Master's, 1932. Boston Coll.

662. McBroom, Emmalou. A phase of evaluation of provision for drill in elementary Latin textbooks. Master's, 1932. Colo. St. T. C.

663. McDowell, Gwendolen B. A comparative study of Latin textbook vocabularies. Master's, 1932. Ohio. 125 p. ms.

A frequency count was made of words used in five standard first year Latin books. Of about 3,120 words, 458 words were common to the five books.

664. McLellan, Marguerite Helen. A critical study of the similes in Virgil's Aeneid. Master's, 1932. Colorado.

665. Megill, David. The probable efficiency of a vocabulary notebook in the teaching of Latin vocabulary. Master's, 1931. Kans. St. T. C., Hays. 70 p. ms.

Vocabulary learning can be increased through use of vocabulary notebook. It also helps to recognize the presence of Latin roots in English words.

666. O'Grady, Catherine Francis. Psychological bases for teaching Latin at the junior high school level. Master's, 1931. Marquette.

667. O'Neill, Daniel Joseph. A new method of presenting Latin grammar and rhetoric in college composition: a textbook. Doctor's, 1931. Providence.

668. Puryear, Sarah Frances. Horace the classicist; critic, and creator. Master's, 1932. Peabody. 113 p. ms.

669. Ryder, Margaret M. The adaptation of first year Latin textbooks to curriculum needs. Master's, 1932. South Dakota. 88 p. ms.

* 670. Stark, Mary Randall. A course in Latin for secondary schools adapted to the changing ideals of secondary education. Master's, 1932. Boston Univ. 40 p. ms.

Data were secured from 850 pupils in the Cicero and Virgil classes of 10 high schools on the application of Latin in English, other languages, science, history, and in mathematics. Data indicate that the "disciplinary value" of Latin is falling to function in a measurable degree, but that its value for training in English is recognized as giving a clearer understanding of the meaning of words and an increased power and facility of expression. A course of study in Latin for grades 7 to 12 is recommended.

* 671. Trager, George L. The use of the Latin demonstratives (especially *ille* and *ipse*) up to 600 A.D., as the source of the romance article. Doctor's, 1932. Columbia. New York City, Institute of French studies, 1932. 199 p.

The study surveys the use of the Latin demonstratives *is*, *hic*, *iste*, *ille*, and *ipse* in representative texts from the classical period to the critical period in the development of Vulgar Latin.

672. Travels, William Garcia. Word power in the fourth book of the Aeneid. Master's, 1932. Boston Coll.

673. Welch, Sadie Elizabeth. Experiments in motivating the study of high-school Latin (A curriculum project in Buncombe county, N.C.) Master's, 1931. Duke. 292 p. ms.

674. Westphal, Earl C. An analysis of the data secured from the Iowa academic contest in Latin. Master's, 1932. Iowa. 105 p. ms.

MODERN LANGUAGES

675. Beadle, P. M. Achievement tests in elementary French. Master's, 1932. Peabody. 211 p. ms.

676. Carson, Edna. An analysis and evaluation of the methods of teaching modern foreign languages. Master's, 1932. Illinois. 110 p. ms.

677. Clark, Charles E. Instructional principles and devices for the teaching of Spanish. Master's, 1932. Southern California.

678. Cossman, Clair. A comparative study of the verbs in two series of French textbooks. Master's, 1932. Iowa.

679. Cutler, Helen Eaton. Lower school French. Master's, 1932. T. C. Col. Univ. 60 p. ms.

* 680. Descours, John B. Comparative study of the report of the Committee of 12 and of the Coleman report on the teaching of modern foreign languages in the United States. Master's, 1932. New York. 96 p. ms.

Compares the two reports and the two investigations which give rise to them, with reference to the modes of procedure and the result. Findings: More extensive in its scope and of a more scientific nature, the Coleman report reaches more practical conclusions on the objectives of the teaching of modern foreign languages, the organization of the course and the method to be used.

681. Dykema, Karl W. The problem of the translation of the pronouns of address from French and German into English; with an historical sketch of those pronouns in the three languages. Master's, 1932. Columbia.

682. Eurich, Alvin C., and Burkhard, O. C. Placement tests in German. Minneapolis, University of Minnesota, 1932. 4 p. ms.

A tentative evaluation of two forms of the Minnesota German placement test. Norms are given for two high-school groups and for a group of University of Minnesota students. The reliability coefficient between the two forms of the test proved to be 0.94 ± 0.01 .

683. Fleagle, F. K., LaRochelle, A., and others. A 2-year course in Spanish with suggestions for a third year. Chapel Hill, University of North Carolina press, 1932. 36 p. (University of North Carolina extension bulletin, vol. 11, no. 6, February 1932.)

The outline has been divided into two parts: an "indispensable minimum" and an "expected achievement." The "indispensable minimum" will insure a degree of uniformity in instruction that will not only reduce the difficulties of the individual student who transfers from one school to another, but will provide the same advantage for the whole class whenever the work in the second year is continued with another teacher. This requirement is set low in order to allow ample freedom to develop individuality in accordance with the teacher's preparation and experience. The combination of the two is intended to guide the inexperienced instructor, to stabilize the instruction of the experienced teacher, and to give to both the assurance that basically the same sort of work is being done throughout the state.

684. Fried, Estelle. German grammars and readers used in the New York City high schools evaluated on the basis of the New York City and New York State syllabi and the Coleman report. Master's, 1932. Coll. of the City of N. Y. 64 p. ms.

* 685. Geyer, Hugh E. A comparative study of the German grammars used extensively in the New York City high schools from 1890-1925. Master's, 1932. New York. 114 p. ms.

From 1890-1910 the cut and dried grammar translation method was most used in the textbooks; during the period from 1910-1925 the reading-conversation method developed and finally displaced the grammar-translation method.

686. Gilbert, Pauline C. Study of active-passive Spanish vocabulary in Florida high schools. Master's, 1932. Peabody. 64 p. ms.

687. Goodwin, Bertha Drabkin. The teaching of French through extensive reading. Master's, 1932. Southern California.

688. Green, Louise. Extent of active-passive French vocabulary in Florida high schools. Master's, 1932. Peabody. 53 p. ms.

689. Hardin, Achsah A. Study of a system of guidance in foreign language. Master's, 1931. Stanford.

690. Harville, Celia T. Trends of foreign languages in Oklahoma high schools. Master's, 1932. Oklahoma. 105 p. ms.

691. Hernández, José D. Laboratory exercises for Essentials of Spanish by Arturo Torres. Master's, 1932. Peabody. 64 p. ms.

Demonstrates the use of visual aural devices and their importance in learning the principles of the Spanish language.

692. Holland, Hazel Amelia. The gradation of six French texts. Master's, 1932. Peabody. 56 p. ms.

693. Kolschwitz, Otto. Deutsche fibel (elementary German text, illustrated). New York City, F. S. Crofts, 1932. 140 p.

Textual material developed through experimental teaching on the basis of the picture-method.

694. ——— Selection and application of illustrative material in foreign language classes. New York City, Teachers college, Columbia university, 1932. 68 p.

The application of modern illustrative material to foreign language instruction is advisable for linguistic and psychological reasons.

* 695. Kretchman, Margaret L. The type of vocabulary, grammar, and phonetics to be taught in elementary French courses to enable the pupils to read current literature intelligently. Master's, 1932. Penn. State. 74 p. ms.

A study was made of the use of French words and phrases in daily and Sunday newspapers, weekly and monthly magazines, and in three novels. It was found that no specific list of French words to be taught in elementary French courses could be given; that only the simplest type of grammar need be taught; and that a thorough and working knowledge of phonetics should be taught as an aid to pronunciation.

696. Loubert, Flora M. The vocabulary content of two recently organized teaching units for first year French. Master's, 1932. Iowa.

697. MacPherson, Mildred Lewis. Methods of teaching Spanish by the direct method. Master's, 1932. Southern California.

698. Mascarino, Mario Chanoux. A comparative study of the training of modern foreign language secondary school teachers in the United States and Europe. Master's, 1931. Loyola. 66 p. ms.

699. Masselink, Sady Grace. An analysis of the classroom practices of 25 teachers of first year French. Master's, 1932. Northwestern.

700. O'Brien, Agnes Mary. An analysis of the professional literature relating to the teaching of Spanish. Master's, 1932. Southern California.

701. Peters, Mrs. Mary Olga. An experimental comparison of grammar translation method and direct method in the teaching of French. Master's, 1932. Ind. St. T. C. 150 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 3: 277-79, July 1932.)

The advantages for grammar translation method are: Higher results during the first semester in translation, vocabulary, and comprehension. The advantages for the direct method are: Higher results during the second semester in dictation, reading, pronunciation, aural comprehension, appreciation, and grammar.

702. Philips, Frank M. Relative value of two methods of teaching Spanish. Master's, 1932. Emory.

* 703. Poggensee, Anna Louisa. Organization of materials for creative activities in the teaching of French. Master's, 1932. New York. 69 p. ms.

Suggests the use of dramatization, motion pictures, scrapbooks, exhibits, and the preparation of a newspaper or magazine in vitalizing the teaching of French.

704. Roberts, Nona Moore. Dictionary of 100 irregular French verbs. Master's, 1932. Peabody. 206 p. ms.

705. Sattler, D. F. A basic French vocabulary syllabus. Master's, 1932. Ohio. 133 p. ms.

Various French words and idiom frequency counts and lists were studied and analyzed. A composite list was prepared of 3,071 French words and idioms, the most useful for the teaching of French.

* 706. Selbert, Louise C. A series of experiments on the learning of French vocabulary. Doctor's, 1931. Johns Hopkins. Baltimore, Md., Johns Hopkins press, 1932. 106 p. (Johns Hopkins university. Studies in education, no. 18.)

Discusses the most efficient way to study a vocabulary, either silently or aloud, or with a written recall; of vocabulary studied in associated pairs *vs.* vocabulary studied in the context; or whole *vs.* part method in studying a list of associated pairs; of reading *vs.* recitation; and of the optimum time of relearning.

707. Shapiro, Bernard. The determination of the most common errors of first term German students in the New York City high schools. Master's, 1932. Coll. of the City of N. Y. 112 p. ms.

A diagnostic test consisting of 100 items covering the essential grammatical principles studied in the first term of high-school German in New York City was constructed, with the New York City syllabus and many currently used textbooks as the basis. This test was administered to students in 11 New York high schools. Frequency of error lists were constructed.

* 708. Srygley, Birdie Feb. A graduation of six Spanish texts. Master's, 1932. Peabody. 50 p. ms.

Ranks six texts on the basis of vocabulary difficulty depending on the number of new words per running thousand.

709. Stanley, Homer L., Jr. A study of representative courses in modern languages in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

710. Strubel, Mary Ivory. The coordination of instruction in foreign languages with that in English. Master's, 1932. Ohio. 95 p. ms.

711. Struble, Margueritte M. The construction of French reading material for second year high school. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

The elementary French reading texts used in the University of Iowa high school are patterned after the West readers which embody a new direct-reading technique. They are designed to promote the development of reading ability through the actual reading experience with material which is made less difficult by the gradual acquisition of a controlled vocabulary of maximum reading utility. The vocabulary of the first year

unit was increased by the introduction and usage of 600 additional words and idioms selected from the first 2,500 words of the word list and the corresponding portion of the idiom list. The average density of new words was 65 to 75 running words per new word.

712. Sutton, Anna Lucille. Status of the teachers of French in the public high schools of Louisiana. Master's, 1932. Louisiana.

713. Thomas, Marian Dixon. A survey of certain problems in the teaching of Spanish based on the professional literature in the field. Master's, 1932. Southern California.

714. Toews, Emil Otto. A brief history of German language instruction in American education. Master's, 1932. Southern California.

715. Wade, Rebecca. A study of French vocabulary in West Virginia high schools. Master's, 1932. West Virginia.

716. Wickliffe, Caroline Mitchell. Values of teaching modern foreign languages in the secondary schools. Master's, 1932. Southern California.

* 717. Wilbur, Amy Davison. A study of slow progress classes in French. Master's, 1932. New York. 38 p. ms.

Describes the work of pupils in the "slow progress" classes in French in the Erasmus Hall high school, Brooklyn, N.Y., and finds that the course is of value.

718. Zarembski, Cecilia H. The reading of a foreign language in the light of the psychology of reading the vernacular. Master's, 1932. Ohio. 119 p. ms.

Compares reading in the primary grades and the reading of French in the high school, and suggests ways of teaching reading of a foreign language based on the primary reading procedures.

See also 173, 1753, 2215.

MATHEMATICS

719. Bush, Coleman Hall. Procedures in teaching machine calculation. Master's, 1932. Southern California.

720. Cole, Isabel Smith. The interpretation of mathematics marks given in ability groupings. Master's, 1932. Southern California.

721. Connor, Eleanor Beatrice. Junior high school mathematics today. Master's, 1932. Boston Coll.

722. Donovan, Paul Henry. The contributions of the ancients to mathematics up to the time of the Greek influence. Master's, 1932. Boston Coll.

723. Frutchey, Fred. P. The construction and evaluation of practice exercises in mathematics pertaining to dairy technology. Doctor's, 1932. Ohio. 331 p. ms.

A generalized technique was developed for constructing practice exercises; the level of mathematics is that of arithmetic and elementary algebra; the difference in progress between the students who had the exercises and those who did not, was found to be statistically and socially significant; a generalized technique for evaluating the difference in progress of experimental and control group was presented.

724. Gaylord, Carl E. A study of the mathematics that functions in common vocations. Master's, 1931. Iowa St. Coll.

725. Graef, Esther Marie. A study of the aims and values of mathematics in secondary schools. Master's, 1932. Southern California.

726. Gruber, Rhinehart F. Diagnosis of student difficulties in construction and interpretation of graphs. Master's, 1932. Peabody. 121 p. ms.

Inability to solve formulas is the underlying cause of the inability to construct mathematical graphs; lack of knowledge of functional relationship is the chief cause of inability to interpret mathematical and statistical graphs.

727. Hamley, Herbert R. The function concept in secondary school mathematics. Doctor's, 1932. T. C., Col. Univ.

Describes a survey test of mathematical relations administered to 250 pupils in London. Work is less formal and more functional than it was 25 years ago. Much time is wasted in learning certain mathematical skills.

728. Higgins, Margaret Elizabeth. Study of achievement and related factors of mathematics majors at Indiana State teachers college for the years 1926-1932. Master's, 1932. Ind. St. T. C. 84 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 299-300, July 1932.)

729. Hinshilwood, Ellen Loudon. The adaptation of mathematics to the individual needs and interests of pupils. Master's, 1932. Southern California.

730. Jackson, Lucy Elizabeth. Annotated bibliography of psychology of teaching secondary mathematics. Master's, 1932. Peabody. 247 p. ms.

731. Kenyon, Juanita. The reorganization of ninth grade mathematics as revealed by an analysis of textbooks, 1900-1932. Master's, 1932. Washington. 50 p. ms.

732. Lawrence, Harold Stormont. The reorganization of senior high school mathematics. Master's, 1932. Colo. St. T. C.

733. Littlefield, Robert L. Some correlations of pupil achievement in mathematics and other secondary school subjects as evidenced by school marks. Master's, 1932. New Hampshire. 38 p. ms.

734. McDonough, Harold Benton. Development of mathematics in secondary schools in the United States. Master's, 1932. Peabody. 176 p. ms.

Data indicate that all mathematical subjects in the American schools first appeared as college studies, and were gradually shifted to the secondary school; arithmetic was given as a subject consisting of mere mechanical operations with no attempt at reasoning; mathematics was the most important subject in the curriculum of the academy.

735. Moncreiff, Ruth. A tentative course of study in junior high school mathematics. Master's, 1932. Peabody. 92 p. ms.

Includes an analysis of eight series of junior high school mathematics texts; analysis of 14 city courses of study.

736. Perry, Robert Dawson. Prediction of success in college mathematics. Doctor's, 1932. Peabody.

737. Remmers, H. H., Hadley, Laurence, and Long, J. K. Learning, effort, and attitudes as affected by class size in beginning college engineering mathematics. Lafayette, Ind., Purdue university, 1932. 31 p. (Bulletin of Purdue university, vol. 32, no. 9, May 1932. Studies in higher education, 19.)

During a period of two years, three controlled experiments involving 210 engineering students of beginning college mathematics under two different instructors, were carried on to determine the effect of class size upon student learning, effort, and attitude toward the instructor and toward the teaching procedure. Three small classes ranging in size from 19 to 27, and large classes ranging from 43 to 54, were matched, student for student, in terms of school enrollment and probable achievement as measured by the Iowa placement mathematics training test. It was found that the larger classes did slightly better than the smaller classes, although the average difference was not statistically significant. The students favored the smaller classes. The average amount of time spent in preparation was not significantly affected by class size.

738. Reynolds, Robert Walter. The mathematical abilities of college students. Master's, 1932. Colo. St. T. C.

739. Robinson, Bertha. An inquiry of number concepts of first grade children. Master's, 1932. Iowa. 157 p. ms.

740. Satter, Elizabeth S. A proposed course of study in general mathematics for the ninth grade of South Dakota high schools. Master's, 1932. South Dakota. 110 p. ms.

741. Scarborough, James C. The effectiveness of work-test books in teaching high-school mathematics. Master's, 1932. Colorado.

742. Shipley, Merna R. An evaluation of a test technique for verbal problem-solving ability. Master's, 1932. Iowa. 31 p. ms.

743. Shoptaugh, John Royal. Mathematics needed for science courses in the Louisiana high schools. Master's, 1931. Louisiana.

744. Steen, Robert E. Measuring the attainment of seventh grade mathematics objectives in Jackson, Miss. Master's, 1932. Peabody. 69 p. ms.

745. Stuit, D. B. A critical study of the Pearson correlation technique. Master's, 1932. Illinois. 68 p. ms.

746. Vance, Arthur M. Problem solving and reflective thinking. Master's, 1932. Colorado.

Data indicate that problem-solving ability appears early in life and increases to senility.

747. Waggoner, Sherman G. The ability of pupils to interpret certain basic ideas, in linear equations. Doctor's, 1932. Iowa. 227 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

Data obtained by examination of numerous ninth grade pupils show that 62 percent of the errors made in solving equations were due to not knowing what to do, and not knowing how to do what was recognized to be done. Mental efforts of the pupils have been concentrated on memory work instead of thorough understanding.

748. Wesselink, William D. The difficulties of college freshmen in mathematics. Master's, 1932. Iowa. 84 p. ms.

749. Whitcraft, Leslie H. Some of the influences of the requirements and examinations of the College entrance examination board on the mathematics in the secondary schools of the United States. Doctor's, 1932. T. C., Col. Univ.

College entrance board examination questions in algebra and geometry were analyzed; recent state and city courses of study in mathematics were surveyed to determine the influences the College entrance board examinations had on them; questionnaires were sent to 65 superintendents of city schools, 12 curriculum specialists, 200 heads of departments of mathematics in schools from which candidates for College entrance board examinations come; literature on mathematics of secondary schools and textbooks in secondary algebra and geometry were analyzed; and visits were made to two types of schools to observe methods of teaching. Findings: The College entrance examination board can exert great influence on the mathematics of secondary schools; more weight has been given by authors of textbooks in algebra and geometry to the College entrance board requirements than to any other one set of requirements; they have stimulated better teaching by setting definite goals to be attained; their requirements have retarded creative work in mathematics for many teachers of secondary mathematics; their examinations have caused much worry and nervousness on the part of the pupil and on the part of the teacher; preparation of many candidates for the College entrance examinations is made in regular classes in which there are students who will not take the examinations.

750. Yates, S. D. The development of elementary mathematics in the United States from the Colonial period to the present time. Master's, 1932. Illinois.

See also 228, 236, 311, 911, 2147, 2207, 2214, 2220-2221, 3033.

ARITHMETIC

751. Allen, Blanche Marion. Subtraction: Current methods of instruction in the United States. Master's, 1932. Boston Univ. 42 p. ms.

A total of 256 replies to a questionnaire were received from state departments of education, cities, and training schools of state normals and teachers colleges, and from 22 schools near Boston. Data indicate that there is no method superior to all others. The method used most extensively in the United States is the take away, borrowing, upward.

752. Bach, Louis. A study of the work habits in subtraction by children using the equal additions method and the Badanes method. Master's, 1932. Coll. of the City of N. Y. 72 p. ms.

Two groups of third and fourth grade pupils were equated on the basis of a standard intelligence test and two standardized arithmetic tests. One group had been taught subtraction by the equal additions method and the other by the Badanes method. The groups did not differ significantly with respect to the raw scores.

753. Baker, Walter Maurice. A study of the vocabulary load of six arithmetic tests approved for use in Kentucky high schools. Master's, 1932. Kentucky.

754. Beall, Ross Horace. A study of an individual instruction unit in long division. Doctor's, 1932. Iowa 222 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 2 p.)

Analyzes results obtained from 700 grade 4 pupils in Tulsa, Okla., receiving individual instruction. Pupils making the least progress received the most help from the teachers.

755. Brueckner, Leo J., White, Leslie D., and Dickeman, Fred. A curriculum study of teacher training in arithmetic. Minneapolis, University of Minnesota press, 1932. 28 p.

A diagnostic chart was prepared which analyzes the major objectives of arithmetic, the specific teaching procedures that are approved, and the main teaching difficulties that were reported. The purpose of the chart is to assist the supervisor to determine instructional needs in order that the supervisory program may be intelligently directed. A check list was sent to three groups of teachers and supervisors for rating; the same list was sent to an unselected group of teachers in schools in towns of from 5 to 30 thousand in the Middle West to be rated under different directions. Correlations between ratings on importance are high; those on difficulty are not so high. There is a wide variation in the relative difficulty of the items in the check list as measured by the percentage of teachers who report themselves in need of supervisory help.

756. Chapman, William D. An analysis of the difficulties of long division for grades 4A and 4B, with a plan for diagnosis and remedial drill. Master's, 1932. Coll. of the City of N. Y. 111 p. ms.

Four types of tests were constructed: A test in terminology and fundamentals; a series of 19 diagnostic tests covering every topic in the syllabus; a series of remedial drills for each diagnostic test; and a cross-section test covering the entire series of diagnostic tests.

757. Clayton, W. G. The materials for long division in the fourth grade. Master's, 1932. Texas.

Surveys and analyzes the materials found in 20 representative arithmetic textbooks published since 1904.

758. Dahle, Casper O. A perpetual inventory of the learning process in arithmetic, grades 3-6. Master's, 1932. Iowa. 250 p. ms.

759. Daniel, Margaret D. Comparative merits of four methods of teaching subtraction. Master's, 1931. California.

760. Durham, Annie D. The effect of diagnostic and remedial treatment on improvement in arithmetic fundamentals. Master's, 1932. Colorado.

761. Edwards, Arthur U. Internal evidence concerning the nature of learning in beginning fractions and mixed numbers. Doctor's, 1932. Iowa. 355 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series no. 248, 1 p.)

Analyzes the learning history of 249 4A pupils in Moline, Ill.

762. Guller, Walter Scriber. Computational errors made by teachers of arithmetic. Elementary school journal, 33: 51-58, September 1932.

Study was based on an analysis of errors made by 22 teachers of arithmetic in working the examples in the Guller Christofferson diagnostic survey test in computational arithmetic.

763. Harter, Jeanette. Tri dimensional space as aids to learning in arithmetic. Master's, 1932. Iowa.

764. Hicks, Eleanor. Analysis of problem-solving instruction and types of problems in seven series of current arithmetic texts. Master's, 1932. Southern California.

765. Kephart, Alice Beers. A study of civic and social attitudes as by-products of business arithmetic. Master's, 1932. Denver. 58 p. ms.

* 766. Levenson, Samuel M. Factor of insight in arithmetical efficiency. Doctor's, 1931. New York. 179 p. ms.

Tests in addition and subtraction of integers were given to 1,448 children in the 3A and 3B classes in schools in different sections of New York City. The insight method as formulated by Doctor Badanes was compared with the drill method. Data indicate that the insight method was superior to the drill method.

767. Mitchell, Kenneth Centre. An experimental work on supervised versus unsupervised study in seventh and eighth grade arithmetic. Master's, 1932. Southern California.

768. Mohr, Roy Ernest. A comparison in the efficiency of the teaching of arithmetic in grades 4 to 8, inclusive, in the standard and non-standard 1-room schools in western Kansas. Master's, 1931. Kans. St. T. C., Hays. 45 p. ms.

769. Monroe, Walter S., and Engelhart, Max D. A critical summary of research relating to the teaching of arithmetic. Urbana, University of Illinois, 1931. 115 p. (University of Illinois bulletin, vol. 29, no. 5, September 15, 1931. Bureau of educational research bulletin no. 58.)

Presents a summary and evaluation of the research relating to instructional methods employed in teaching arithmetic in grades 1 to 8. It is divided into six major divisions represented by the following rubrics: (1) methods of learning and teaching the fundamentals; (2) methods of drill in the fundamentals; (3) methods of teaching pupils to solve their verbal problems; (4) methods of providing diagnosis and remedial treatment; (5) methods of teaching the reading of arithmetical subject matter; and (6) methods of motivating learning activity in arithmetic.

770. Potthoff, E. F. A comparison of three methods of computing composite scores. Journal of educational research, 24: 224-27, October 1931.

771. Rathbun, Ruth Marie. Diagnosis and remedial treatment of difficulties in arithmetic problem solving of the sixth grade children. Master's, 1932. Northwestern.

772. Ricker, Harry Daniel. The effect of practice on the learning of simple equations. Master's, 1932. Nebraska. 50 p. ms.

773. Roach, Cornelia B. A study of incentives. Doctor's, 1932. Cornell. 70 p. ms.

Studies the effect of incentives on improvement in column addition in grades 4-6.

774. Sears, Richard. The effects on the psychogalvanic response of changes in complexity and time limit of addition tests. Doctor's, 1931. Michigan. 168 p. (Abstracts of dissertations and theses in education, 1917-1931. p. 82-84.)

Carefully selected lists of addition examples were used as stimulus material with a group of 24 junior and senior girls of the University of Michigan. In addition to a preliminary test of 20 easy examples with no time limit, six different tests were given, each containing 20 examples. Three of the tests involved changes in the complexity of the material, with no time limit; the material of the other tests was of approximately the same complexity, but changes were introduced in the amount of time allowed for different parts of the test. Only one test was given at a sitting. Each subject took three, and some subjects four tests in addition to the preliminary test. Findings: The first two or three examples of all tests were accompanied by large galvanometer deflections, exceeded only by deflections at other critical points; when all examples of a test are kept on approximately the same level of difficulty and speed, no deflections of outstanding amplitude occur, except at the beginning; points of abrupt increase of complexity or required speed of performance, are always accompanied by a large increase in amplitude of deflection.

775. Smith, Cloyd C. Etiology of pre-seventh grade pupil status in percent age. Master's, 1932. Iowa. 193 p. ms.

776. Smith, Ethel Eldore. The effect on achievement in arithmetic reasoning and computation of a supervisory program stressing computation. Master's, 1931. Chicago. 161 p.

The value of supervision is measured in terms of pupil achievement and modifications in the methods of teaching.

777. Sparling, E. A. The grade norms and standards for the arithmetic neatness scale. Master's, 1932. Iowa. 40 p. ms.

778. Stevens, Willie. Relative efficiency in oral and written arithmetic computation. Master's, 1932. Peabody. 29 p. ms.

An investigation made with 94 pupils in the intermediate grades of the Peabody demonstration school, Nashville, Tenn., showed that pupils do better written than oral work in arithmetic.

779. Storm, William B. Practices in teaching arithmetic in the elementary school. Master's, 1932. Chicago. 65 p. ms.

The study covered 8 cities, 350 teachers, 100 college students, and 5 teachers in teachers colleges.

780. Tidwell, Lyda. Methods children use in learning combinations and working arithmetical problems. Master's, 1932. Peabody. 39 p. ms.

A study of 120 pupils of the third, fourth, fifth, and sixth grades in the Peabody demonstration school. Findings: Children are aware of using definite methods of learning the combinations; children included in this study, except two, use one or more of the methods employed by their teachers; as pupils advance in grades they seem to use fewer methods of learning the combinations; pupils having a high IQ seem to use fewer methods than pupils with low IQ score.

* 781. Trott, Carolyn E. Change in ability of the pupils to perform the four fundamentals of fractions in four 5B classes of West New York, N. J., schools from June 12, 1931, to September 14, 1931. Master's, 1932. New York. 117 p. ms.

Studies the changes in speed, accuracy, kind, and frequency of errors in all processes by each of the 183 pupils in the 5B classes in West New York, N. J.

782. Wahlstrom, Ebba L. The arithmetic of social experiences of third grade children. Master's, 1932. Iowa. 109 p. ms.

783. Woolman, Russell J. Administration of a remedial program in the fundamentals of arithmetic. Master's, 1932. Ohio. 179 p. ms.

784. Young, Ira Hobson. A study of an individual instruction unit in percentage. Doctor's, 1932. Iowa. 369 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

Final accomplishment in percentage can best be predicted by means of a combination of measures of arithmetical ability and ability to read material for the central thought. See also 209, 213, 438, 471, 488, 728, 2088, 2180.

ALGEBRA, GEOMETRY, AND TRIGONOMETRY

785. Anderson, Samuel Armstead. Some factors influencing success in plane geometry. Master's, 1932. Peabody. 61 p. ms.

Reading ability, intelligence, and ability in algebra are factors of success in geometry; no evidence for either male or female superiority was found in the abilities considered; there was no significant relation between number of semesters of algebra and success in geometry.

786. Bacon, Emily Glendora. History of trends in plane geometry teaching in American schools. Master's, 1931. Chicago. 67 p.

* 787. Baranovsky, Pauline. Predicting grades in the Regents examination in elementary algebra and in plane geometry. Master's, 1932. New York. 80 p. ms.

The Orleans algebra and geometry prognostic test; and the collegiate research bureau algebra and geometry test, and the Otis S-A achievement test were used as a means of predicting grades in Regents examinations of 124 students. The tests were of no value in predicting grades on the Regents examinations.

788. Bassett, Laura. Mathematical prerequisites for plane analytic geometry. Master's, 1932. Peabody. 34 p. ms.

Arithmetic, elementary algebra, plane geometry, and trigonometry are found to be necessary for the study of plane analytic geometry.

789. Black, Lorenzo G. A frequency study of the skills of algebra. Master's, 1932. Colo. St. T. C.

790. Blanton, John Richard. Objective examinations in plane geometry. Master's, 1932. Tennessee. 132 p. ms.

791. Bowman, Medford Polk. A study of verbal-problem solving in algebra. Master's, 1932. Peabody. 88 p. ms.

A series of diagnostic tests on verbal algebra problems were administered to a group of second year algebra pupils at regular intervals. Remedial drill was given and the pupils re-tested. It is indicated that pupils in algebra have the greatest difficulty with: (1) The comprehension of the problem; (2) the determination of "what is given"; (3) the translation of problem data into algebraic symbols.

* 792. Bradley, A. Day. Geometry of repeating design and geometry of design for high schools. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 131 p. (Contributions to education, no. 549.)

793. Butler, Robert Abernathy. The mathematical prerequisites for differential calculus. Master's, 1932. Peabody. 48 p. ms.

794. Carlson, Albion. The algebra used in the elements of differential calculus. Master's, 1932. Colo. St. T. C.

795. **Castleberry, Edith.** Teaching ninth grade algebra. Master's, 1932. West Virginia.

796. **Christian, William D.** An experimental study of certain factors as a means of predicting success in algebra. Master's, 1932. Washington Univ. 66 p. ms.

797. **Cope, Earl B.** Prerequisite algebra skills needed for third semester algebra. Master's, 1932. Iowa. 60 p. ms.

798. **Cope, Harold V.** A comparison of two methods of administering problem solving in algebra. Master's, 1932. Ohio. 79 p. ms.

Attempts to learn whether teaching problems arranged according to types were more productive of learning than when arranged heterogeneously. Teaching problems according to types produced better results, saved much time, and had a favorable psychological result on the pupils.

• 799. **Cruttenden, Edwin W.** A comparison between the contract and recitation methods of teaching plane geometry. Master's, 1932. Penn. State. 38 p. ms.

Data indicate that in this experiment with 34 high-school pupils of the Central high school, Scranton, Pa., the contract method was equal or superior to the recitation method.

800. **Culley, Alfred.** A summary of studies in the teaching of geometry with generalizations. Master's, 1932. Maryland.

801. **Cuthbertson, Elizabeth Buppert.** A comparison of the abilities in ninth grade algebra of boys and girls of equal intelligence. Master's, 1932. Southern California.

802. **Dunphy, James Ryan.** The worded problem in algebra. Master's, 1932. Boston Coll.

803. **Eason, Leila.** The geometry of the junior high school. Master's, 1932. Texas.

804. **Flanagan, John Clemans.** An investigation of the effects of drill in the learning of certain algebraic skills. Master's, 1932. Washington. 81 p. ms.

Compares the use of drill tests with the use of oral explanation of concepts in supplementing the material in an algebra test. The drill test method was superior to oral explanation alone, but if this oral explanation were supplemented with oral drill, there was no difference.

805. **Franks, W. D.** The place and organization of algebra in the high-school curriculum. Master's, 1931. South. Methodist.

806. **Fremd, Lydia K.** Relationship of certain standardized tests to grades in college algebra. Master's [1931]. Kentucky.

807. **Gadske, Richard Edward.** A comparative study of two methods of teaching first year high-school algebra. Master's, 1932. Northwestern.

808. **Garberich, J. E.** Sectioning in college algebra and plane trigonometry, University of Arkansas, 1931-1932. Fayetteville, Ark., University of Arkansas, 1932. 6 p. ms.

In order to test the relative instructional efficiencies of homogeneous and heterogeneous grouping for students of superior ability, two experimental sections were established in classes in college algebra and in trigonometry. Data indicate that although instructional superiority of homogeneous over heterogeneous grouping of superior students is not statistically certain either in college algebra or plane trigonometry, superiority seems more probable in plane trigonometry.

809. **Gibson, Thelma.** An analysis of college algebra textbooks. Master's, 1932. Peabody. 41 p. ms.

810. Gordy, Glen Akera. Historical development of trigonometry in the secondary schools of the United States. Master's, 1932. Chicago. 108 p. ms.

811. Hankins, Carl F. Individual versus group instruction in ninth grade algebra. Master's, 1932. Peabody. 75 p. ms.

812. Harper, Golda P. The errors incident to a year's work in algebra. Master's, 1932. Iowa. 118 p. ms.

813. Hegarty, Richard Francis. Clarification of problems in algebra by means of graphs. Master's, 1932. Boston Coll.

814. Johnson, Francis Xavier. Logarithms, their use and importance. Master's, 1932. Boston Coll.

815. Johnson, Mabel A. The predictive value of success in first year algebra. Master's, 1932. Colorado.

816. Jones, Mary Margherita. The mathematical prerequisites for college algebra. Master's, 1931. Peabody. 49 p. ms.

Hart's college algebra text was studied for arithmetic, algebra, geometry prerequisites and trigonometry processes were analyzed for prerequisite knowledge needed in college algebra.

817. Knoblauch, Edward A. Foundations of geometry. Master's, 1932. Columbia.

818. Lanier, Alfred C. Mathematical prerequisites and important items of solid geometry. Master's, 1932. Peabody. 90 p. ms.

Shows the items of arithmetic, algebra, and plane geometry that are prerequisite to solid geometry and the most important items of solid geometry from a standpoint of use in solid geometry.

819. Layton, Edna T. The persistence of learning in elementary algebra. Master's, 1931. St. College for T. Journal of educational psychology, 23: 46-55. January 1932.

Measures of ability in elementary algebra were obtained just before and just after a month of intensive review at the end of the course, and again after a year during which no mathematics was studied. Material not known at the beginning of the month of review, but learned during that month, is less likely to be retained than material which was known at the time the review began.

820. Leist, Mary G. Modern tendencies in the teaching of high-school geometry. Master's, 1932. Chicago. 99 p. ms.

Analyses 10 modern textbooks in geometry to determine modern tendencies.

821. Lundholm, Harold. The Iowa academic tests in algebra. Master's, 1932. Iowa.

822. McGill, Clara. Examination practices with special reference to ninth grade algebra. Master's, 1932. Peabody. 80 p.

Studies reports from 36 "A" grade high schools of Arkansas. A little variation existed in the types of abilities the final examination questions were designed to measure, and a slight variation existed in other examination practices.

823. Nelson, Ira Irl. Changes in materials and methods in elementary algebra from 1829 to 1929. Doctor's, 1932. Texas.

824. Newhall, Eleanor Evelyn. An analysis of activities in teaching algebra. Master's, 1932. Southern California.

825. Noble, Kenneth. Problems and tests for a course in ninth grade algebra based on the unit or goal system. Master's, 1931. Colo. St. T. C.

826. O'Donnell, Paul Edward. The attack on algebra through the problem and equation. Master's, 1932. Boston Coll.

827. Oestreicher, Milton D. Analysis of errors in first semester of ninth grade algebra. Master's, 1932. Chicago. 109 p. ms.

Compares the achievements of the pupils in eight high schools and lists and analyses typical errors.

828. Parry, Louise. Abilities of Spanish-speaking and English-speaking children in ninth grade algebra. Master's, 1932. Texas.

829. Patton, Charles Clark. The effect of mathematical recreation in the teaching of plane geometry. Master's, 1932. Penn. State. 31 p. ms.

Describes a controlled experiment in which one group gave one day each week to mathematical recreations while the other used the time in the conventional manner. The group using the recreations exceeded the control group in the standardized tests used for measuring progress as the result of the experiment.

830. Pearson, J. M. A study of the Orleans geometry prognosis test. Master's, 1932. Peabody. 42 p. ms.

Data indicate that the most reliable prognosis of achievement to be obtained is from a combination of the Orleans test, Terman group test, and the teachers' marks in algebra.

831. Poplofaky, Solomon. A comparative study of elementary and intermediate algebra as taught in the schools of England and the United States. Master's, 1932. Coll. of the City of N. Y. 88 p. ms.

Algebra in England is studied for a period of from four to five years, with an hourly distribution ranging from four and one-half to six and three-quarters hours a week, while in the United States it is studied for a period of one and one-half years and five times weekly. There have been practically no changes introduced in the English algebra courses during the past 20 years.

832. Pazenny, Joseph John. Psychology of number and its relation to algebra. Master's, 1932. Boston Coll.

833. Richards, Dale W. An experiment with supervised study in ninth grade algebra, at Newport township high school, Wanamie, Pa. Master's, 1932. T. C., Col. Univ. 16 p. ms.

An experiment covering one semester was carried on with 23 students having supervised study as compared with 23 students not having supervised study in ninth grade algebra. The classes met daily for 50 minutes. There was no decided advantage for either method.

834. Richter, Rose. The predictive value of group IQ's for success in elementary algebra. Master's, 1932. T. C., Col. Univ. 16 p. ms.

Data indicate that the lower IQ groups do about as well as the higher ones when extremes are omitted.

835. Rosenbaum, Henry. An introduction to the study of division-algebras. Master's, 1932. Columbia.

836. Shelton, Sam White, Jr. The mathematical prerequisites for plane trigonometry. Master's, 1932. Peabody. 31 p. ms.

The mathematical prerequisites for plane trigonometry may be acquired from a study of the ordinary courses in elementary arithmetic, high-school algebra, and high-school plane geometry.

837. Shibli, Jabir. Recent developments in the teaching of geometry. Doctor's, 1932. T. C., Col. Univ.

Analyses and compares representative textbooks, courses of study, reports of committees, and opinions of leaders in the field since 1900.

838. Hoover, Carolyn Grace. On the class number and ideal multiplication in a rational linear associative algebra. Doctor's, 1932. Ohio.

This study is concerned with the development of the theory of class number and the multiplication of ideals similarly.

839. Stiles, Paul Gordon. Difficulty in first year algebra: a contribution to the understanding of error. Doctor's, 1932. Iowa. 266 p. ms.

A set of 32 drills covering 72 skills in first year algebra were given to ninth grade pupils in first year algebra in 21 states. Data indicate that insufficient emphasis is placed on unit-skills; pupils work without insight; and that fundamental concepts are not sufficiently established.

840. Spitz, Benjamin. The evaluation of a combined course in plane and solid geometry. Masters', 1932. Coll. of the City of N. Y. 123 p. ms.

Data indicate that a combined course consisting of the minimum essentials of plane and solid geometry can be satisfactorily completed in one year if pupils have had a course in intuitive geometry in the junior high school.

841. Slattery, Florence. Two methods of teaching algebra. Master's, 1932. Washington Univ. 75 p. ms.

Studies the relative values of teaching first year high-school algebra by the recitation plan and the assignment-sheet plan.

842. Steele, Mildred E. A study of the merits of the algebraic equation and analysis as aids in solving problems in the fifth grade. Master's, 1931. George Washington. 50 p. ms.

Compares the simple algebraic with the simple analysis and discussion method of solving problems in the fifth grade.

843. Sullivan, Joseph Timothy. Diagnostic and remedial work in algebra. Master's, 1932. Boston Coll.

844. Vaught, Annie May. Formulas in first year algebra. Master's, 1932. Texas.

845. Whitacre, Foster Elijah. To change the sequence of geometry material so as to make the study less difficult. Master's, 1932. Ohio. 176 p. ms.

846. Whitworth, Sidney Edwin. An experimental comparison between the daily assignment and recitation method and the Morrison unit method of teaching plane geometry. Master's, 1932. Washington. 91 p. ms.

* 847. Williams, George B. A controlled experiment to determine the efficiency of the contract method of teaching second year algebra to normal and superior pupils. Master's, 1932. Penn. State. 69 p. ms.

848. Winchester, Drusilla Gertrude. The construction and evaluation of a technique for measuring achievement in plane geometry. Master's, 1932. Nebraska. 41 p. ms.

849. Zalosh, Hyman. The present status of plane trigonometry in the high-school curriculum. Master's, 1932. Coll. of the City of N. Y. 95 p. ms.

850. Zercher, Irene. Experimental study of laboratory procedure in plane geometry. Master's, 1932. Texas.

See also 23, 723, 2141, 2209, 2218.

SCIENCE

851. Adams, Homer. Value of the notebook in general science laboratory. Master's, 1932. Peabody. 53 p. ms.

Two groups of 25 students each were used in this experiment for a period of nine months. The data indicate that the notebook in general science is valuable.

852. Astell, Louis A., and Odell, Charles W. High-school science clubs. Urbana, University of Illinois, 1932. 77 p. (University of Illinois bulletin, vol. 29, no. 39, January 12, 1932. Bureau of educational research. Bulletin no. 60.)

Part 1 is an account of the science clubs reported by teachers of science in Illinois high schools during the school year, 1930-31; part 2 contains comments on the science clubs described and offers suggestions concerning such clubs in general; part 3 is an annotated bibliography on the subject.

853. Bauman, E. K. Outside reading and progress in general science. Master's, 1932. Nebraska. 33 p. ms.

854. Becker, Sam D. Recent trends in science in the high schools of Oklahoma. Master's, 1932. Oklahoma. 100 p. ms.

* 855. Butler, Warren N. Mechanical ability as a factor which influences achievement in general science. Master's, 1932. Penn. State. 47 p. ms.

A group of 68 boys was equated with a group of 68 girls on the basis of intelligence quotients. Their achievement in general science at the end of the school year 1931-32 was measured by the Ruch-Popencoe general science test, form A. Their general mechanical aptitude was measured by the Stenquist mechanical aptitude test. Boys possess more general mechanical ability than the girls. The girls received higher grades in general science than the boys. There is little correlation between intelligence and mechanical ability.

856. Carter, George Henry. A survey of ninth grade general science in Los Angeles county. Master's, 1932. Southern California.

857. Cockrum, A. E. An experimental study of the motion picture film as an aid to teaching general science. Master's, 1932. Illinois. 58 p. ms.

858. Cordrey, E. E. Conditions under which science is taught in Arkansas high schools. Conway, Arkansas State teachers college, 1932. 16 p. (Bulletin, Arkansas State teachers college, vol. 20, no. 1, May 1932.)

A study was made for the year 1930-31 of the way science courses are being taught in 376 high schools in Arkansas. The study discussed equipment, teachers, and science courses taught.

* 859. Dodson, Charles Lewis. Analysis of the factors in Florida high-school science teaching and some resulting effects on freshmen grades at the University of Florida. Master's, 1932. Florida. 100 p. ms.

860. Einbecker, William F. Comparison of verbal accompaniments to films. Master's, 1932. Chicago. 75 p. ms.

A comparison was made of silent film without captions or oral comment, with comment, moving pictures with and without teacher's comments, and talking pictures. Teacher's comments increase comprehension of technical terms. Talking pictures are not superior to silent pictures for science type films.

861. Graham, Irvine Henry. Principles of science needed by airplane mechanics. Master's, 1932. Chicago. 63 p. ms.

862. Hack, Walter. A study of incidental learning in general science. Master's, 1932. Iowa. 40 p. ms.

863. Holy, Thomas C., and Sutton, Daniel H. Lists of essential apparatus for use in high school sciences. Columbus, Ohio state university, 1931. 32 p. (Ohio state university studies. Bureau of educational research monographs, no. 12.)

An inventory of science apparatus taken in more than 600 school districts revealed wide differences in the amount and kind of apparatus in use, even in schools of similar character and enrollment. This study was undertaken for the purposes of: (1) develop-

ing a list of laboratory apparatus essential in teaching a class of 24 pupils in each of the major high-school sciences with the individual items arranged on the basis of their relative importance; (2) furnishing some index of the cost of providing these essential items of laboratory apparatus in each of the four major sciences; and (3) showing the instances of overlapping among items of apparatus necessary to conduct a class of the indicated size in biology, chemistry, general science, and physics.

864. Howard, Lester B. A study of the initial status and improvement in the general science knowledge of seventh grade pupils. Master's, 1932. Colorado.

865. Isenberg, Marion B. An inductively determined curriculum in elementary science for the grades. Master's, 1932. Penn. State.

Based on an analysis of the curricula proposed by several hundred teachers in extension classes who were teaching elementary science.

866. Kuderna, J. G. A proposed comprehensive organization of professionalized subject-matter courses for the training of high-school science. Auburn, Alabama polytechnic institute, 1932.

867. Logan, B. J. The development of science in the secondary schools of the United States (with special reference to the first two years) from the early Colonial period to the present time. Master's, 1932. Illinois. 149 p. ms.

868. McSpadden, W. W. Development of materials and methods in elementary science. Master's, 1932. Texas.

869. Mathis, Annie Lois. An analysis of recent courses in elementary science. Master's, 1932. Chicago. 148 p. ms.

A detailed analysis of 11 courses of study for grades 1 through 6.

870. Merrill, Matthias Wood. Practical problems involved in the lecture demonstration method in science. Master's, 1932. Southern California.

871. Metier, Ardath R. A study of certain factors relating to success in teaching general science. Master's, 1932. Iowa. 161 p. ms.

872. Moore, John E. Status of general science in public high schools of the United States. Master's, 1932. Colorado.

873. Rice, Helen Mary. The emergence of the scientific attitude and method as an objective for science in the elementary school. Master's, 1932. Ohio. 114 p. ms.

874. Russell, Mae Eleese. The lecture method versus textbook method of teaching general science. Master's, 1932. Washington. 92 p. ms.

875. Stock, Hyman. The methods of Descartes in the natural sciences. Doctor's, 1931. T. C., Col. Univ. New York City, Marion press, 1931. 95 p.

876. Wade, Thomas S. The status of general science and general science teaching in Tennessee high schools. Master's, 1932. Tennessee. 192 p. ms.

877. Waldron, Margaret. The ability of sixth grade children to comprehend science material as written for the grade. Master's, 1932. Iowa. 156 p. ms.

878. Williams, Arthur V. Preparation, testing, and plan of revision of a general science manual. Master's, 1932. Colorado.

879. Wright, Clifford Allen. Methods of correlating general science with other subjects of the curriculum. Master's, 1932. Southern California.

See also 427, 1489, 2099, 2170, 2181.

NATURE STUDY, BOTANY, AND BIOLOGY

880. **Ball, Calvin A.** Nature study curriculum for elementary schools: Stories of wild mammals in the United States. Master's, 1932. Stanford.

881. **Bratt, Elliott C.** Curriculum construction, illustrated by a junior high school course of study in biology. Master's, 1932. Ind. St. T. C. 171 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 3:270, July 1932.)

882. **Caldwell, Otis W., Skinner, Charles E., and Tietz, John M.** Biological foundations of education. Boston, Mass., Ginn and company, 1931. 534 p.

This study is the result of several years of cooperative work in developing units of biological subject matter designed as a basis for interpreting human behavior. The biological units relate directly to education, psychology, and behavior. Biological evidences, experimental data, and discussions by specialists were assembled from many sources and arranged for use by students.

883. ——— and **Weller, Florence.** High-school biology content as judged by 30 college biologists. School science and mathematics, 32:411-24, April 1932. (Reprinted.)

884. **Englehart, Max D.** Physical and biological sciences. Review of educational research, 2:21-28, 82-86, February 1932.

885. **Flacks, David.** The present status of college biology. Master's, 1931. Coll. of the City of N. Y. 47 p. ms.

Data indicate that in 56 percent of the colleges and universities replying to a questionnaire, the value of a general biology course as opposed to courses in botany or zoology is debatable.

* 886. **Fry, Alvin Abraham.** Success in biology with and without previous general science training. Master's, 1932. Penn. State. 18 p. ms.

When 30 pupils who had had general science courses were matched with 30 pupils who had not had the general science courses, in the high school of Dover, N.J., no significant differences in attainment were found between the groups.

887. **Hagie, L. L.** Study of Iowa biology tests. Master's, 1932. Iowa. 81 p. ms.

888. **Hargis, Iva Jane.** Nature study outline on trees and shrubs for the first six grades. Master's, 1931. Okla. A. and M. Coll.

889. **Hooper, Henry Wade.** Workbooks and worksheets in high-school biology. Master's, 1932. Oklahoma. 85 p. ms.

890. **Jones, Jessie E.** The biology in governmental publications concerning animal life. Master's, 1932. Chicago. 75 p. ms.

Twenty important biological principles are necessary for the intelligent reading of governmental publications.

891. **Kiskey, Fred.** Activities and concepts in a laboratory manual of botany. Master's, 1932. Chicago. 275 p. ms.

892. **Kitch, Loran Woodworth.** An experiment in integrating testing with learning in high-school biology. Master's, 1932. Southern California.

893. **Leslie, Emma Lucille.** Comparison of two methods of instruction in biology. Master's, 1931. Louisiana.

894. **McKiernan, James V.** Biology in California high schools: Requirements and facilities. Master's, 1931. California.

895. **McMullen, Beulah Vesta.** The chemical content of advanced college botany texts. Master's, 1932. Colo. St. T. C.

896. Neher, S. J. The botany laboratory; an outline for laboratory and field work in general botany for secondary schools of western Kansas. Master's, 1931. Kans. St. T. C., Hays. 54 p. ms.

897. Perkins, Alice M. The teaching of biology in the New Hampshire secondary schools. Master's, 1932. New Hampshire. 78 p. ms.

898. Pratt, Charles Edgar. A suggested course of study in educational biology for normal schools. Master's, 1931. T. C., Col. Univ. 50 p. ms.

899. Schur, Abraham. A critical survey of the 16 millimeter motion pictures available for the teaching of elementary biology in the high schools of the City of New York. Master's, 1932. Coll. of the City of N. Y. 50 p. ms.

900. Stampler, Irving Dirck. The adaptability of progressive teaching methods in elementary biology to the New York City high schools. Master's, 1932. Coll. of the City of N. Y. 82 p. ms.

901. Stathers, Allan. Teaching biology by two methods. Master's, 1932. West Virginia.

902. Timmons, Daisy Ella. Biological material found in periodicals. Master's, 1932. West Virginia.

903. Williams, Lady Mary. Biological nature material in first readers. Master's, 1932. Peabody. 52 p. ms.

First readers contain a small amount of biological nature material which varies from reader to reader.

904. Woodrow, Walter Hays. Sex instruction as the core of a high-school biology course. Master's, 1932. Ind. St. T. C. 100 p. ms.

See also 1753, 2172.

CHEMISTRY AND PHYSICS

905. Browning, Charles A. A comparison of two methods of teaching physics. Master's, 1932. Chicago. 65 p. ms.

Compares the work-sheet method of teaching physics with the recitation method. The work-sheet method is slightly better for superior pupils; the recitation method is better for less superior pupils.

906. Carleton, Ralph Kimball. The personal equation in chemical analysis. Doctor's, 1932. Peabody.

907. Conner, William Roger. The effect of testing in learning in physics. Master's, 1932. Iowa. 60 p. ms.

908. Crume, R. L. The trend and the evaluation of the aims and purposes of high-school physics during the latter part of the nineteenth century and the first part of the twentieth century. Master's, 1932. Illinois. 130 p. ms.

909. Duvall, Charles Moten. Status of chemistry in Texas. Master's, 1931. South. Methodist.

910. Dykes, Coy M. Comparison of results of two methods of presenting laboratory work. Master's, 1932. Peabody. 88 p. ms.

The purpose of this study is to determine whether it is better to present laboratory work or recitation work first in teaching the principles of physics. Better results were obtained by presenting laboratory work first.

911. Ferguson, Clyde P. The relation of mathematics to advanced chemistry. Master's, 1932. Peabody. 78 p. ms.

Data indicate that college mathematics is necessary for the understanding of 57 chemical topics presented in 100 books of chemistry studied.

912. Gerberich, J. B., and Roberda, W. M. Individualized instruction for superior students in elementary college physics. Fayetteville, University of Arkansas, 1932. 7 p. ms.

Data indicate that the individualized group was equal or slightly superior to the control group on final objective tests and other criteria based on the minimum essentials of the course.

913. Gies, Tac P. The effect of training in high-school chemistry on accomplishment of first term chemistry at Michigan state college. Master's, 1931. Michigan St. Coll. 27 p. ms.

* 914. Goldsmith, Wallis M. An analytical study of the nature of errors found in students' Regents examination papers in high-school chemistry. Master's, 1932. New York. 49 p. ms.

Results in chemistry courses as they are now taught and measured by Regents examinations are far from satisfactory.

915. Graeber, Boyd H. A study of mathematical errors in freshman college physics. Master's, 1932. Iowa. 60 p. ms.

916. Hurd, A. W. Cooperative experimentation in material and methods in secondary school physics. New York City, Teachers college, Columbia university, 1932. 50 p.

Attempts to discover a plan for improving pupil achievement in selected minimum essentials in physics, and stimulate an individualized activities program supplementary to the minimum essentials.

917. Johnson, Grady Pirtle. A new type of high-school chemistry. Master's, 1932. Oklahoma. 103 p. ms.

918. Lucas, Guy Phares. Status of chemistry and the chemistry teacher in Louisiana high school. Master's, 1932. Louisiana.

* 919. Lueck, William B. The arithmetical and algebraic disabilities of students pursuing first year college physics. Doctor's, 1932. Iowa. Iowa City, University of Iowa, 1932. 48 p. (University of Iowa studies. Studies in education, vol. 8, no. 1, new series no. 236. October 1, 1932.)

Gives the mathematical achievement of first year college physics students on standard tests in arithmetic and algebra; detailed arithmetic and algebraic operations with which the students found difficulty; disabilities encountered by students of first year college physics in physics problem solving; and disabilities in the specific arithmetical and algebraic skills required in physics problem solving apart from the physics context. A test of skills required in first year college physics courses was administered to several hundred students of first year physics in five colleges. The study gives 60 mathematical operations which were difficult for the students, with their percentages of inaccuracy.

920. McCalmont, John K. Pupil errors in physics, their diagnosis and remedial treatment. Master's, 1932. Chicago. 81 p. ms.

Failing or near-failing pupils in physics were studied and a diagnosis made of their errors, application of remedial measures, results. It was found that a well-defined testing procedure is a valuable aid in instruction.

921. McDaniel, M. N. Principles of chemistry used in industry. Master's, 1932. Chicago. 63 p. ms.

922. Moir, Helen Schell. The vocational significance of a course in general inorganic chemistry to the practice of nursing. Master's, 1932. Southern California.

923. Norris, J. Anna. Comparative scholastic ranking of students who had and students who have not had inorganic chemistry in high school. Minneapolis, University of Minnesota, 1932. 13 p. ms.

Honor point ratio per credit hour was higher for students who had chemistry in high school than for those who did not have chemistry in high school.

924. Payne, Patrick Maurice. The comparative difficulty of the vocabularies of 10 chemistry texts approved for use in Kentucky high schools. Master's, 1932. Kentucky.

925. Beam, Robert S. An analysis of the relation of certain factors in achievement in high school chemistry. Master's, 1932. Northwestern.

926. Ritchie, Robert Ernest. Introduction of physics and chemistry into the American schools. Master's, 1931. George Washington. 55 p. ms.

Physics was an important subject in Harvard as early as 1663; chemistry made its first appearance as a separate course during the last half of the 18th century.

927. Rollins, Cecil Glenn. Value of teaching valence, equations, and formula writing in chemistry. Master's, 1932. West Virginia.

928. Shearer, Renwick Galley. Reading ability as a factor in predicting success in high-school physics. Master's, 1932. Denver. 61 p. ms.

929. Shippee, Vernon Clare. An investigation of simplified methods of electro-metric titration, with special reference to their development for classroom use. Master's, 1932. Southern California.

930. Smith, Roy Gilbert. The status of the teaching of chemistry in the high schools of the state of Kentucky. Master's, 1932. Kentucky.

931. Speer, Ross B. A study of representative courses in chemistry in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

932. Stevens, Clarence Perry. A study of the pandemic movement in secondary school chemistry. Master's, 1932. Southern California.

933. Wallace, Charles Adelbert. Enrichment of the high school chemistry course through projects in chemical applications. Master's, 1931. Texas Tech. Coll.

934. Walters, Frederick Valentine. A study of methods of teaching high-school physics with particular reference to the problem of individual differences. Master's, 1931. Loyola. 117 p. ms.

935. Whalin, Roy Herschel. A comparative study of the vocabulary content of eight textbooks in physics, approved for study in Kentucky high schools. Master's, 1932. Kentucky.

936. Williams, Robert L. A partial analysis of the social utility of physics as taught in the high schools of South Dakota. School science and mathematics.

937. Wray, Robert P. Relative importance of items of chemical information for general education. Doctor's 1932. Penn. State.

Data on the relative importance of 1,500 items of chemical information were secured from the answers of various groups to a questionnaire. An index of relative importance was derived for each of the items.

See also 2194, 2206, 2217.

SOCIAL STUDIES

938. Abbott, Pansy J. Proposed social science course of study for intermediate-grades, San Mateo county, Calif. Master's, 1932. Stanford.

939. Barnett, Ross L. A study of certain factors related to the success in teaching economics. Master's, 1932. Iowa. 145 p. ms.

940. **Bedwell, Margaret.** Comprehension of concepts of quantity found in third grade social studies reading material. Master's, 1932. Iowa. 144 p. ms.

941. **Brown, Leila S.** An investigation of the value of certain study skills in social science. Master's, 1932. Colo. St. T. C.

942. **Brush, Margaret Frances.** Subjects and methods of research in the teaching of the social subjects. Master's, 1932. Colo. St. T. C.

943. **Carroll, William C.** The history of sociology as a high-school subject. Master's [1932.] Chicago. 57 p. ms.

944. **Dixon, Maude.** Materials and methods for enriching the social studies in the junior high school for the accelerated groups. Master's, 1932. Southern California.

945. **Dunn, Fannie W., and Bathurst, Effie G.** Agriculture in world civilization. One year's work for upper grades. New York City, Teachers college, Columbia university, 1932. 253 p. ms. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

This volume of the social studies for rural schools was issued to meet the needs of teachers seeking to improve 1-teacher schools.

946. ——— Guide and general outline. New York City, Teachers college, Columbia university, 1932. 79 p. ms. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

This is a guide for the installation of the course of study entitled, Social studies for rural schools, a tentative 3-year plan for combining classes. The course consists of a printed volume developed for the primary grades by the helping teachers of New Jersey, and four mimeographed volumes for the intermediate and upper grades. The course is based on experimental work conducted by the Rural department of Teachers college, Columbia university, in the Quaker Grove school, Warren county, N.J., and in the rural schools in Wilton township, Conn.

947. ——— Homes, early times and now. One year's work for intermediate grades. New York City, Teachers college, Columbia university, 1932. 96 p. ms. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

This is part of a course of study for social studies in rural schools, issued to meet the immediate needs of teachers who are striving to improve 1-teacher schools.

948. ——— How the world gets food. One year's work for intermediate grades. New York City, Teachers college, Columbia university, 1932. 92 p. ms. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

This is part of a course of study for social studies in rural schools, to meet the immediate needs of teachers who are working to improve 1-teacher schools.

949. ——— Our changing world. One year's work for upper grades. New York City, Teachers college, Columbia university, 1932. 367 p. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

A course of study dealing with the history and changes of the Mediterranean countries; early Greek civilization; the Roman people; modern Mediterranean nations; China; Japan; Mexico; Central America; and significant changes in the United States.

950. **Esler, Ben.** A study of the social science curriculum in Iowa high schools. Master's, 1932. Iowa. 154 p. ms.

951. **Feeney, Genevieve Gibson.** Comparison of formal activity methods in the social studies. Master's, 1932. Southern California.

952. Fortner, James Thomas. The correlation of general shop with fifth and sixth grade social sciences. Master's, 1932. Southern California.
953. Freehill, B. A. A comparative study of the nature and organization of the content of social science courses offered in the public junior colleges and in the freshman and sophomore years of state universities. Master's, 1932. Illinois. 79 p. ms.
954. Fregman, Eleanor C. Tentative course in the social studies for grades 1, 2, and 3, San Mateo county, Calif. Master's, 1932. Stanford.
955. Gerberich, J. R., and Jamison, A. W. Attitude changes in students of elementary sociology. Fayetteville, University of Arkansas, 1932. 7 p. ms.
An attitudes check test dealing with controversial items of sociology was given at the beginning and close of a semester course in sociology. Findings: Sex differences, changes of attitude in certain types of items, etc., were found to exist.
956. Gibson, Margaret Fulton. Units of work in elementary social studies. Master's, 1932. Texas.
957. Greene, Pat Henry. A comparison of achievement in seventh grade social studies between schools having integrated and nonintegrated organization. Master's, 1932. Texas.
958. Greenleaf, Mary P. Course of study in social science for the junior high school, including seventh, eighth, and ninth years. Master's, 1932. Stanford.
959. Harmsworth, Harry Clayton. Vocabulary difficulties in junior high school social science. Master's, 1932. Colo. St. T. C.
960. Harper, Whitfield. A study of the vocabulary content of economics in Kansas high schools. Master's 1932. Kansas.
961. Hartshorn, Caroline S. An experimental study of the value of indexing reference material as a teaching method in the social studies. Master's, 1931. T. C., Col. Univ. 39 p. ms.
Reports a project carried on in a public school sixth grade, in which the pupils started a card catalogue by making analytical cards for the references found on transportation.
962. Hess, George O. Economics in the press. Master's, 1932. Iowa. 90 p. ms.
963. Hollister, George E. Social studies vocabulary difficulties in the seventh and eighth grades. Master's, 1932. Peabody. 125 p. ms.
Studies the vocabularies of 307 children. The factors of sex, age, intelligence, and grade were considered in relation to vocabulary knowledge; the girls were ahead of the boys in average vocabulary by 9,307 to 9,053 words.
964. Howard, Margaret Louise. The relation of reading comprehension to success in the social studies in junior high schools. Master's, 1932. Southern California.
965. Hutchinson, Mrs. Mary McClure. Course of study in social sciences for fifth and sixth grades of demonstration school, Mississippi State college for women. Master's, 1932. T. C., Col. Univ. 93 p. ms.
966. Kirnan, Florence M. The development of the problem-project in social studies. Master's, 1932. New York. 55 p. ms.
Studies the development of projects in geography, history, ethics, political science, economics, sociology, biology, and psychology, and discusses educators who advocated one or more of these subjects in the curriculum.

- *967. Lacey, Mrs. Joy Muchmore. Social studies concepts of children in the first three grades. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 90 p. (Contributions to education, no. 548.)
Data, based on a test given to 450 children in the first three grades in 22 schools in 16 cities, indicate that there is a continuous development in children's concepts from grade to grade; differences within a grade group seem to be of more importance than differences between grades; children in the primary grades possess considerable information about their social world; concepts which involve personal relationships seem more difficult than mere factual information about objects.
968. Loy, Lawrence V. Sociological aims and content for a high-school course in sociology. Master's, 1931. Iowa St. Coll.
969. Martin, Isabel. Changes in the content of basal readers for the upper elementary grades in the past 10 years as affected by the social studies program. Master's, 1932. Duke. 69 p. ms.
970. Meyers, Kathryn. The high-school course in sociology. Master's, 1932. Iowa.
971. Monroe, Walter S. Social studies. Review of educational research, 2: 43-46, 88-89, February 1932.
972. Mooty, Helen. The status and content of economies in Iowa high schools. Master's, 1932. Iowa. 71 p. ms.
973. Murphy, Winnifred Catherine. Social service aids in school organizations. Master's, 1932. Southern California.
974. Norton, Ruth. The use of supplementary reading lists in teaching the social studies. Master's, 1932. Southern California.
975. Ohki, Kinjiro. The development of the science of public finance and its relation to the other social sciences. Master's, 1932. Columbia.
976. Poole, Maybelle. Techniques and methods of sixth grade social science in the platoon schools of the United States. Master's, 1932. Oklahoma. 177 p. ms.
977. Price, Edith K. Curricula for the social studies for the junior high school. Master's, 1932. Ind. St. T. C. 175 p. ms. (Abstract in Indiana State Teachers College. Teachers college journal, 3: 298-99, July 1932.)
978. Reed, Mary M., and Wright, Lula E. The beginnings of the social sciences. New York City, Scribner's sons, 1932. 224 p. (Series on childhood education.)
A thorough and stimulating account of the functioning of the social studies, civics, geography, history, etc., in the kindergarten and primary grades.
- *979. Schaper, Florence W. The rise and development of educational sociology in the United States. Master's, 1932. New York. 131 p. ms.
Attempts to discover the educational and sociological theories that influenced the rise of educational sociology; to determine the concepts and schools in educational sociology that have developed; and to determine the present status and trends in educational sociology in the United States.
980. Swander, Elvin W. The status of the social studies in 58 city high schools of Ohio. Master's, 1932. Ohio. 360 p. ms.
981. Wilson, Frances M. Sanborn. The correlation of junior high school subjects with the social studies. Master's, 1932. Southern California.

See also 209, 228, 427, 449, 545, 1247, 1389, 1488, 2218.

GEOGRAPHY

982. **Bentel, Lucille E.** Guidance for teachers in the use of pictures afforded in courses of study in geography. Master's, 1932. Chicago. 73 p. ms.
An analysis of 45 state courses of study and 54 city courses of study in geography. Findings: The city courses afforded more guidance than the state courses.
983. **French, Loyd C.** Effect of specific training in vocabulary, reading of maps, graphs, and tables, and organization on achievement in geography. Master's, 1931. Pittsburgh.
984. **Geedy, Calder B.** An experiment comparing the effectiveness of the stereopticon slide when used as an introduction to topics in geography with that of the stereograph when used to supplement class work. Master's, 1932. Penn. State. 90 p. ms.
The experiment was conducted in two fourth grade classes in each of two elementary schools in Leebston, Pa. There were a total of 27 matched pairs of pupils in one school and 28 matched pairs in the other school. The topics used were Japanese, Negro, Arab, and Swiss peoples and their customs. Data indicate that slides used before the lesson as an introduction were more effective than graphs used to supplement the study period.
985. **Johnson, Mildred E.** An attempt to validate a set of objectives in commercial geography for senior high schools of the state of Washington. Master's, 1932. Washington. 92 p. ms.
986. **McKee, Kirkland S.** The value of a workbook in teaching sixth grade geography. Master's, 1932. West Virginia.
987. **Moran, Grace B.** Geography learnings resulting from community life studies in primary grades. Master's, 1932. Peabody. 78 p. ms.
Attempts to find out what geography children in primary grades learn through unit work organized around their interests, the home, and the community. Projects centered around children's interests in home and community are rich in opportunities for geography learnings and these studies may rightly be made the core of the curriculum.
988. **O'Brien, F. P.** Supervisory assistance in teaching geography and history. Lawrence, University of Kansas, 1932. 32 p. (University of Kansas, Bulletin of education, vol. 3, no. 7, February 1932.)
Describes an experiment conducted in teaching geography and history in the sixth, seventh, and eighth grades of schools at Bonner Springs, Oskaloosa, Highland Park, and Linwood, Kans. The purposes of the experiment were: To aid the teachers in diagnosing the accomplishments, needs, or difficulties of the pupils; and to give definite suggestions to teachers with reference to materials, methods, and reading materials.
989. **Parmenter, Helen Madeline.** A unit of study centered around the comparison of the Amazon and the Nile rivers. Master's, 1932. Southern California.
990. **Platt, Elizabeth T.** Aids for the teacher of geography. Master's, 1932. T. C. Col. Univ. 36 p. ms.
991. **Sexauer, Myrtle.** Analysis of geography tests available for classroom use to determine whether the various tests are so constructed as to measure the child's ability to think geographically and to use geographic tools intelligently. Master's, 1931. Pittsburgh.
992. **Snow, Lucille Jeanette.** Background material for use of student and teacher in the study of Egypt, including bibliographies, illustrative material, and creative art problems. Master's, 1932. T. C., Col. Univ. 41 p. ms.
993. **Taylor, Ida Belle.** Development of the content used in geography textbooks of the public schools. Master's, 1931. South. Methodist.

* 994. Thorp, Mary Tucker. Objective studies showing need for giving instruction in use of geography tools. Master's, 1932. Boston Univ. 100 p. ms.

A test composed of a series of graded exercises was prepared and administered to pupils in rural-consolidated, village, small city, and large city schools, without preliminary drills or suggestive helps. About 50 per cent of the 556 pupils tested were from English-speaking homes. The pupils ranged in age from 9 to 14, and were in grades 4 to 8 inclusive, and worked under varying conditions of curriculum assignment, time allotment, and materials. Data indicate that incidental teaching of methods for handling geography tools has failed to give mastery; it is imperative to abandon this method for a psychological process of training directed toward precise usage; the work is within the comprehension of pupils preparing to enter junior high school; certain grades appear to be better adapted for directed training in the various degrees of usage.

995. Upton, Loula Bradford. Teaching the geography of Canada and Alaska. Master's, 1932. Peabody. 164 p. ms.

996. Watson, Jennie. Analysis of state and city courses of study in geography. Master's, 1932. Pittsburgh.

See also 209, 2219, 3095.

HISTORY

997. Bane, Loren. The analysis of data secured from Iowa academic contest in American history. Master's, 1932. Iowa. 111 p. ms.

* 998. Bennett, Cecil M. Experiment showing the effectiveness of the use of the written preview in teaching history in the secondary schools. Doctor's, 1931. New York. 217 p. ms.

The experiment was carried on in six high schools in New York State, ranging in size from 250 to 8,500 pupils. The regular method and the preview and test method were used with experimental and control groups by each teacher, and the groups rotated at the end of each unit of work. Two of the experiments dealt with ancient history in the ninth grade level, the other 10 experiments dealt with American history at the twelfth grade level. Data seem to indicate that the preview and its mastery technique does not justify the time consumed in using it as an aid to learning.

999. Bennett, Eunice Ercelle. Use of old world historical material in upper elementary grades. Master's, 1932. Peabody. 114 p. ms.

Shows that the biographical approach to the study of history is the most satisfactory one for elementary grade pupils and that greater emphasis should be placed on local history and the study of women of historical importance.

* 1000. Birkner, Charlotte M. Supervised study in history. Master's, 1932. New York. 61 p. ms.

Discusses the aims of, needs for, and varying forms of supervised study, and applies them to the study of history.

1001. Boyd, E. C. A study of certain factors related to success in teaching world history. Master's, 1932. Iowa. 130 p. ms.

1002. Calkins, Edward J. A curriculum study demonstrating the use of the contrast method in American history for eleventh grade pupils of exceptional ability. Master's, 1931. Kans. St. T. C., Emporia. 95 p. ms.

1003. Cooper, W. P. The content and method in a course for American history for high schools. Master's, 1932. Maryland. 167 p. ms.

A résumé of the development of methodology in America, particularly for history, with unit organization of American history for high schools.

1004. Fruewald, E. G. The teaching of history in military academies. Master's, 1932. Ohio. 72 p. ms.

Shows a decided trend to teach history without the usual "sugar-coating" and indicates that few instructors of this subject have any military background which might form a bias in teaching. The average requirements for graduation are two years of history.

1005. **Gift, Elmer Birdsell.** The teaching of history in grades 7 and 8 in Kansas schools. Doctor's, 1932. Kansas. 180 p. ms.

Traces the change in the concept of history teaching, and the relation existing between knowledge of methods and practice in history teaching.

1006. **Gray, Arthur Dillman.** World history in senior high school. Master's, 1932. Chicago. 89 p. ms.

Shows the need of determination of the aims of world history, the organization of the subject matter, and the determination of emphasis upon the content of the course in the last two years of the high school.

1007. **Green, Fletcher Melvin.** Heroes of the American revolution. An outline for individual and group study. Chapel Hill, University of North Carolina press, 1931. 55 p. (University of North Carolina extension bulletin, vol. 11, no. 5, January 1932.)

1008. **Greene, Charles Ralph.** A study of pupil efficiency in United States history in senior high school. Master's, 1932. Indiana. 51 p. ms.

1009. **Gribble, Greta M.** Testing in relation to the objectives in teaching history and the social sciences. State teachers college, Platteville, Wis. 1932.

1010. **Hines, Floyd A.** American history information in relation to character and conduct. Master's, 1932. Butler. 60 p. ms.

1011. **Hoglan, J. C.** Testing as motivation in American history. Master's 1932. Iowa. 96 p. ms.

1012. **Johansen, Fred W.** The background in history and English of college juniors and seniors who are prospective teachers. Master's, 1932. Iowa. 88 p. ms.

1013. **Johanson, Lilian Mattocks.** Directed supervised study versus home study in sixth grade history. Master's, 1931. Loyola. 127 p. ms.

1014. **Kaufmann, Myrtle Louise.** Survey of history teaching in grades 5 and 6 in the public elementary schools of Spokane, Wash., 1928-1929. Master's, 1932. Colo. St. T. C.

1015. **Keelor, Katharine L., and Sweet, Mayme.** Units of work developing out of children's interests in local history. Indian life and the Dutch colonial settlement. New York City, Lincoln school of Teachers college, Columbia university, 1931. 314 p.

Part 1 describes two units of work on Indian life and the Dutch colonial settlement as developed by one third grade under the direction of Katharine L. Keelor. Part 2 describes two units of work on Indians and a Dutch kermis, as developed by another third grade, under the direction of Mayme Sweet. The projects were carried on during the school year 1929-30 in two third grades of the Lincoln school of Teachers college.

1016. **Kilby, V. B.** Relationship between high-school and college history. Master's, 1932. Peabody. 32 p. ms.

For this study, 154 Vanderbilt freshmen and 200 Asbury freshmen records were used. There is little relationship between the units of high-school history secured and scholarship received in college European history; college American history grades rank first in weight in determining scholarship in European history, mental ability scores rank second, high-school American history grades ranks third, high-school European history grades rank fourth, and units of high-school history ranks last.

1017. **Koll, Rita.** Relation between reading ability and pupil attitude toward history. Master's, 1932. Colo. St. T. C.

1018. **Lee, Linette.** A study to determine whether di-lingual pupils of high-school grade are handicapped in their study of history because of vocabulary difficulties. Master's, 1932. Rutgers.

1019. **Eannon, Agnes Marie.** A study of the methods of teaching American history in the Catholic girls' high schools in Chicago. Master's, 1931. Loyola. 123 p. ms.

1020. **McCann, James P.** History in the school curriculum in the United States. Master's, 1932. New Hampshire. 38 p. ms.

1021. **McDonald, William Leo.** Value of ancient history as taught in the modern high school. Master's, 1932. Boston Coll.

1022. **Millman, Isador.** The relative difficulty of concepts taught in seventh year history. Master's, 1932. Coll. of the City of N. Y. 93 p. ms.

Studies the 50 commonest concepts found in three recent textbooks and the New York City course of study for seventh year history, by means of tests constructed and administered to 732 seventh grade pupils in various New York City elementary schools.

1023. **Newman, Stella.** A comparison of good citizenship traits with the traits of the history state courses of study for the intermediate grades. Master's, 1932. Colo. St. T. C.

1024. **Nylen, Donald.** A study of some tendencies in secondary school curricula in world history. Master's, 1932. Washington. 97 p. ms.

Comprises a survey of the present extent of world history courses in the United States, a historical summary of their development, a determination of aims, content, and general organizations of such courses by analysis of textbooks and courses of study, and a sampling of criticisms of Seattle teachers of the world history course.

1025. **Page, Lawrence A.** An experiment in the teaching of American history. Master's, 1932. Chicago. 104 p. ms.

Finds the "mastery" and "daily recitation" methods of teaching American history approximately equal.

1026. **Pease, Helen.** The practical problems involved in teaching history in reverse order. Master's, 1932. Southern California.

1027. **Pettit, Gertrude.** The purposes of history teaching as revealed by a study of school texts. Master's, 1932. Texas.

1028. **Robinson, Elizabeth Clayton.** The content of American history as taught in the Chicago high schools. Master's, 1932. Northwestern.

1029. **Sacco, Emma Lee.** The treatment of history and civics in books on elementary education. Master's, 1932. Chicago. 79 p. ms.

Studies the conception, values, course of study, and procedure in the treatment of history and civics in textbooks published before 1900, from 1900 to 1919, and from 1920 to 1930.

1030. **Smith, Edgar K.** Treatment of Civil War period in junior high school history texts. Master's, 1932. Peabody. 103 p. ms.

1031. **Spieseke, W., and Upshall, C. C.** An experiment in teaching and grading a course in history. Bellingham, Washington State normal school, 1932. 7 p. ms.

Describes an experiment set up so as to adjust the course called "Representative Americans" to individual differences among the students, and to check accurately the progress and knowledge of the students. The students were found to like definite instruction in regard to assignments and grade requirements, and to desire some free choice in what they read.

1032. **Steckler, Marguerite C.** The history of the Attacapa Indians for elementary school use. Master's, 1932. Peabody. 115 p. ms.

1033. **Swank, Mary Ivy.** A suggested study plan for the teaching of history. Master's, 1932. Peabody. 68 p. ms.

A study plan for the teaching of history in the junior and senior high school was organized from an examination of books and articles on the teaching of history.

1034. Thompson, Elmer J. Directed study manual in United States history. Master's, 1932. New Hampshire. 56 p. ms.

1035. Tormey, Thomas J. The effect of drill upon specific and general comprehension of historical content. Doctor's, 1932. Iowa. 507 p. ms. Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

Results of two classroom experiments indicate that authors of textbooks would achieve better results if they would stress the vocabulary understanding of pupils rather than rely upon their memorization.

1036. Walker, Thomas Wendell. An analysis of the representative courses in history in teachers colleges of better practice. Master's 1932. Colo. St. T. C.

1037. Williams, Robert L. Improving American history instruction in Mississippi high schools. High school quarterly, 20: 19-29, October 1931.

See also 238, 253, 479, 1287, 4753, 2148, 2167-2169, 2171, 2176-2179, 2188, 2190, 2193, 2201, 2216.

CIVICS

1038. Babcock, Gertrude M. Proposed course of study in school life and citizenship. Master's, 1931. Stanford.

1039. Camp, Harold A. Analysis of data secured from the Iowa academic meet (1932) in American government. Master's, 1932. Iowa. 120 p. ms.

1040. Clark, Lewis W. American government and its problems: A laboratory text for secondary schools. Master's, 1932. Stanford.

1041. Cook, Lorrian A. Attitudes of high-school pupils toward government. Master's, 1932. Chicago. 83 p. ms.

Tests on patriotism, law, constitution, nationality, IQ, and church membership were given to 685 pupils in grades 9 to 12, and to 54 members of the faculty, and comparisons were made in age levels, and totals of school classes.

1042. Douglas, Norman B. The content and instruction of civics courses in Texas schools. Master's, 1932. Texas.

1043. Hunter, Earle L. A sociological analysis of certain types of patriotism. A study of certain patriotic attitudes, particularly as they appear in peace-time controversies. Doctor's, 1932. T. C., Col. Univ.

Studied the naval proposals made in 1927-28 by the Coolidge administration; the controversy of 1928 over the D. A. R. blacklist; the Federal trade commission's 1928 investigation of the propaganda activities of utilities companies; and the controversy over the religious issue in the presidential election of 1928.

1044. Jackson, Paul T. Unit method in teaching to high-school students in civics an understanding of structural government. Master's, 1931. Stanford.

1045. Kinsman, Kephias Albert. The teaching of vocational civics in the junior and senior high schools of the United States. Master's, 1932. Southern California.

1046. Nelson, Clayton L. The effectiveness of a specific workbook in learning American government. Master's, 1932. Iowa. 48 p. ms.

1047. Pingree, Lee Robert. A study of practices in the teaching of civics in the junior high schools of California. Master's, 1932. Southern California.

1048. Saffold, Effie. Training first and second grade children in citizenship. Master's, 1932. Okla. A. and M. Coll. 58 p. ms.

1049. Sandidge, Clay. A comparative study of the civic and social information possessed by the pupils of three junior high schools in Fort Worth, Tex., and the corresponding grades in Strawn, Tex. Master's, 1932. Texas.

1050. **Snedden, David.** *Educations for political citizenship: A critical analysis of certain unsolved problems of school educations towards superior memberships in democratic political societies.* New York City, Teachers college, Columbia university, 1932. 196 p.

1051. **Wilbur, Milton J.** *The aims and objectives of occupational civics.* Boulder, University of Colorado, 1932. 12 p. ms.

Analysis of texts and authorities on occupational civics. Findings: The aims, as commonly stated, are not always adequate.

1052. **Young, Thelma Christine.** *A comparative study of the achievement in civics of students, homogeneously grouped when methods and materials are appropriately adapted to the various groups.* Evanston, Ill., Northwestern university, 1932.

See also 1023, 1029.

PSYCHOLOGY

1053. **Abdun-Nur, Edward Amin.** *Mental work: its characteristics and racial comparisons.* Master's, 1932. Denver. 115 p. ms.

Describes an experiment consisting of three tests: The National intelligence test; the first three parts of the Compass addition diagnostic test, and a test made up with 24 of the Thorndike addition sheets which were administered to 118 pupils in the seventh and eighth grades in the Englewood, Colo., schools. In comparing white, Japanese, and Mexican children, it was found that the Japanese gained in speed and quality, the Mexicans gained in speed but lost in quality, and the white children lost in both speed and quality.

* 1054. **Allison, Loy W.** *An experimental study of reflex and voluntary eyelid responses.* Doctor's, 1931. Peabody. *Journal of experimental psychology*, 15: 56-72, February 1932. (Offprinted.)

Determines the differential reaction time of the reflex and voluntary eyelid responses as dependent on the interval between the various stimuli.

1055. **Bailey, Maud T.** *A study of the effect of environment on intelligence.* Master's, 1932. Catholic Univ.

1056. **Cason, Hulsey.** *The learning and retention of pleasant and unpleasant activities.* New York City, Columbia university, 1932. 96 p. (Archives of psychology, no. 134.)

Data secured from 53 men and 37 women, each of whom recalled from three to eight incidents, indicate that pleasant and unpleasant incidents tend to become indifferent as they are recalled on successive occasions. Pleasant activities are positively correlated with optimistic temperaments, and unpleasant activities are positively correlated with pessimistic temperaments; unpleasant activities and experiences are stronger and have a more positive character than pleasant activities and experiences. Feelings and emotions are pattern activities and can be learned, retained, and reproduced.

1057. **Crawford, Meredith P.** *Methods for generating sound stimuli for use in testing auditory capacity.* Master's, 1932. Columbia.

1058. **Creed, Buford.** *The application of the concept of emergence to the classical problems of philosophy.* Master's, 1931. South. Methodist.

1059. **Cureton, Edward E.** *Validation against a fallible criterion.* Auburn, Alabama polytechnic institute, 1932. *American journal of psychology*.

1060. **Dauber, Blanche.** *The relation between the range of visual apprehension and retention.* Master's, 1932. Columbia.

1061. **Dorlac, Lorna Doone.** *Fluctuations of speed of production within the work curve of a narrow mental-function.* Master's 1932. Iowa.

1062. **Ehrets, Pauline.** *Possibilities of the training of the will.* Master's, 1931. Marquette.

1063. Erb, George F. The relation of intelligence to success. Master's 1932. Pennsylvania. 99 p. ms.

1064. Eurich, Alvin C. Retention of knowledge acquired in a course in general psychology. Minneapolis, University of Minnesota, 1932. 20 p. ms.

This study of retention was conducted by retesting students with the final examination in general psychology six and nine months after they had completed this course. The mean score nine months after the course was completed is approximately 73 percent of the mean at the close of the course.

1065. Ferree, Edna Mae. An evaluation of the present status of transfer of training from an experimental standpoint. Master's, 1932. Washington. 232 p. ms.

1066. Galt, William. Phyloanalysis: A brief study in the group of phylo-analytic method of behavior-analysis. Master's, 1932. Columbia.

1067. Heering, Gertrude A. Brightness discrimination of the dark adapted eye and its bearing on color theory. Master's, 1932. Fla. St. Coll. for Women. 52 p. ms.

Forty-six adult subjects were tested for the capacity to discriminate between known intensities of the four primary colors and correlations were found between the differences for each of the colors. A low correlation is found between complementary colors; a high correlation between colors with adjoining wave lengths.

1068. Honn, Robert Arthur. An experimental study of transfer of training with underprivileged children in certain sensori motor functions. Doctor's, 1931. Michigan. 135 p. (Abstracts of dissertations and theses in education, 1917-1931, p. 73-76.)

Pupil groups were matched on the basis of sex, grade, IQ, mental age in months and score made in the initial cube-sorting test. Data indicate that the effects of training or practice in cancelling digits and sorting cubes were not confined to those activities, but were transferred to other functions more or less closely related; transfer effects were both positive and negative; there was an inverse relationship between the IQ level of the experimental subjects and the amount of transfer obtained.

1069. Howard, Marjorie. A study of suggestibility in weight discrimination. Master's, 1932. Fla. St. Coll. for Women. 50 p. ms.

Size, shape, and color are among the factors studied by the weight discrimination test, as well as this effect on the discriminating capacity of the subject.

1070. Johnson, Buford J. Child psychology. Springfield, Ill., Baltimore, Md., Charles C. Thomas, 1932. 439 p.

The study is based on observation of and work with children in the Child Institute of the Johns Hopkins University in Baltimore, Md.

1071. Kaminsky, Freda. A survey of child psychology in America. Master's, 1932. Columbia.

1072. Lederman, Nelle Reback. Psychology in the secondary school curriculum. Master's, 1932. Coll. of the City of N. Y. 85 p. ms.

Traces the development of psychology in the high-school curriculum, and surveys the present status of the subject.

* 1073. Lick, Artz Samuel. The measurement of the interest value of representative items taught in elementary psychology. Master's, 1932. Penn. State. 65 p. ms.

A list of 256 statements was compiled from five textbooks in psychology which included all the items that would ordinarily be taught in a course in general psychology. Girls showed a tendency to receive slightly more pleasure from a course in psychology than boys. There is no relationship between intelligence scores and the grades received in psychology to pleasure received from a study of psychology. Students of mature age seem to be more interested in the content of psychology than younger pupils.

1074. **Lindsley, Charles Frederick.** Psycho-physical determinants of individual differences in voice quality. Doctor's, 1932. Southern California.

1075. **McClarren, Mrs. Ruth E.** Psychological study of children's fears. Master's, 1932. Ohio. 40 p. ms.

1076. **McGonagle, Raymond Stephen.** General factor of attention and its relation to cognition. Master's, 1931. Catholic Univ.

*1077. **MacLeod, Robert Brodie.** An experimental investigation of brightness constancy. [Doctor's, 1931. Columbia.] New York City, Columbia university, 1932. 102 p. (Archives of psychology, no. 135.)

Investigates certain aspects of the general phenomenon of color constancy, and observes the effects of various kinds of shadow background upon the color of an object. Data indicate that color constancy depends upon the cooperation of a number of factors, physical, physiological, organizational, attitudinal, and empirical.

1078. **McNemar, Quinn.** Twin resemblances in motor skills, and the effect of practice thereon. Doctor's, 1932. Stanford.

A study was made of 98 pairs of male twins from the junior high schools of Fresno, Long Beach, Los Angeles, Oakland, Pasadena, San Francisco, and San Jose. These were diagnosed as 47-identical and 48 fraternal pairs, and 3 pairs were undetermined. Reveals that 46 fraternal and 48 identical pairs of male twins show the same order of resemblance in the case of five performances; that heredity hypothesis is the most reasonable explanation of the greater resemblances of identical twins in motor skills.

1079. **Melton, James V.** Education and the Gestalt theory of generalization. Doctor's, 1932. Ohio. 167 p.

1080. **Morgan, J. J. B.** Child psychology. New York City, R. R. Smith, 1931. 474 p.

The study presents the latest findings in the field of child behavior.

1081. **Owings, Walton A.** Introversion and extroversion in relation to the auditory threshold. Master's, 1932. Columbia.

1082. **Palmer, Ronald H.** Conditions influencing retention of knowledge by high-school and college students. Master's, 1931. Iowa St. Coll.

1083. **Parker, F. Thomas.** The function and development of personality in the light of modern psychology. Master's, 1932. Columbia.

1084. **Ramsay, Martin N.** Trainability of the audito-digit memory span. Master's, 1932. Ohio. 26 p. ms.

Data indicate that 22 junior high school pupils trained for 21 consecutive days showed that they had received only a small amount of training after great effort on their part.

1085. **Rinehart, Elsie L.** Primary factors in the retention of knowledge. Master's, 1932. Iowa St. Coll.

1086. **Riser, Arthur Franklin.** A study of whole, part, spaced, and unspaced motor learning. Master's, 1932. Chicago. 30 p. ms.

1087. **Bock, Robert T., Jr.** The influence upon learning of the quantitative variation of after-effects. Doctor's, 1932. T. C., Col. Univ.

Describes three types of experiments, using graduates, students, and elementary school children, employing code learning material with reward and punishment in an attempt to ascertain if mere "acceptance" influences learning as much as highly satisfying after-effects.

1088. **Romlinson, Charles W.** Studies in memory. Master's, 1932. Kans. St. T. C., Emporia. 47 p. ms.

1089. **Rosenberg, Rose L.** The psychology of punishment. Master's, 1932. Columbia.

1030. Schulte, Mrs. Luise M. A study of normal senile mental decline. Master's, 1932. Columbia.

1091. Scott, R. Ray. The stimulus response concept in its educational bearings. Doctor's, 1932. Ohio. 135 p. ms.

Covers reflex, instinct, and intelligence theories and treats of educational bearings of each. Finds that behavior is a unified process in which stimulus and response are merely functional aspects of the reconstruction of experience.

1092. Seward, John P. The effect of practice on the visual perceptions of form. Doctor's, 1931. Columbia. New York City, Columbia university, 1931. 72 p. (Archives of psychology, no. 130.)

A preliminary experiment on six subjects, using pairs of nonsense syllables to be read behind ground glass in varying illuminations, showed continuous improvement through 12 days of practice. In the main experiment, seven subjects served for 3 days of preliminary adjustment and 12 days of recorded practice. Data indicate that practice was attended by gradual improvement throughout the course of the experiment; improvement was chiefly characterized by: Gradual increase of right responses per trial; increasing variability of responses per trial; and decreasing variability of response to a given stimulus and of stimulus to a given response.

1093. Simpson, George. Is a science of "social" psychology possible? Master's, 1932. Columbia.

1094. Smith, Rufus Albert. An attempt to measure scientific attitudes. Master's, 1931. Peabody. 60 p. ms.

1095. Speaker, Mrs. Mary Campbell. Psychology and psychic research. Master's, 1932. Ohio. 48 p. ms.

1096. Strong, Edward K., jr. Change of interest with age. Based on examination of more than 2,000 men between the ages of 20 and 60 representing eight occupations. Stanford University, Calif., Stanford university press, 1931. 235 p.

Discusses changes with age in liking, disliking, and being indifferent; changes of interest from decade to decade; changes in interests in terms of various groupings; resemblance of interests of men in one occupation to those of men in other occupations as affected by age; occupational preferences; age scales; and effect of age upon scores from occupational interest scales.

1097. Thorndike, Edward L., and others. The fundamentals of learning. New York City, Teachers college, Columbia university, 1932. 638 p.

Reports investigations covering a period of three years, dealing with the fundamental facts and forces in learning. The study discusses the influence of repetition under varying circumstances; the influence of distribution; the polarity of mental connections; the influence of after-effects; the influence of rewards and punishments; the physiological basis of the strengthening of connections by their after-effects; readiness, identifiability, and availability; the influence of mental systems; desires, purposes, interests, and motives, associative shifting, and the conditioned reflex.

1098. Welborn, Ernest L. A comparison of verbatim and substance memorization of prose passages with varied distributions of readings. Doctor's, 1932. Ohio. 231 p. ms.

Analyzes statistically the results of tests given to 800 students in classes in psychology based on readings and prepared passages in psychology.

1099. Wiederaenders, Martin F. A critique of the principles of the Bond and the Gestalt psychologies applied to certain problems of education. Doctor's, 1932. Iowa. 260 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

Compares the principles of the Bond and Gestalt psychologies with reference to their respective theories of learning, and points out certain agreements and disagreements between Bond and Gestalt theories of learning.

See also 160, 832, 882, 1296, 1268, 1753.

MUSIC

1100. **Anderson, Anna Eleanor.** A study of music education in secondary schools of Ashtabula and Butler counties, Ohio. Master's, 1932. Ohio. 100 p. ms.

* 1101. **Bartges, Paul F.** Melody method of teaching sight reading of vocal music versus the mechanical. Master's, 1932. Penn. State. 38 p. ms.

Describes an experiment conducted with the third and fourth grades of a village school in which the pupils were tested by the Kwalwasser-Rüch test of musical achievement and Kelsey test of musical achievement. The mechanical method was superior to the melody method except for recognition of familiar melodies, in which the melody method was superior.

1102. **Barnett, Helen Manchee.** Procedures in teaching creative music. Master's, 1932. Southern California.

1103. **Bates, Edith.** Music in the high school. Master's, 1931. South. Methodist.

1104. **Beasley, Willis Carter.** Discrimination of the binary phase cycle. Doctor's, 1931. Ohio. Princeton, N. J., Psychological review company. 100 p.

One basis for the discrimination of beats in mistuned pure binary harmonies is the progressive changes in phase relationship of the components in the compound.

1105. **Belser, Clara Helen.** Music possibilities in units in a state course of study. Master's, 1932. Peabody. 82 p. ms.

Data indicate that music has not functioned properly in the activity school because the teachers failed to interpret the children's moods properly, the teachers were inadequately trained in music, there was a lack of knowledge of sources of music material, and the state course of study was meager in music suggestions.

1106. **Bondurant, Dorothy.** Teaching problems in Weber's Concertino for clarinet. Master's, 1932. Iowa.

1107. **Bowman, Grace.** A comparison of music instruction in selected urban and rural schools in Utah. Master's, 1932. Utah. 2 p. ms.

1108. **Brand, Anna.** Activities in the teaching of pitch and true intonation: an inventory of practices in selected elementary school classes. Master's, 1932. Northwestern.

1109. **Brate, Harriet E.** The string program of the intermediate grades and junior high school. Master's, 1932. Ohio. 49 p. ms.

Gives a general history of instrumental music, and discusses the use of first and second orchestras, small ensemble groups, and string classes in the intermediate grades and junior high schools.

* 1110. **Breitenbach, Ruth A.** A study of music in the public schools for physically handicapped children. Master's, 1932. New York. 61 p. ms.

Data indicate that the types of music activities engaged in by normal children are available for handicapped children but in a lesser degree.

1111. **Buchtel, Forrest L.** Music in the secondary schools of Ohio. Master's, 1932. Northwestern.

* 1112. **Cameron, Donald O.** An experiment to determine the value of technical analysis in teaching an appreciation of music. Master's, 1932. Penn. State. 23 p. ms.

Instruction in music appreciation was given to two experimental groups of sixth grade pupils of the State College public schools. The groups were given the same material, which was presented differently. The group in which emphasis was placed on technical analysis made more progress than the group taught by the formal analytic method.

1113. Campbell, J. H. Music in the making of a citizen. Master's, 1932. Texas.

1114. Cole, Lillian Nielsen. The musical abilities and interests of junior high school pupils. Master's, 1932. Southern California.

1115. Colvin, Alice J. Campbell. Status of music in secondary schools of the United States. Master's, 1932. Southern California.

1116. Cox, Mrs. Florence Watkins. Music as an extracurricular activity in the high school. Master's, 1932. Colo. St. T. C.

1117. Davidson, Harold Prescott. Musical analysis course for junior high school. Master's, 1932. Claremont. 131 p. ms.

1118. Dawson, Paul C. Music appreciation in the junior high school and a suggested course of procedure. Master's, 1932. Iowa. 85 p. ms.

1119. Denny, Catharine. An analysis of teaching problems in Lalo's "Symphonie Espagnole." Master's, 1932. Iowa.

1120. Eberly, Lawrence Edward. Remedial measures in pitch intonation. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series no. 248, 1 p.)

Corrective exercises given to 33 music students, proved that the technique described had value.

1121. Foffel, Donna. Problems for junior high school piano in Kublan's Six Sonatinas, opus 20 and 55, with supplementary material. Master's, 1932. Iowa.

1122. Goodrich, Cecil Myron. The status of the development of Oklahoma high-school orchestras. Master's, 1932. Oklahoma. 76 p. ms.

1123. Goodwin, Hazel Ruth. The professional preparation of elementary teachers of music. Master's, 1932. Colo. St. T. C.

1124. Guild, Elliott W. Sociological role of music in primitive cultures. Master's, 1931. Stanford.

1125. Hill, Elzora Kinsolving. An evaluation of the best courses of study in music. Master's, 1932. Peabody. 134 p. ms.

There was a tendency toward creative teaching, a lack of provision for individual differences, need for greater internal integration and more definite suggestions for external integration, and a need for scientific procedure to determine the place of school music in the curriculum, shown in the courses of study examined.

1126. Holl, Helen B. An analysis of classroom activities in music in the elementary grades. Master's, 1932. Northwestern.

* 1127. Hughes, Dorothy T. A study of the musical taste of junior high school students in relation to environmental influences. A study of the musical tastes of 762 junior high school students, with emphasis on the significance of music in the worthy use of leisure. Master's, 1932. New York. 137 p. ms.

Data indicate that the musical activities of the school are carrying over into home and community life, and that music is becoming established as a permanent interest and will function permanently as a leisure time activity:

1128. Hyde, Martha L. Interscholastic music contests. Master's, 1932. Oklahoma. 52 p. ms.

1129. Jones, John Paul. Problems in rescoring Tchaikowsky's Fifth symphony, second movement, for high-school orchestra. Master's, 1932. Iowa.

1130. Keith, John Ralph. A comparative study of the effectiveness of three methods of testing pitch discrimination. Master's, 1932. Northwestern.

1131. **King, Chauncy B.** The content and teaching of college courses in music education. Master's, 1932. Northwestern.
1132. **Kittle, James Leslie.** A determination of proper content material for a music survey course. Master's, 1932. Colo. St. T. C.
1133. **Kjerstad, Clara.** A summary of investigations in music education. Master's, 1932. Northwestern.
1134. **Krone, Max Thomas.** A group study of sight singing ability. Master's, 1931. Northwestern.
1135. **Lichtl, Edna L.** The influence of public school music on later musical activities. Master's, 1931. Northwestern.
1136. **McAdam, Margaret.** Effect of a six months course in music upon musical taste of seventh and eighth grade children. Master's, 1932. Northwestern.
1137. **McAleavey, Grace A.** Formulation of tests of musical attainment for third grade, forms A and B. Master's, 1932. Northwestern.
1138. **McCauley, Clara Josephine.** A professionalized study of public-school music. Master's, 1932. Tennessee. 629 p. ms.
1139. **McCormick, Raymond.** Music in the high schools of Nebraska. Master's, 1932. Nebraska.
1140. **McKay, Mary.** Vocal difficulties in melody reproduction or creation in 57 cases of children from the first through the fifth grades. Master's, 1932. Northwestern.
1141. **McMahan, Marie Anne.** Teaching problems in Beethoven's piano Sonata, opus 53. Master's, 1932. Iowa.
1142. **Matthews, Mrs. Willie.** Song interests of pupils in the University junior high school. Master's, 1932. Oklahoma.
1143. **Merrifield, Norman L.** A comparison of racial differences as shown by musical aptitude tests. Master's, 1932. Northwestern.
1144. **Metcalf, Roy F.** Status of music in 4-year and senior high schools of Kansas. Master's, 1931. Northwestern.
1145. **Mohr, Estell E.** A study of representative courses in music in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.
1146. **Monk, Mrs. Imogene Steeves.** Music appreciation and the radio. Master's, 1932. Columbia.
1147. **Moore, Alice O.** The development of a course of study for the training of elementary grade teachers in music. Master's, 1932. Northwestern.
1148. **Morris, Roger.** Developing the technique of scale construction in the measurement of music appreciation. Master's, 1931. Northwestern.
- * 1149. **Moyer, Ella R.** The teaching of music on an appreciative basis in the required courses in state teachers colleges. Master's, 1933. New York. 59 p. ms.
Discusses the principles of music appreciation, the present status of music in state teachers colleges, and gives a tentative course of study in music.
1150. **Nelson, John F.** Relation of mental ability to music ability. Master's, 1932. Colorado.

1151. **Norton, Alma Margaret.** Methods of teaching sight singing in the elementary and junior high school. Master's, 1932. Southern California.
1152. **Parker, Alan Berthold.** The relationship of grades in music classes to grades in other school subjects in high school. Master's, 1932. Southern California.
1153. **Patton, Grace.** Origin and development of music methods in American public schools. Master's, 1932. South Methodist. 150 p.
- 1154. **Phillips, Mary D.** The subjective treatment of music in relation to art. Master's, 1931. New York. 52 p. ms.
Discusses the elements common to music and painting.
1155. **Pierro, Louis.** The construction of an elective 1-year high-school course in music appreciation. Master's, 1932. Coll. of the City of N. Y. 182 p. ms.
1156. **Plotkin, Eva G.** An experimental study of the factors involved in the appreciation of standard music. Master's, 1931. Columbia.
1157. **Rankin, Lois Cornelia.** The development of a check list for self-improvement of music teachers in the elementary grades. Master's, 1932. Northwestern.
1158. **Barick, Margaret.** Music teaching in the rural schools of four Kansas counties. Master's, 1932. Northwestern.
1159. **Ringo, Lucille.** The development of a supervisory program in music for the elementary grades of a city school system. Master's, 1932. Northwestern.
1160. **Robertson, LeRoy J.** Instrumental combinations and their relation to music. Master's, 1932. Brigham Young.
1161. **Rogers, Gertrude McMichael.** Story telling as an aid to interpretation and appreciation of music. Master's, 1932. Oklahoma A. and M. Coll.
1162. **Bohner, Traugott.** An analysis of practices in the organization and direction of bands and orchestras in selected high schools. Master's, 1932. Northwestern.
- 1163. **Sanderson, Irene.** An objective study of reading musical notation. Master's, 1932. Northwestern.
1164. **Shapiro, Zellick.** The rhythmic band or orchestra, its organization, administration and evaluation. Master's, 1932. Coll. of the City of N. Y. 57 p. ms.
The rhythm band is valuable for its rhythmic training, the opportunity it affords for introducing musical theory and interesting children in music.
1165. **Shaver, Mrs. Francis Woodard.** The contribution of the Phillips crusader boys' military bands of Pueblo to character development. Master's, 1932. Colo. St. T. C.
1166. **Solomon, Evalyn Atterberry.** An evaluation of music courses in certain California junior colleges. Master's, 1932. Southern California.
1167. **Tilson, Lowell Mason.** A study of the predictive value of music talent tests for teacher training purposes. Indiana State Teachers College. Teachers college journal, 3: 101-29. November 1931.
Data indicate that the Seashore musical talent tests have considerable predictive value as a means of deciding which students should be permitted to enter courses intended for the training of music supervisors.

1168. **Tipton, Gladys G.** A comparison of the effectiveness of two types of vocal music supervision in the first six grades of the elementary schools. Master's, 1932. Northwestern.

1169. **Van Arsdell, E. L.** Development and trends of public school music in the United States. Master's, 1931. Illinois. 94 p. ms.

1170. **Von Almen, M. E.** The measurement of interest in music. Master's, 1932. Illinois.

1171. **Walz, Judith B.** An analysis of music curricula in selected junior high schools. Master's, 1932. Northwestern.

1172. **Warfen, Loren.** The relationship of motor control and manual dexterity to success in the study of instrumental music. Master's, 1932. Northwestern.

1173. **Wheelright, Lorin Farrar.** Reaction time in the reading of music. Master's, 1931. Chicago. 80 p.

Reports a laboratory analysis of the reaction time of students in the sight reading of chorals and compositions.

1174. **White, Lois C.** A survey of the history and appreciation of music in the high schools of Texas and construction of a course of study for these courses based on the survey. Master's, 1932. Northwestern.

1175. **Wilson, Corinne G.** Object test in music, grades 4-12. Master's, 1932. Chicago. 52 p. ms.

1176. **Young, Min-Chi.** Study of the Kwalwasser test of music information and appreciation and the construction for this field of a more reliable and advanced test. Master's, 1932. Stanford.

See also 209, 231, 294, 615, 1492, 1555, 2183, 2205.

ART

1177. **Aznive, Grace Nevart.** The function of art education in secondary schools. Master's, 1932. Boston Univ. 102 p. ms.

Data indicate that the field of art education divides itself into art training for the average pupil in appreciations and judgments, and art training for the special talent pupil in technical skill; art education does not carry over into the school life of the majority of pupils; art is not reaching many students in the high schools.

1178. **Beug, Hilda M.** The grade correlation of art and other subjects in a second grade. Master's, 1932. Iowa. 91 p.

1179. **Bird, Milton H.** A study in aesthetics. Doctor's, 1932. Harvard. 114 p.

Attempts to determine whether or not there is any correlation between intelligence and ability in drawing, and shows that there is a slight relationship between them.

1180. **Calhoun, Catharine Boyd.** Survey of the opinions of leaders in education to determine appropriate material for a general art course for the junior high school. Master's, 1931. Chicago. 132 p.

1181. **Cooper, Lawson Pendleton.** Beginnings of creativeness in art. Master's, 1932. Claremont. 153 p. ms.

1182. **Crosby, Rose M.** Measurement of art appreciation in the Boulder public schools by means of the McAdory art test. Master's, 1932. Colorado.

Tests given 623 children of grades 3, 6, 9, and 12 in the Boulder public schools were correlated for sex, age, and grade differences. Sex differences were evident.

1183. Deldosso, Francis E. A concentrated art appreciation program for Delaware junior high school. Master's, 1932. Colo. St. T. C.

1184. Dixon, Mary Vista. The place of drafting and design in teachers colleges. Master's, 1932. Peabody. 58 p. ms.

1185. Elliott, S. R. Architecture appreciation for secondary schools. Master's, 1932. Colo. St. T. S.

* 1186. Engels, Grace W. A study in the psychology of color preferences. Master's, 1932. New York. 42 p. ms.

Color preferences for 30 colors were compared for men and women students in the New Jersey State normal school at Newark.

1187. Eurich, Alvin C., and Carroll, H. A. Abstract intelligence and art appreciation. *Journal of educational psychology*, 23: 214-20, March 1932.

This study leads to the following conclusions: (1) The correlation between the Meier-Beashore and the McAdory tests is positive but very low; (2) The McAdory test appears to be a more reliable instrument; (3) Abstract intelligence has little if any relationship with critical ability in art on the college level; (4) Abstract intelligence at the extreme seems to affect art judgment ability; and (5) Gifted children are superior to borderline children in art judgment ability, but not so superior as they are in abstract intelligence.

1188. Ferguson, Ruth Louise. A comparison: art and other departments in state teachers colleges. Master's, 1932. Peabody.

Art, as compared with other departments of instruction in state teachers colleges for the year 1930-31, is about midway on the ranking scale; it has developed within the last 10 years, but not to the extent of the education and English departments.

* 1189. Foster, Helen N. Essentials of historic design as used by students of art in high schools. Master's, 1932. New York. 56 p. ms.

Shows the extent to which historic design is used in the art courses in the high schools of Connecticut, New Jersey, Westchester county and New York City, N. Y.

* 1190. Gall, Esther. Creative work for children talented in art. Master's, 1932. New York. 81 p. ms.

Aims to show the need for the conservation of the exceptionally talented children in art, and the provisions made for the selection and fostering of talented children with creative ability in art.

* 1191. Gordon, Gertrude B. The Cizek method and its influence on art education. Master's, 1931. New York. 67 p. ms.

1192. Green, Daniel. Drawing in the secondary school. Master's, 1932. Minnesota.

1193. Grippen, Velma Bookhart. An analytical study of content of children's drawings. Master's, 1932. Iowa.

1194. Hale, William P. Mechanical drawing content based on consumers' needs. Master's, 1932. Iowa St. Coll. 65 p. ms.

Studied 102 newspapers, 60 magazines, and 158 high-school library books for the number of drawings, kinds of drawings, and combined area of each kind.

1195. Hardman, Maud B. Handbook in teaching art in the elementary grades. Master's, 1932. Stanford.

* 1196. Hawley, Cecelia L. Art reference material as an aid for teachers. Master's, 1932. New York. 183 p. ms.

Analyzes the need for art reference material, as expressed by a representative group of art teachers, and shows that if the material is provided, greater art content will result in the general grade content.

1197. **Langsam, Kurt Helmuth.** A comparative study of fine arts education in the secondary schools of the City of New York and Prussia. Master's, 1931. Coll. of the City of N. Y. 66 p. ms.

The Prussian course is much longer, and greater emphasis is placed upon actual performance with stress upon narration, illustration, and abstract beauty, than the course in appreciation given in New York City.

1198. **Leacock, Rose Aileen.** Organization of a preview of the elementary art education curriculum. Master's, 1932. Peabody. 86 p. ms.

1199. **Locker, Mary Joan.** A critique of art in Alabama teachers. Master's, 1932. Peabody. 54 p. ms.

There is a close correlation between the work offered in the teachers colleges and the needs of the grades.

1200. **McLandress, Helen.** The relation of elements and principles of art to everyday life objects. Master's, 1932. Chicago. 65 p. ms.

Color is the most frequently mentioned element of art. Objects of the home are the most referred to objects seen and used in everyday life.

1201. **Marcu, Joseph, jr.** Objective fundamentals of aesthetics: the aesthetics of painting. Master's, 1932. Columbia.

1202. **Megenhardt, Mrs. Dorothea Tucker.** A tentative art course of study for the senior high school. Master's, 1932.- Ind. St. T. C. 49 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 3:279-80, July 1932.)

* 1203. **Melhuish, Fannie Elthera.** A study of children's choices of color combinations as conditioned by age. Master's, 1932. Penn. State. 57 p. ms.

Analyzes the color combinations of 669 colored drawings made by 335 children in 16 rural schools of Center county, Pa. No consistent age trends were shown, although the older children tended to use triads, whereas the younger children used the more sharply contrasted analogous colors.

1204. **Moore, Lucy Hunt.** Educational principles and art practices in progressive schools. Master's, 1932. Peabody. 93 p. ms.

1205. **Neal, Catherine.** Some possibilities of everyday materials in art education. Master's, 1932. Peabody. 68 p. ms.

* 1206. **Ray, Bertha Lauretta.** Distribution of emphasis on certain phases of art now taught in the public schools of Pennsylvania. Master's, 1932. Penn. State. 102 p. ms.

Indicates that practically half of the schools studied in Pennsylvania have blackboard drawing in the elementary grades, while there is a decline in the amount of art work taught in the junior and senior high schools, with no art courses in some of the senior high school groups. The Prang color theory is used most extensively in the Pennsylvania public schools.

1207. **Ray, Thelma Tipton.** Course of art study for an Imperial Valley high school. Master's, 1931. Stanford.

1208. **Begnart, Marjorie Jean.** Visual art education. Master's, 1931. Stanford.

1209. **Russell, Edgar F.** Mechanical drawing as a guide to engineering. Master's, 1932. Maryland.

1210. **Sanders, Orpha.** The teaching of art: A study in the historical development of method. Master's, 1932. Iowa.

1211. **Scott, Helen North.** An evaluation of two types of teaching for appreciation of art. Master's, 1932. Indiana. 72 p. ms.

1212. Shively, Josephine Marie. The building of an objective examination in art appreciation for college freshmen. Master's, 1932. Colo. St. T. C.

1213. Stockmeier, Adele I. Course of study in art for the slow, medium, and rapidly progressing pupils of the John Sweet union high school of Crockett, Contra Costa county, Calif. Master's, 1931. Stanford.

1214. Stone, Ada Bell. Color content in the public-school curriculum. Master's, 1932. Colo. St. T. C.

1215. Taylor, Herma Madge. Children's interests as revealed by their drawings in three grades. Master's, 1932. Peabody. 60 p. ms.

Children in the kindergarten, first and second grades were more interested in drawing trees and buildings than in any other topic. Sex, grade level, chronological age, and intelligence influenced their drawing interests only slightly.

1216. Tettelbac, Maude Augusta. The place of the fine arts in the junior college curriculum. Master's, 1932. Southern California.

1217. Tubbs, Ruth H. The teaching of art appreciation in junior high school. Master's, 1932. Colo. St. T. C.

1218. Twogood, Arthur P. Teaching fundamentals of mechanical drawing to beginners by means of film-slides. Master's, 1931. Iowa St. Coll.

* 1219. Wall, Ernest A. Aesthetic sense and education. Doctor's, 1931. New York. 415 p. ms.

Data were secured by means of questionnaires given to boys and girls ranging in age from 8 to 16 years, in cities, country schools, and university towns in New York and New Jersey. Replies were received for 758 children. The questionnaire dealt with art, music, poetry, religion, literature, moving pictures, and games. Data indicate that aesthetic taste is native, intuitive, and universal; and that there are three clearly separated stages in the aesthetic development of children, which seem to fall into the age groups: age 0-8 years, age 8-12 years, and age 12-16 years.

1220. Woods, Beulah Beatrice. A study of high-school architectural drawing. Master's, 1932. Southern California.

1221. Young, Irma O. A study of the correlation of art with other school subjects in a third grade. Master's, 1932. Iowa.

* 1222. Zinn, Mary C. A study of originality in children's drawing. Master's, 1932. Penn. State. 84 p. ms.

Results of a series of four tests given to 1,116 children in the schools of Hanover, York county, Pa. and in the rural districts, and to 100 college students indicate that maturity and experience aid originality in art; that originality is a special skill; and that boys are more original than girls.

See also 206, 1067, 1154, 1469, 2071.

DRAMATICS AND ELOCUTION

1223. Barnes, Emily A., and Young, Bess M. Plays. New York City, Teachers college, Columbia university, 1932. 218 p.

Gives six complete plays with stage directions and an account of the development of scenery, costumes, and other materials. All of these plays were originated, planned, developed, and executed by sixth grade children of the Lincoln school.

1224. Barnes, Harry Grinnell. A diagnosis of the speech needs and abilities of students in a required course in speech training in the State University of Iowa. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 35. New series no. 248, 1 p.)

Data indicate that large groups of university students may be classified systematically in terms of speech handicaps, inadequacies, and special abilities; that there are great

individual differences; that about 5 percent had correct articulation; about 13 percent were found to be emotionally maladjusted; and that a diagnosis and sympathetic understanding and treatment of each case is necessary for speech improvement.

1225. Baumgardner, Emma M. Dramatization of narrative literature for slow-moving groups in high schools. Master's, 1931. Pacific.

1226. Boyd, Neva L., and Chorpenning, Charlotte B. Outlines for recording on clubs and dramatic groups. Evanston, Ill., Northwestern university. 1932.

1227. Clemensen, Frank Nelson. The status of debate in the high schools of California. Master's, 1932. Southern California.

1228. Cook, Ruth Forbess. The teaching of accredited speech courses in Texas high schools. Master's, 1931. Texas Tech. Coll.

1229. Davis, Musa Evans. Case for high-school dramatics, including a survey of the status of dramatics in the high schools of California. Master's, 1931. Coll. of the Pacific.

* 1230. Emory, Marion. Contemporary drama as a means of educating the high-school student in his emotional life. Master's, 1932. New York. 61 p. ms.

High-school students prefer contemporary drama to classical; their emotional needs demand contemporary literature of emotional appeal.

1231. Erickson, Marceline. Speech training in the small high school. Master's, 1932. Iowa.

1232. Farmer, James C. A social application of the use of public speaking. Master's, 1932. Ind. St. T. C. 43 p. ms. (Abstract in: Indiana State Teachers College. Teachers college journal, 3: 283-84, July 1932.)

A course in public speaking should include speech composition, extemporaneous talks, and oral composition; debating, dramatics, readings, and orations should be offered as part of the extracurricular activity of the high school.

1233. Fife, Evelyn H. Exercises for the teaching of pantomime in acting. Master's, 1932. Iowa.

1234. Foster, Ruth Young. The status of dramatics as an extracurricular activity. Master's, 1932. Colo. St. T. C.

1235. Johnson, Ela Eglantine. Contemporary literature on the production of plays in high school. Master's, 1932. Peabody. 142 p. ms.

Studies the growth and value of play production, the types of plays suitable for high schools.

1236. Kester, Katharine Roome. An acting edition of the Taming of the shrew and Twelfth night for high-school classes in dramatics. Master's, 1932. Southern California.

1237. Leiter, Cyril F. Report on play production activities in the high schools of Allegheny county, Pa. Master's, 1932. T. C., Col. Univ. 14 p. ms.

1238. Lynch, Gladys Emily. An objective study of the time, pitch, and intensity factors in the reading of emotional and unemotional materials by experienced and inexperienced readers. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Records were made of 25 tests each of trained and untrained readers by giving them short passages expressing anger, grief, and simple facts. Results showed that trained readers read with greater variability of rate, longer pitch range, higher pitch level, greater variability of syllabic pitch, pitch slide, and greater variability of intensity.

1239. Mathison, Awanda. Drill book for stage diction for University of Iowa theatre. Master's, 1932. Iowa.

1240. Meyers, Weaver William. A study of mental imagery as a factor in public speaking. Master's, 1932. Southern California.

1241. Nichols, Emma Kranz. Puppetry: Its history and its use in the school. Master's, 1932. Southern California.

1242. Norvelle, Lee Roy. Development and application of a method for measuring the effectiveness of instruction in a basic speech course. Master's, 1931. Indiana.

1243. Seitz, Reynolds Charles. Measuring the effect of the various emphasis devices that are used in public speaking. Master's, 1932. Northwestern.

1244. Waltz, Loyd Benson. A study of the types of students that elect dramatics and their influence on their aesthetic judgments and tastes. Master's, 1932. Southern California.

1245. Whitney, Leon Kenneth. Directed speech. Master's, 1932. Denver. 160 p. ms.

1246. Wilson, Bernice Lloyd. Junior high school dramatics. Master's, 1932. Southern California.

1247. Wright, Gaither Cothran. The effectiveness of dramatization in vitalizing social studies. Master's, 1932. Southern California.

See also 1679, 2456, 2555.

JOURNALISM

1248. Erickson, George Arthur. A sociological analysis of selected secondary schools in Oklahoma as indicated by high-school newspapers. Master's, 1932. Okla. A. and M. Coll.

1249. Fisk, Marjorie. A comparison of journalistic and literary writing in respect to certain factors of style. Master's, 1932. Iowa.

1250. Lueck, Clemens Edward. An analysis of 530 high-school annuals. Master's, 1931. Chicago. 101 p.

1251. Mattoon, Albert L. Publication of newspapers and magazines in county school districts. Master's, 1932. Ohio. 108 p. ms.

Studies the 38 counties in 12 states which print magazines or newspapers, and finds little uniformity in staff personnel, methods of publishing, or means of financing.

1252. Sullivan, Margaret M. Training of teachers of journalism in secondary schools. A series of lectures prepared for a class of teachers who are or who are in training to be, advisers of the high-school newspaper. Master's, 1932. T. C., Col. Univ. 98 p. ms.

Data indicate that school administrators do not know work of newspaper advisers, that advisers generally are untrained, that teacher-training institutions must assure responsibility for training teachers of journalism and of school newspaper advisers, and that publications reflect work of untrained advisers.

See also 106, 450, 1347.

THRIFT

1253. Burks, Arthur L. Teaching thrift in the Shawnee public schools. Master's, 1932. Oklahoma. 68 p. ms.

1254. Caldwell, Jesse Carter. A comparative study of the practices of teaching thrift in the elementary, junior, and senior high school. Master's, 1932. Colo. St. T. C.

SAFETY

1255. **Judy, Wayne M.** Accidents and safety education as found in the industrial arts shops of Iowa. Master's, 1932. Iowa St. Coll. 37 p. ms.

The 726 accidents in 16 months in 252 school shops indicate the need for shop safety education.

1256. **Lyon, Kyle A.** Injuries of pupils in the Oakland public schools. Master's, 1931. California.

1257. **Metzger, John.** The rise and development of safety education in the public schools of the United States. Master's, 1932. Butler. 119 p. ms.

PRESCHOOL EDUCATION

1258. **Andrews, Olive.** A study of the effect of maturity on the language development of two sisters of preschool age. Master's, 1932. Ind. St. T. C. 156 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 287-88, July 1932.)

Compares the language development of two sisters, one of whom was 5 years of age and had an IQ of 133, the younger sister was 3 years of age with an IQ of 140. Shows a definite relation between size of vocabulary and intelligence, as proven by the fact that the vocabularies of both children were above the average for their age.

1259. **Barber, Mildred.** The nursery school and its relation to the child care and development courses of the land-grant colleges with a study of nine nursery school children. Master's, 1932. Louisiana.

1260. **Caille, Mrs. Ruth Kennedy.** Resistant behavior of preschool children. Doctor's, 1932. T. C., Col. Univ.

Studies 36 children, ranging in age from 19 to 49 months who were attending the nursery school of the Child development institute at Teachers college, Columbia university. The children resisted other children more than they did adults; the peak of resistance occurred within two months of the third birthday except for language resistance which had its highest point among the oldest children. Physical resistance tends to decrease with age while vocal resistance tends to increase. Individual differences were found with regard to the number of instances of each type of behavior and to techniques of resistance.

1261. **Clark, Velma Rose.** The development of the language of nursery school children as determined by direct observation and by vocabulary tests. Master's 1931. Iowa. St. Coll.

1262. **Crook, Mrs. Billie Clark.** A scale for measuring the antero-posterior posture of the preschool child. Master's, 1932. Texas.

1263. **Dow, Mildred.** A study of individual and personality differences of preschool children with reference to artistic performance. Master's, 1932. Iowa.

1264. **Driscoll, Gertrude Porter.** Developmental status of the preschool child as a prognosis of future development. Doctor's, 1932. T. C., Col. Univ.

Attempts to determine the reliability of the Kuhlman-Binet and Merrill-Palmer scales, and by use of other indices of development to evaluate general developmental status at the preschool age as a prognosis of future development. Reliability of the Merrill-Palmer scale was found to be lower than the Kuhlman-Binet scale. Prognosis was more accurate from the preschool composite rating than from the preschool IQ rating alone.

1265. **Driver, LaVerne.** Prediction of later performance test ability from performance tests at the preschool ages. Master's, 1932. Iowa.

1266. Grigsby, Olive John. An experimental study of the development of concepts of relationship in preschool children as evidenced by their expressive ability. Doctor's, 1932. Iowa., (Abstract in: University of Iowa Studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

Results of six series of questions given to 83 children of preschool age, indicate that the questions yield grades of maturity affected by mental age more than by chronological age.

* 1267. Hagman, Elizabeth Pleger. The companionships of preschool children. Doctor's, 1932. Iowa. Iowa City, University of Iowa, 1933. 72 p. (University of Iowa studies. New series, no. 255. Studies in child welfare vol. 7, no. 4.)

Attempts to develop a valid and reliable method for measuring the frequency of companionships in preschool children.

1268. Jarrall, Mary. Quantitative experiences of nursery school and kindergarten children. Master's, 1932. Peabody. 188 p. ms.

The children's quantitative experiences were inseparable from their other learning experiences; they employed in their activities elements of all the mathematical processes emphasized in the elementary school.

1269. Loomis, A. M. Technique for observing the social behavior of nursery school children. New York City, Teachers college, Columbia university, 1931. 100 p.

A study was made of physical contacts of 27 nursery school children for 2 hours in 15-minute periods. Correlations were found between physical contacts and muscular tension, use of language, and age.

1270. McCarthy, Dorothea A. The language development of the preschool child. Minneapolis, University of Minnesota press, 1931. 174 p. (Institute of child welfare monograph series no. 4.)

This is a study of 140 children of 18, 24, 30, 36, 42, 48, and 54 months, in Minneapolis. The children represented every strata of society. Each child was observed individually either in his own home, or in some place very familiar to him. Fifty consecutive verbal responses were recorded for each child exactly as they sounded to the experimenter. Data indicate a more rapid development of language among girls, and earlier language development among the children of the upper socio-economic classes. At 3 years of age the child has acquired several thousand words, he has a ready command of all the inflections of the language and can use language for communicating all his thoughts, needs, and desires.

1271. Mitchell, Eleanor Morgan. Observations of nursery school children. Master's, 1931. Louisiana.

1272. Mumford, Mary. An evaluation of play activity of the preschool child based on potential postural improvement. Master's, 1931. Iowa. St. Coll.

1273. Phillips, David Pollock. Techniques for measuring the results of parent education: Eating and sleeping in the case of preschool children in the home environment. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Discussion of methods and materials used in analyzing and solving certain problems of parents in dealing with their children.

* 1274. Roberts, Katharine Elliott. Learning in preschool and orphanage children: an experimental study of ability to solve different situations according to the same plan. Doctor's, 1932. Iowa. Iowa City, University of Iowa, 1933. 94 p. (University of Iowa studies. New series no. 251. Studies in child welfare, vol. 7, no. 3.)

Compares the mental initiative of 21 4-year-old children in a preschool group of the Iowa welfare research station with 19 children from 4 years, 9 months, to 7 years,

10 months in the Iowa soldiers' orphans' home. Data indicate that learning ability is more closely related to mental age than to chronological age.

* 1275. Skeels, Harold Manville. A study of some factors in form board accomplishments of preschool children. Doctor's, 1932. Iowa. Iowa City, University of Iowa, 1933. 148 p. (University of Iowa studies, new series, no. 249. Studies in child welfare, vol. 7, no. 2.)

Describes a series of seven experiments in form board performance with a group of preschool children. The ability to discriminate form seems to appear before the ability to see the relationship between two units of the same form.

1276. Strayer, Mary Jane. Age factors in sociability of children. Master's, 1932. Ohio. 57 p. ms.

Describes a 2-year study of sociability ratings on nursery school children and a group formerly in nursery school.

1277. Swanson, Lydia V. Some social needs of the preschool child, and how these are met in the nursery school. Master's, 1931. Iowa St. Coll.

1278. Wellman, Beth L., and others. Speech sounds of young children. Iowa City, University of Iowa, 1931. 82 p. (University of Iowa studies. New series no. 212. Studies in child welfare, vol. 5, no. 2.)

The purpose of this study was to determine the development of preschool children's ability to produce correctly the sounds of the English language in the symbols of the International phonetic association. Findings: The reliability of the test obtained by correlating the number of alternate sounds on the record blank given correctly, was 0.96 ± 0.01 for children from 2 to 6 years of age.

1279. Whorley, Katherine. An experimental investigation of the preschool child's sensitivity to compositional unity. Master's, 1932. Iowa.

See also 209, 278, 283, and under Child study; Child welfare.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN AND FIRST GRADE

1280. Beale, Desiree. Factors influencing vocabularies of intermediate grade pupils of Murray, Ky. Master's, 1932. Peabody. 96 p.

It was found that educated parents influence the vocabularies of children; type of training at school, environment, telephone and radios in the homes, newspaper and magazine reading all influence the vocabularies of children.

1281. Brayton, Margaret. Classroom difficulties of student teachers in the kindergarten. Master's, 1932. Northwestern.

1282. Brooks, Frederick E. Defective vision as a handicap to the elementary school child. Master's, 1932. Washington Univ. 55 p. ms.

1283. Burke, Emmet. Life activities in an elementary school. Master's, 1932. Rutgers.

1284. Cadoo, Sarah E. An appreciation of occupations in the elementary school. Master's, 1932. Rutgers.

1285. Crum, Jess Ray. The comparative merits of the departmentalized elementary school and the junior high school pupil. Master's, 1932. Washington. 61 p. ms.

Compares the scholastic attainment of elementary school and junior high school pupils in a Seattle high school. The junior high school group was superior in IQ, CA, and MA.

1286. Dean, Lura May. Procedures for the better articulation of kindergarten and primary education. Master's, 1932. Southern California.

1287. Doane, Maude E. Practices in history in grade 5. Master's, 1932. Chicago. 105 p. ms.

Studies practices in history in grade 5 from 1904 to 1931 in time allotted, course of study, reading materials, and methods.

1288. Drummond, Nellie M. Constructive contacts between the home and the primary school. Master's, 1932. Ohio. 93 p. ms.

1289. Finsfön, Fanny. A study of some personality traits in a sixth grade group. Master's, 1932. Columbia.

1290. Fitzgerald, Agnes Rita. The influence of seating positions on class-work in a third grade. Master's, 1931. Loyola. 105 p. ms.

1291. Fitzgerald, Josephine C. Analysis of the rhythm of oral expression of primary children. Master's, 1932. Chicago. 68 p. ms.

Compares the placement and duration of pauses in the reading and oral language of children in the primary grades.

1292. Gariss, Ferne Grimes. The present status of the public-school kindergartens of the State of Colorado. Master's, 1932. Colo. St. T. C.

1293. Grandstrand, Mabel Virginia. The preparation of a 'word list for elementary schools. Master's, 1932. Southern California.

1294. Green, Grace B. Physical status and school progress of pupils in seventh and eighth grades. Master's, 1932. Chicago. 73 p. ms.

From the records of 299 pupils of Monsarrat school, Louisville, Ky., it was determined that there is a relationship between health and school progress, and that prediction may be made for a group but not for an individual.

1295. Gregory, Jesse E. A study of educational achievement in six elementary schools in Smith county, Tenn. Master's, 1932. Tennessee. 133 p. ms.

1296. Hewell, Elizabeth. Transition from formal to informal teaching in a first grade. Master's, 1932. Peabody. 41 p. ms.

Sets forth clearly how a transition from a formal to an informal program came about which affected conditions for teaching and learning in a first grade, Parker district, Greenville, S.C. Findings: That the changed set-up of room, schedule, place of teacher and child, subject-matter organization, gave better conditions for teaching and learning.

1297. Jennings, Edna Carew. A study of the nutrition work in the elementary schools of the Los Angeles school district. Master's, 1932. Southern California.

1298. Jones, B. L., and others. Large units of instruction for elementary and secondary schools. Auburn, Alabama polytechnic institute. 1932.

1299. Kelly-Little, Mary. Development of the elementary schools of the Seventh Day Adventists in the United States. Master's, 1932. Washington. 100 p. ms.

1300. Kirkman, Gardie Elizabeth. The place of the kindergarten in the child's adjustment. Master's, 1932. Peabody. 88 p. ms.

Records of the kindergarten of Peabody college were analyzed. The kindergarten helped the child to acquire a better coordination of his body; improve in his ability to work and play with others; grow in the persistence of an undertaking; use equipment and materials in carrying out his ideas.

1301. Kohnen, Sister Loyola. A history of St. Elizabeth academy, St. Louis, Mo., 1882-1932. Master's, 1932. St. Louis. 118 p. ms.

1302. Leichhardt, Nelle Dora. The time spent on home study by intermediate school pupils of Wichita. Master's, 1932. Wichita. 107 p. ms.

1303. Lucore, Lois Elizabeth. Home and school contacts in the kindergarten and first grade. Master's, 1932. Colo. St. T. C.

1304. McIntyre, Gloria Q. Montgomery. The objective measurement of the social adjustment of fifth and sixth grade pupils receiving instruction under an activity curriculum. Master's, 1932. Southern California.

1305. Mock, Thomas Milton. A comparative study of the behavior of pre-adolescent elementary school boys. Master's, 1932. Southern California.

1306. Monroe, Walter S., and Streitz, Ruth. Directing learning in the elementary school. Garden City, N.Y., Doubleday, Doran and company, 1932. 480 p. (Teacher-training series.)

Part 1 covers the techniques applicable to all teaching procedures; part 2 gives concrete illustration and expansion of the general principles discussed in the first part by its treatment of specific procedures in reading, language, social studies, arithmetic, handwriting, and arts.

1307. Moaley, Ira B. The status of educational achievement of the elementary schools of Lyon county, Kans. Master's, 1932. Kans. St. T. C., Emporia. 241 p. ms.

1308. Plummer, Helen Corbett. Cultural content of the public-school curriculum. Master's, 1932. Colo. St. T. C.

1309. Roch, L. M. The assembly in Texas elementary schools. Master's, 1932. Texas.

1310. Shank, John W. Supervisory programs in elementary schools. Master's, 1932. Northwestern.

1311. Tinker, Charlotte Mae Prichard. Studies in lesson assignments in elementary grades. Master's, 1932. California. 180 p. ms.

Sets up 10 criteria for judging assignments.

1312. Tutt, Clara. Development of a technique to provide for individual differences in a large first grade. Master's, 1932. Northwestern.

1313. Whitney, F. L., and Willey, G. S. Advantages of small classes. School executives magazine, 51: 504-506, August 1932.

Reports the results of an experimental study of class size in the elementary schools of Trinidad and Pueblo, Colo.

1314. Williams, Jessie Wardlaw. Methods of teaching through activities in the primary school. Master's, 1932. Southern California.

1315. Williamson, Helen C. Self-dependence and responsibility in kindergarten children. Master's, 1932. Chicago. 117 p. ms.

Data indicate that age is a positive factor in the attainment of these traits; girls attain self-dependence more quickly than boys; position in family group is a negative factor with relation to these traits.

1316. Woody, Clifford. New problems in elementary school instruction. Bloomington, Ill., Public school publishing company, 1932. 66 p. ms. (Educational problems series. No. 15, an extension of no. 3.)

The problems were selected from the author's observation, or from problems referred to him for solution by teachers or by members of his classes. They were prepared primarily for use in universities and normal schools. They were intended to bridge the gap between

theory and practice in the application of the principles of educational psychology to elementary school instruction.

1317. Yockey, F. Milton. Thievery in the public schools. Doctor's, 1932. California. 83 p. ms.

The outstanding factors contributing to thievery in the public schools were: Lack of facilities to protect property; carelessness on the part of teachers and pupils in leaving valuables accessible; and lack of training to build up standards of honesty and to define clearly the rights of property in the mind of the child.

1318. Young, Isabel Scott. Behavior problems of elementary school children. Doctor's, 1932. Yale.

See also 200, 217-218, 224, 235, 258, 1268, 2509, 2518, 2936, 2960, and under Educational tests; Libraries and reading; Professional status of teachers; School administration; School management; Special methods of instruction; Special subjects of curriculum; Teacher training.

SECONDARY EDUCATION

1319. Acheson, Joseph H. Study of secondary school accrediting procedures. Master's, 1932. Stanford.

1320. Alkire, Ralph H. Person content of the minds of a selected group of high school pupils. Master's, 1932. Chicago. 85 p. ms.

Shows that the choice of the persons considered important by 1,963 high-school pupils was greatly affected by recency, nationality, and that there was no distinction between fame and notoriety.

1321. Andrews, Burdette W. A comparative investigation of 22 graduates of Culver military academy and 22 graduates of public high schools. Master's, 1932. Michigan. 116 p. ms.

1322. Arnold, Frank J. A study of the cooperative method of education in the New York City high school. Doctor's, 1932. New York. 137 p. ms.

Data were secured from the employers of cooperative pupils in New York City and the school authorities who have had cooperative work under their supervision. Cooperative education refers to the alternate week plan of school attendance and employment and not to other types of part-time schooling and employment. Replies to a questionnaire sent to employers of cooperative pupils seem to indicate that a further extension of the cooperative plan is desirable and practicable.

1323. Ashby, Walter Lyle. Vitalizing the high-school graduation program. Master's, 1931. American Univ. 162 p. ms.

1324. Bailey Edson Martin. The extent of the lack of career motivation for pupils failing in the Manchester high school. Master's, 1932. Vermont. 154 p. ms.

All failures of class of 1931 for three years, class of 1932 for two years, and class of 1933 for one year were studied and analyzed.

1325. Baker, Sewell E. A survey of the abilities, interests, and socio-economic status of the pupils in the Leyden community high school. Master's, 1932. Northwestern.

1326. Bashaw, Stanley J. Some problems of the small high school in Colorado and Nebraska. Master's, 1932. Colo. St. T. C.

1327. Bayles, Ernest Edward. A study of the problems of secondary school teaching, with special reference to the theory and plan of H. C. Morrison. Doctor's, 1932. Ohio. 275 p. ms.

Studies Morrison's plan as presented in "The practice of teaching in secondary schools", together with a discussion of the way out of certain difficulties which his plan presents.

1328. **Bills, Frederick S.** Relation of age, sex, nationality, and paternal occupation to the achievement of a ninth grade pupil. Master's, 1932. Chicago. 54 p. ms.

Finds boys superior to girls in history, geography, and civics; girls superior to boys in spelling and language usage; younger pupils achieve much more than older pupils; Americans superior to the north Europeans who are superior to the south Europeans; and children of the professional and managerial groups superior to the laborer, artisan, and commercial groups.

1329. **Blind, Ruth E.** Vocabulary building in the secondary school. (Master's) 1932. Chicago. 114 p. ms.

A study was made of the junior and senior high school composition textbooks, courses of study, teacher interviews and ninth and twelfth grade composition.

1330. **Brett, William.** Size of classes and teaching load in Illinois high schools. Master's, 1932. Chicago. 88 p. ms.

The study was based on data from 20 Illinois high schools within a radius of 100 miles from Chicago. There was extreme variation in class size and teaching load.

1331. **Brodhead, John Andra.** A technical institute program for New Haven. Master's, 1932. Yale.

1332. **Cheesman, Gwendolyn.** Is nonresidence a handicap to the high-school pupil in the Philadelphia metropolitan area? Master's, 1932. Rutgers.

1333. **Chin, Shuyung.** Adaptation of the high-school program of studies to individual differences. Master's, 1931. Stanford.

1334. **Cochran, Paul O.** A study of summer high schools in Ohio. Master's, 1932. Ohio. 108 p. ms.

A study was made of present practices of summer high schools in Ohio, their organization and administration (with recommendations for county adoption).

1335. **Coe, Roger LeHew.** Predicting first year high-school success in a county school system. Doctor's, 1932. Peabody.

1336. **Davis, Edward S.** Occupations and secondary school curricula of the northwest. Master's, 1932. Colo. St. T. C.

1337. **Dowd, Frank.** Personality traits of boys and girls with an academic high-school training and boys and girls of the commercial course. Master's, 1932. Rutgers.

1338. **Draper, Edgar M., and Roberts, Alexander C.** Study guide in secondary education. New York City, Century company, 1932. 151 p. (Century studies in education.)

Part 1 consists of 18 sections of library research and correlated laboratory units; part 2 contains 22 supplementary units which may be carried out as laboratory projects or as library research projects; part 3 consists of bibliographies on administration and supervision, modern aspects of secondary education, bibliography of bibliographies useful for students of education, and a bibliography of extensive reading for students of secondary education.

1339. **Edwards, Damon P.** Development of non-public secondary schools in a group of counties in northwest Iowa. Master's, 1932. Iowa. 184 p. ms.

1340. **Ellis, Emmett.** An evaluation of state programs of secondary education. Doctor's, 1932. Peabody.

1341. **Enstinger, Earl William.** A study of the reliability of pupil ratings as guidance criteria based upon the records of 1,012 beginning freshmen in the fall semester of 1929-30 at Arsenal technical schools, Indianapolis, Ind. Master's, 1932. Indiana. 91 p. ms.

1342. Evans, William Ernest. Community relations of the Knoxville high school, 1931-32. Master's, 1932. Tennessee. 182 p. ms.

1343. Fancher, W. L. A study of the characteristics of the high-school population of a rural county of New York with reference to secondary education. Doctor's [1932]. Cornell. 175 p. ms.

Compares village and country children ranging from 12 to 18 years of age in a rural county of New York State in educational opportunities and success.

1344. Ferguson, Aleck Leroy. Survey of the educational program of the Herbert Hoover high school, Glendale, Calif. Master's, 1932. Southern California.

1345. Garrison, Lloyd A. A study of home rooms in senior high schools. Master's, 1932. Colo. St. T. C.

1346. Goetting, M. L. The development of standards for Ohio high schools to 1832. Doctor's, 1932. Ohio. 119 p. ms.

A study was made of the development of standards for accrediting high schools for the teaching staff, program of studies, buildings and equipment, time requirements, miscellaneous items, and inspection in relation to standards.

1347. Granberg, G. Gordon. The present status, trends and objectives of the high-school annual. Master's, 1932. Colo. St. T. C.

1348. Guller, Walter Scribner. Difficulties encountered by high-school graduates in the use of pronouns. School review, 39: 622-26, October 1931.

Investigation was based on an analysis of errors made by 625 high-school graduates on the pronoun section of the Guller-Henry preliminary diagnostic test in grammatical usage.

1349. ———. Difficulties encountered by high school graduates in the use of verbs. School review, 40: 455-59, June 1932.

Investigation was based on an analysis of errors made by 625 high school graduates on the verb section of the Guller-Henry preliminary diagnostic test in grammatical usage.

1350. Gump, Elbert Allen. Migration of high-school graduates, 1921-1925, from Tama county, Iowa. Master's, 1932. Iowa St. Coll. 102 p. ms.

1351. Hamburg, Ernest William. The factors affecting instruction in the small high school. Master's, 1932. Oklahoma. 143 p. ms.

1352. Hamilton, Sue C. Programs of studies of girls secondary schools. Master's, 1932. Chicago. 193 p. ms.

Compares programs for grades 11-12 of public and private secondary schools.

1353. Hamrin, Shirley Austin. Organization and administrative control in high schools. Evanston, Ill., Northwestern university, 1932. 149 p. (Northwestern university contributions to education. School of education series, no. 6.)

A study was made of 20 high schools in four states by the personal interview method, and of 254 schools by the questionnaire method. The 254 schools were distributed in 45 of the states. The study discusses the administrative personnel; faculty committees; the teaching staff; the superintendent and the administration of the high school; school boards and the administration of the high school; direction and control of the teaching staff; control of pupils and their activities; control of general administrative functions; teacher evaluation of current practices; and characteristics of high-school organization and administrative control, implications.

1354. Harding, William B. Organization and administration of the summer high schools of Arkansas. Master's, 1932. Arkansas. 82 p. ms.

1355. Hearn, Vernice Law. A study of the high schools in Alachua county, Fla., for the purpose of consolidation. Master's, 1932. Florida. 83 p. ms.

1356. Higgins, Harold Haskell. A case study of 43 probation students in Wichita high school north, first school year 1930-31. Master's, 1932. Kansas.

1357. Hoeven, Henry. A survey of subjects in Iowa high schools. Master's, 1932. Iowa. 97 p. ms.

1358. Horner, Chester. A suggested course in retail merchandising for the Colorado Springs, Colo., high school. Master's, 1932. Colo. St. T. C.

1359. Hostettler, T. C. Two- and three-year high schools of Illinois, 1930. Master's, 1932. Chicago. 190 p. ms.

1360. Ingham, Arthur Blaine. A study of the educational program of Pacific Grove high school in its service to the community. Master's, 1931. California. 71 p. ms.

1361. Johnson, Omer C. Migration of high-school graduates, 1921 to 1925, from Mahaska county, Iowa. Master's, 1932. Iowa St. Coll. 92 p. ms.

1362. Judy, Edmond Keevil. Reorganization of secondary education in Kentucky. Master's, 1932. Kentucky.

1363. Killion, Pearl Errett. Provisions for differentiated curricula in senior and 4-year high schools in California. Master's, 1932. Southern California.

1364. Klein, T. B. The small high school in Maryland: its possibilities and limitations. Master's, 1932. Maryland. 74 p. ms.

Data indicate that most of the small Maryland high schools could be consolidated to their advantage.

1365. Leonard, J. Paul, and Weeks, Helen Foss. A syllabus in fundamentals of secondary education. Ann Arbor, Mich., Edwards brothers, 1932. 109 p.

Experiment with 800 junior students in two colleges to determine the best materials to offer students beginning education. Findings: Carefully planned problems course covering one year's work for students beginning education. This course contains the significant issues discussed in such beginning courses as educational psychology, principles of secondary education, educational measurement, history of secondary education, and principles and methods of teaching. It is an orientation course and is designed to replace the above beginning courses.

1366. Lewman, John F. A prognostic study of success in high school based on eighth grade marks and on intelligence test. Master's, 1931. Ind. St. T. C. 35 p. ms. (Abstract in. Indiana State teachers college. Teachers college journal, 3: 272-74, July 1932.)

Describes the use of eighth grade marks in arithmetic, history, English, general scholarship average, and IQ's as predictors.

*1367. McCulloch, Mary. A study of the written English equipment of freshmen entering the Point Pleasant high school, Point Pleasant, W. Va. Master's, 1932. New York. 43 p. ms.

Analyzes the results of Driggs-Mayhew national scales and the Lewis narrative scale used in testing 147 pupils entering high school in September 1928, and 82 pupils entering in September 1930.

1368. McDonald, Thomas Hobson. High-school class sponsors: a study of their selection and duties. Master's, 1931. Texas Tech. Coll.

1369. McGuire, Harry Max. Migration of high-school graduates, 1921 to 1925, Warren county, Iowa. Master's, 1932. Iowa St. Coll. 79 p. ms.

1370. Maller, J. B. Age versus intelligence as a basis for predicting success in high school. Teachers college record, 33: 402-15, February 1932.

The purpose of the study was to determine the relationship between age at entrance to high school, intelligence, and scholastic success in the high school, and the extent to which scholarship can be predicted from age and from intelligence. The study was based on the records of 5,753 high-school graduates from St. Louis, Mo., Springfield, Mass., Trenton, N. J., and Sacramento, Calif. The correlation between age and scholarship was found to be slightly higher than the correlation between intelligence and scholarship. Scholastic success in high school may be predicted from age at entrance with as much (or as little) reliability as from the results of a standard intelligence test.

1371. Marcell, James D. A survey of the accredited high schools of Cass county, Nebr. Master's, 1932. Colorado.

1372. Mary Lourдина, Sister. A survey of the present status of 10 parochial schools conducted by the Dominican sisters of Tacoma, Wash. Master's, 1931. Ohio. 81 p. ms.

1373. Millerick, Mary Bernidet. A study of the occupational adjustments of a selected group of white high-school graduates. Master's, 1932. Catholic Univ.

1374. Mitchell, Erwin Newton. An investment phase of a course in economics for the secondary school. Master's, 1932. Southern California.

1375. Morgenroth, Edwin Carl. The use and value of personality trait rating scales in secondary schools and colleges. Master's, 1932. Southern California.

1376. Mount, Robert Henry. Tioga high school and its relation to the community. Master's, 1931. Louisiana.

1377. Neel, Frederick Guy. A study of needs for individualization of instruction in the small high schools of Indiana. Master's, 1932. Indiana. 126 p. ms.

1378. Nevison, Beverly Malcolm. Factors conditioning the need for study rooms in secondary schools. Master's, 1931. California. 60 p. ms.

Attempts to determine the space for study required for a high-school period of 60 minutes in the "directed study" type of organization, and the study space required for a high school of 40-50-minute periods in the traditional type of organization.

1379. Norris, Ralph Clarence. Achievement and progress in Washington county high-school system. Master's, 1932. Colo. St. T. C.

* 1380. O'Connell, J. Harold. The present status of commercial law in the public senior high schools of New York State. Master's, 1932. New York. 68 p. ms.

Discusses the objectives, ideas of educators concerning the place of commercial law in the curriculum of the senior high school, opportunities in New York State for teacher training in commercial law, questionnaire data on the teaching of commercial law in the high schools of New York, and the content of commercial law textbooks.

* 1381. Olander, Edgar A. A survey of retail selling programs in secondary schools. Master's, 1932. Colo. St. T. C.

* 1382. Oye, Ida St. John. Trends in behavior problems in a senior high school for girls. Master's, 1932. New York. 54 p. ms.

Describes trends and causes leading to behavior problems, deciding factors leading to discharge from high school before graduation, and changes which would tend to reduce the number of unsuccessful high-school careers.

1383. Pennington, J. A. A comparative study of day and dormitory students. Master's, 1932. Peabody. 50 p. ms.

1384. Propst, Alma Scott. Migration of high-school graduates, 1921 to 1925, Montgomery county, Iowa. Master's, 1932. Iowa St. Coll. 106 p. ms.

1385. Puckett, Roswell C. Making a high-school schedule of recitations. New York City, Longmans, Green and company, 1931. 164 p. (Review in Phi delta kappan, 14: 84, October 1931.)

Analyzes practices in schedule making in nearly 300 high schools of the country.

1386. Remmers, H. H. The achievement of our high schools—results of the state high-school testing program, 1930-1931. Lafayette, Ind., Purdue university, 1931. 30 p. (Bulletin, vol. 32, no. 2, October 1931.)

During the first year of the service 101,597 pupil subject tests were used by 240 high schools of Indiana. The validity of the tests as related to curricular content is high because they were based on the printed state course of study; they were prepared co-operatively by subject-matter experts in high schools and colleges; and every test item was finally evaluated by from 20 to 50 high-school teachers in Indiana teaching the subject the tests for which they evaluated. The coefficients of reliability are in the majority of cases higher than those reported for standardized commercial tests in high-school subjects.

1387. Rogers, John George. Migration trends of graduates of Iowa county, Iowa, high schools, 1921-1925. Master's, 1932. Iowa St. Coll. 97 p. ms.

1388. Rollins, Harry E. An experiment in determining the efficiency of teaching methods in secondary schools. Master's, 1931. T. C., Col. Univ. 15 p. ms.

Describes an experiment conducted in grades 9-12, in three schools in Massachusetts and Connecticut covering algebra, chemistry, physics, commercial arithmetic, United States history, and general science.

1389. Ross, C. R. Individual differences in senior high school. Master's, 1932. Ohio. 90 p. ms.

Discusses the provision for individual differences in teaching social studies in the senior high school.

1390. Rundell, Edwin Frederic. Some sociological and psychological factors affecting the selection of the small secondary school. Master's, 1931: Buffalo.

1391. Safley, Frances. The high school in the press. Master's, 1932. Iowa. 43 p. ms.

1392. Schubert, Cecil. A survey of the high-school students of Highland Park, Ill. Master's, 1932. Northwestern.

1393. Schuchardt, Charlotte B. Scientific thinking among high-school pupils as shown by tests. Master's, 1932. Chicago. 92 p. ms.

Data, based on a study of freshmen, juniors, and seniors at Garfield high school, Akron, Ohio, and at J. Sterling Morton high school, Cicero, Ill., and on eighth grade classes at the Walter Scott school, Chicago, Ill., indicate that there is no noticeable increase in ability to do scientific thinking, as tested by the Downing scientific thinking test, with increase in amount of science instruction.

1394. Sherbon, Elizabeth. A study of the relationship between certain measures of motor ability and rhythmic ability in upper grade and high-school girls. Master's, 1932. Iowa.

1395. Stewart, John Wendell. A study of trends in high school enrollments in Ohio, 1912-1930. Master's, 1931. Ohio. (Abstracts of theses, p. 202-204.)

Data were collected and tabulated by 3-year periods beginning in 1912 and ending in 1930. The subjects studied were: English, mathematics, foreign languages, social sciences, science, practical arts, physical education and hygiene. There was a shift in enrollments from the academic courses to the practical arts courses.

1396. Stewart, Joseph S., and Downs, W. L. The accredited high schools of Georgia. Athens, University of Georgia, 1931. 16 p. (Bulletin of the University of Georgia, vol. 32, no. 1, September 1931. Serial no. 505.)

All accredited high schools of Georgia are placed in two groups. Group 1 represents the best schools in teaching staff, equipment of laboratory, library, and building, and those that have three-fourths of the academic teachers holding degrees from approved colleges. Group 2 represents those schools that have less equipment in laboratory and library, or that do not have three-fourths of the teachers college graduates, but offer 16 units.

1397. Symonds, Percival M. Shall the IQ be used for sectioning in the high school? *Journal of educational research*, 24:138-40, September 1931.

1398. Terry, John Gayer. A survey of the military secondary schools in the United States. Master's, 1932. Southern California.

1399. Thomas, William Warner. A study of high-school exhibits in the State of Washington. Master's, 1932. Washington. 81 p. ms.

* 1400. Tonne, M. Henrietta. A survey of the social business subjects in the public senior high schools of the United States to determine and evaluate current practices. Doctor's, 1932. New York. 167 p. ms.

Attempts to determine the present situation in enrollment, aims, content, methods of instruction, supplementary material, testing, administration, and teacher status, and to prevent evaluations of practices in the social business subjects.

1401. Turner, Mary Lillian. Factors that influence attendance in the high schools of rural communities. Master's, 1932. Southern California.

1402. Vickers, James Albert. A statistical report of the secondary schools of the southern states. Master's, 1932. Peabody. 205 p. ms.

The 4-year high school is the most common type in the 16 southern states studied, although 3-year senior high schools and junior-senior high schools are increasing rapidly in number. Three-year, four-year, and two-year junior high schools were commonly used in recent years. The junior high school of the 7-8-9 type was reported as most numerous by the southern states.

* 1403. Warner, Ira L. The present status of cocurricular activities in the secondary schools of West Virginia. Master's, 1932. West Virginia. 155 p. ms.

Determines the extent and nature of the cocurricular activities; the types of activities organized and the nature of their organization and administration; the preparation of the principals and teachers for organizing and conducting the activities, and their attitudes toward them; the teacher cost of the activities; and the modifications that could be made to increase their service to the pupils.

1404. Washburn, Carl D. The rise of the high school in Ohio. Doctor's, 1932. Ohio. 325 p. ms.

A history of the origins and rise of the public high school in Ohio; its expansion to 1875.

1405. Wedge, Walter B. Instructional needs of Preble county, Ohio, high schools and possible methods of curriculum extension. Master's, 1932. Ohio. 148 p. ms.

A survey was made of the programs of study and costs of instruction in 11 rural centralized and consolidated high schools with proposals for curriculum extension by means of the alternation of courses, the tutorial plan, and correspondence courses.

1406. Weigel, J. Curtis. A study of the influence of the home, the school, and employment upon the educational and vocational plans of employed high school boys in Indianapolis, Ind. Master's, 1932. Indiana. 93 p. ms.

1407. **White, Bruce E.** A study of 160 high-school seniors in an attempt to discover any characteristics peculiar to performers or nonperformers. Master's, 1932. Washington. 120 p. ms.

Finds performers superior to the average in cultural, moral, and religious characteristics, in education of their parents, in interest in school activities, whereas nonperformers have little interest in school activities and are below the average in the other traits studied.

1408. **White, Daisy.** An investigation of the likes and dislikes of high-school pupils. Master's, 1932. Louisiana.

1409. **Whitney, F. L.** How to study in high school. Greeley, Colorado State teachers college [1932].

This is a handbook for high-school pupils, giving in popular form detailed standards for study based on accepted psychological research.

* 1410. **Wilcox, Rothwell.** Private secondary education in the Association of colleges and secondary schools of the southern states. Doctor's, 1932. Johns Hopkins. Baltimore, Md., Johns Hopkins university press, 1932. 151 p. (Johns Hopkins university. Studies in education no. 19.)

Data were secured on the 163 private schools listed in the 1928 yearbook of the southern association. Discusses the relation of the southern private school to health, efficiency of instruction, home, vocational guidance, citizenship, worthy use of leisure time, religious training and the formation of ethical character, problems, and claims of private schools, and the private school and the association.

1411. **Williams, Daniel T.** A study of the department head as supervisor in some large California high schools. Master's, 1931. California.

1412. **Williams, Helen Webster.** A follow-up study of girls who have attended the Redlands high school. Master's, 1932. Southern California.

1413. **Williams, Kenneth East.** Classroom supervision in the accredited secondary public schools of Florida. Master's, 1932. Florida. 85 p. ms.

1414. **Yap, Diosdado Maurillo.** Secondary education in the Philippines. Master's, 1931. George Washington. 101 p. ms.

Discusses the historical background of the educational systems, enrollments by curricula and in courses, and shows that the American academic program has influenced education in the Philippines more than has the vocational program.

See also 7-9, 11, 17, 27, 42, 57, 60, 71, 114, 144, 182, 214-215, 222, 228, 230, 310, 317, 2508, 2511, 2523, 2532, 2646, 2674, 2750, 2772, 2928, 2935, 2949, and under Commercial education; Education extension; Educational and vocational guidance; Health and physical education; Libraries and reading; Manual and vocational training; Professional status of teachers; School administration; School management; Special subjects of the curriculum; Teacher training.

JUNIOR HIGH SCHOOLS

1415. **Beatley, Bancroft.** Achievement in the junior high school. Cambridge, Mass., Harvard university press, 1932. 92 p. (Harvard studies in education, vol. 18.)

Compares growth in achievement in reading, language, arithmetic, certain aspects of science and the social studies from the seventh to the ninth grade in six Massachusetts school systems. Three of the systems were organized on the 6-3-3 plan and the others on the 8-4 plan. Pupils in the junior high school system were paired on the basis of sex, chronological age, intelligence quotient, and educational age at the beginning of the seventh grade, with similar pupils in the non-junior system. Data indicate that neither type of school has demonstrated its superiority over the other type in furthering gains in achievement in fundamentals.

1416. **Bietry, J. Richard.** Problems in teaching speech in secondary schools. Master's, 1932. Southern California.
1417. **Bowles, James O.** The advisory system in the Woodrow Wilson junior high school. Master's, 1931. Ind. St. T. C., 128 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 274-75, July 1932.)
Finds the advisory program helpful in improving student conduct, enriching interests of superior students, helping students who were continual failures, and in reducing truancy and elimination.
1418. **Burtis, Edith.** A study to determine how the junior high schools in Southern California handle those functions generally conceded to be the work of a visiting teacher. Master's, 1932. Southern California.
1419. **Butler, William Fay.** Some effects of the motion picture upon junior high school children. Master's, 1932. Southern California.
1420. **Byrn, John W.** Junior high school in action: a survey of the Roosevelt junior high school of San Jose, Calif. Master's, 1932. Stanford.
1421. **Clark, Ronald W.** Status of the junior high school in Illinois. Master's, 1932. Chicago. 108 p. ms.
A study was made of the status of the junior high school in Illinois (outside of Chicago) with respect to the administrative, and teaching staff, the curriculum, and general organization and administration.
1422. **Cline, Mildred Anne.** The history and present status of speech education in the Los Angeles evening high school. Master's, 1932. Southern California.
1423. **Creel, Rankin Ernest.** Migration of high-school graduates, 1921-25, from Cherokee county, Iowa. Master's, 1932. Iowa St. Coll. 69 p. ms.
1424. **Dodrill, Ellsworth.** A study of the relation of achievement in particular fields in high school to achievement in particular fields in college. Master's, 1932. Kans. St. T. C., Hays. 54 p. ms.
Compares high-school and college grades of 280 freshmen who enrolled at Fort Hays Kansas State college in September 1930, and finds that grading systems in high schools vary greatly; and that differences in high-school preparation caused variation in college success.
1425. **Dugan, John Edward.** The junior high school. Doctor's, 1932. Rutgers.
1426. **Fox, Elvira.** The relationship between the economic status and the mentality of junior high school pupils. Master's, 1932. Northwestern.
1427. **Haberman, Samuel John.** Current practices in the organization and administration of junior high school curricula in certain cities of the United States. Master's, 1932. Southern California.
1428. **Harrington, Harold Leontine.** A score card for the mechanical organization of junior high schools. Doctor's, 1931. Michigan. 292 p. (Abstracts of dissertations and theses in education, 1917-1931. p. 70-73.)
1429. **Hibbert, Bernice Bradford.** Improving study in junior and senior high school. Master's, 1932. Oklahoma. 131 p. ms.
1430. **Himebaugh, Sister Mary Cecelia.** Theories concerning junior high school curricula with their practical application to the junior high schools of Chicago. Master's, 1931. Loyola. 76 p. ms.
1431. **Howland, Stanley Ford.** The comparative effectiveness of three plans of ability grouping in junior high school. Master's, 1932. Southern California.

1432. **Kelly, James Joseph.** The junior high school is justifiable as an effective educational agency. Master's, 1932. Boston Coll.

1433. **Kelly, Sherman.** Survey of the withdrawals from the Roosevelt junior high school of New Brunswick, N. J., December, 1931. Master's, 1932. Rutgers.

1434. **Kelsey, Ruth Marie.** The comparison of scholastic standing among children of native-born parents with children of foreign-born parents. Master's, 1932. Denver. 159 p. ms.

Data indicate that groups of foreign-born children are more consistent in making higher median grades than are groups of native-born children; the foreign born show no greater handicap in the use of English than do the native born; the foreign born are superior in effort to the native born.

1435. **Knapp, Max.** A survey of a Brooklyn, N. Y., junior high school made with the view of discovering what correlation exists between the trades taught and the trades practiced by its graduates. Master's, 1932. Coll. of the City of N. Y. 57 p. ms.

1436. **Kropf, Glenn S.** An analysis of junior high school newspapers. Master's, 1932. Chicago. 77 p. ms.

An analysis of 401 junior high school newspapers secured from 177 schools in 105 cities located in 30 states, District of Columbia, and Territory of Hawaii.

1437. **Layton, Warren Kenneth.** A study of pubescence in junior high school boys. Doctor's, 1931. Michigan. 342 p. (Abstracts of dissertations and theses in education, 1917-1931, p. 76-79.)

Finds, from a study of 547 boys in the Foch Intermediate school, Detroit, Mich., that attendance and punctuality records and marks in school citizenship were poorer; teacher's ratings of conduct indicated poorer adjustment on the part of pubescent boys than for either prepubescent or partially pubescent boys.

1438. **Loeffler, H. W.** Home-room activities in Texas junior high schools. Master's, 1932. Texas.

1439. **MacLeod, Bruce.** A survey of the printing equipment in the junior and senior high schools in the United States. Master's, 1932. Colo. St. T. C.

* 1440. **Marsden, Carl A.** A critical and experimental empirical study of homogeneous grouping in a public junior high school. Doctor's, 1932. New York. 261 p. ms.

Describes an experiment in homogeneous grouping carried out in the Al-Mar, N. J. junior high school.

1441. **Merwin, Eula B.** What the high-school girl expects of her dean of girls. Master's, 1932. Nebraska. 71 p. ms.

1442. **Mumford, Tracy E.** Remedial treatment of disciplinary problems in certain high schools in Nebraska. Master's, 1932. Nebraska. 60 p. ms.

1443. **Phinney, Royal Victor.** The 2-year junior high schools of Kansas, a survey. Master's, 1932. Kansas.

1444. **Redfern, Barton.** The home room in the accredited high schools of Nebraska. Master's, 1932. Nebraska. 124 p. ms.

* 1445. **Rosenfeld, Joseph.** Leisure-time activities of junior high school boys: a study of the lower East side of Manhattan. Master's, 1932. New York. 49 p. ms.

Discusses the environment of the boys studied, the noncommercial public recreational facilities, semipublic, commercial, and unorganized recreational facilities.

1446. Salleck, Eugene Roy. Organizing a 2-year junior high school for Des Plaines, Ill. Master's, 1932. Northwestern.

1447. Stanforth, Della L. Work activities of boys and girls in junior high schools in Denver. Master's, 1932. Chicago. 127 p. ms.

Finds that the out of school activities of pupils varied greatly, boys do a great deal of housework, and older children in the junior high school have more responsibilities than the younger children.

1448. Stephens, M. H. A case study in planning a junior high school. Master's, 1932. Iowa. 150 p. ms.

1449. Strain, Roy Quincy. Pupil achievement in the Compton junior high schools. Master's, 1932. Southern California.

1450. Strang, Ruth. Knowledge of social usage in junior and senior high schools. *School and society*, 84: 700-12, November 21, 1931.

1451. Sturges, Earl W. A study of the noon-day activities in the junior high schools of Southern California. Master's, 1932. Southern California.

1452. Sullivan, Ethel MacKenzie. Case studies of graduates of a Los Angeles junior high school. Master's, 1932. Southern California.

1453. Woledge, Lucile Roberts. The content of junior high school handbooks. Master's, 1932. Northwestern.

See also 208, 210, 215, 260, 2510, 2520, 2750, 2758, 2957, 2950, 2991; and under Commercial education; Education extension; Educational and vocational guidance; Health and physical education; Libraries and reading; Manual and vocational training; Professional status of teachers; School administration; School management; Special subjects of curriculum; Teacher training.

JUNIOR COLLEGES

1454. Adams, Harold Bertram. Some aspects of the popularizing function of the junior college. Master's, 1931. Claremont. 180 p. ms.

Finds that students prefer college-preparatory to terminal courses, and that many students now attending junior colleges would formerly have attended universities and colleges of liberal arts.

1455. Baldwin, Clayton Martin. Building provisions for a 2-year junior college in California. Master's, 1932. Southern California.

1456. Chamberlain, Leo M., and Gard, Paul D. Study habits of junior college students. Lexington, University of Kentucky, 1931. 39 p. (University of Kentucky, Bulletin of the bureau of school service, vol. 4, no. 1, September 1931.)

Data were secured on 15 private junior colleges of Kentucky during the school year 1930-31. Data indicate that the working load of the students averaged 2.48 hours for each semester hour of credit; differences in the study habits of the students do not favor either the men or women students; evidence indicates that there are wide variations among the instructors within a single junior college, and among all instructors of the colleges studied, in the average amounts of work obtained from students per week per semester hour of credit; the average load per week per semester hour of credit ranges from 5.38 hours for the commercial subjects to 2.08 hours for psychology; there is little variation in the study load effected by class size after the number of students enrolled exceeds 30; when the students of the 15 colleges are considered as one group, it appears that the heavier the carrying load of the student, the less will be the amount of preparation for each semester hour of work; there is little variation in the unit measure of preparation effected by the credit value of a course as long as the number of semester credits is not fewer than two nor more than four.

1457. **Clement, John Addison, and Smith, Vivian Thomas.** Public junior college legislation in the United States. Urbana, University of Illinois, 1932. 61 p. (University of Illinois bulletin, vol. 29, no. 58, March 18, 1932. Bureau of educational research. Bulletin no. 61.)

Data were secured from school laws of the various states, state statutes or codes in the law library of the University of Illinois, recent studies of several phases of junior college legislation, and replies to a questionnaire received from 43 states. There are 212 junior colleges in 35 states, in 20 of which there is some kind of junior college legislation. Recent legislation tends to standardize the junior college rather than encourage it. The laws and state department standards of the states recognize the junior college as an institution on the secondary level but insist that it do work of college grade.

1458. **Conrad, Esther J.** A personnel study of junior college women. Master's, 1932. Southern California.

1459. **Eells, Walter Crosby.** California junior college mental educational survey. Educational record, 11:281-91, October 1931.

1460. **Gillenwater, Lester M.** The mortality of the junior college in the southern states. Master's, 1932. Peabody. 83 p. ms.

1461. **Hale, Wyatt Walker.** Assimilation, success, and attitude of junior college graduates in higher institutions. Doctor's, 1932. Stanford.

The purpose of this study was to ascertain the extent to which junior colleges have been successful in preparing their graduates for advanced work and the student life in schools of higher education. Cooperation of 116 junior colleges and 318 higher institutions was enlisted and records of 4,100 graduates of junior colleges from 1926 to 1929 were studied. Findings show that graduates of junior colleges assimilate the work and activities of higher institutions; the junior college is performing its service of preparing pupils for higher schools in a relatively satisfactory manner.

1462. **Hibbs, W. B.** Follow-up study of the graduates of junior colleges in the states of Kansas and Illinois, 1928-1931. Master's, 1932. Illinois.

1463. **King, Homer P.** Personnel study of junior college men from rural farms. Master's, 1932. Stanford.

1464. **Kuehn, Truman Claire.** Analysis of the duties and functions of the registrar in the junior college. Master's, 1932. Southern California.

1465. **Leighton, Arthur Whiting.** The place of the junior college in technical education and in relation to engineering education. Doctor's, 1932. Harvard.

1466. **Mawe, Vesta Milrae.** The status of merchandising education in the junior college. Master's, 1932. Southern California.

1467. **Moses, Virginia Holmes.** Articulation in business education between junior colleges and higher institutions in California. Master's, 1932. Southern California.

1468. **Moyse, George U.** Vocational guidance of junior college students in California with especial study of the Glendale junior college. Master's, 1932. Southern California.

1469. **Mullins, Vernon Howard.** Survey of junior college curricula with regard to occupational opportunity in art. Master's, 1932. Southern California.

1470. **Paige, Katherine Asher.** The organization of a training course for playground directors adapted to the junior college level of education in California. Master's, 1932. Southern California.

1471. Peterson, Mrs. Lydia. Student problems in a denominational junior college. Master's, 1932. Nebraska. 103 p. ms.

1472. Schlauch, Gustav H. A study of public junior colleges in Washington. Doctor's, 1932. Washington. 180 p. ms.

The public junior colleges in Washington are fulfilling in a creditable manner the claims made for them. Their students feel that they have been successful in spite of lack of funds and the junior college transfers in higher institutions are earning grades practically equal to those earned by "native" students at these institutions, in spite of the fact that so far as high-school averages are an indication of ability, the junior colleges are receiving students slightly inferior to those entering the freshman year of the higher institutions.

1473. Whitney, F. L. Recent legislation affecting the junior college. School review, 39: 775-81, December 1931.

Surveys state laws on the junior college passed at the last legislative assemblies of the 48 states.

1474. Whytock, Norman Robert. Achievement and remediation of entering junior college freshmen in certain fundamental processes relating to the study of English. Doctor's, 1932. Southern California.

1475. Worthy, Elmer Thomas. Orientation courses in junior colleges. Master's, 1932. Southern California.

See also 161, 249, 595, 953, 1166, 1216, 2242, 2422, 2732, 2797, 2855, 3056.

TEACHER TRAINING

1476. Amland, Harold J. A personnel study of teachers in training at the University of Iowa. Master's, 1932. Iowa. 50 p. ms.

1477. Ballard, Ray H. The training of teachers of physical education in selected high schools of Oklahoma. Master's, 1932. Oklahoma. 217 p. ms.

1478. Bankhead, Richard M. The relation of training, experience, and tenure to the salaries of elementary teachers of Texas. Master's, 1932. Colorado.

1479. Fairchild, Raymond A. Administrative practices in the improvement of teacher education in state teachers colleges. Doctor's, 1932. Northwestern.

1480. Feig, Chester A. The effectiveness of correspondence study as compared with campus study in teacher training. Doctor's, 1932. Penn. State.

1481. Flinger, Charles J. Preparation of mathematics teachers in Colorado high schools. Master's, 1932. Colorado.

1482. Fish, Leward Fessenden. The development of teacher training in Kansas. Master's, 1932. Kans. St. T. C., Emporia. 131 p. ms.

1483. Goode, Louise H. Study of teacher training in Colorado. Master's, 1932. Sanford.

1484. Hagerty, Sister Agnes Clare. Critical points in the construction of a teacher-training curriculum. Doctor's, 1932. California. 197 p. ms.

Aims to present the status of current curricular practice in 4-year teachers colleges concerning certain critical points, to identify correct procedures and rectify defects, and to construct a set of policies supported by the facts and principles inherent in the data.

1485. Hagan, M. B. Commercial teacher training as a function of universities. Master's, 1931. Illinois. 79 p. ms.

* 1486. Hall, Mary-Ethel. A study of the need of laboratory experience in the professional preparation of teachers of physical education limited to the

organization and administration of laboratory experience in teaching at the University of Colorado. Master's, 1932. New York. 49 p. ms.

1487. Hitechew, William Howard. The training, experience, tenure, and salary of teachers in the accredited high schools of Georgia. Master's, 1932. Emory.

1488. Hoffman, Erwin W. Preparation of teachers of social science subjects. Master's, 1932. Wyoming. 79 p. ms.

1489. Hurd, A. W. Summaries of a factual questionnaire on the training of prospective teachers of science. Science education, 16: 134-49, December 1931.

1490. ———. What is professionalized subject matter in teacher training? Science education, 16: 238-43, February 1932.

* 1491. Jackson, Margaret Merle. The training of high-school English teachers in Texas and New Mexico. Master's, 1932. N. M. St. T. C. 54 p. ms.

1492. Jones, Archie N. The training, experience, and activities of 176 Minnesota music teachers and supervisors. Master's, 1931. Minnesota. 125 p. ms.

* 1493. Jones, Henry Lane. A study of the fitness of the high-school teachers of Tennessee to teach as evidenced by their college transcripts. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 163 p. (Contribution to education, no. 90.)

This study confines itself to a study of the transcripts of the Tennessee high-school teachers who taught in the 4-year county high schools of the state during the session 1929-30; to an interpretation of their fitness to teach, based on their college transcripts, the subjects they taught during the session 1929-30 as shown by their reports to the State department of education.

1494. Keller, Adrian Deboe. An evaluation of the adequacy of the teacher-training courses offered by the state of California by means of the opinions of beginning industrial arts teachers and their principals. Master's, 1932. Southern California.

1495. Liu, Henry Chao. Origin and development of teacher training in California. Master's, 1931. Stanford.

1496. McCandless, Harrison Phelps. How to prepare or qualify for the teaching profession. Master's, 1932. Southern California.

1497. Maclin, Edward Silver. Subject matter and professional preparation of high-school teachers in West Virginia. Master's, 1932. Peabody. 91 p. ms.

Studies, statistically, the subject matter and professional preparation of high-school teachers in first, second, and third class high schools, together with the number of fields in which each teacher teaches.

1498. Merrill, Reynold Cluff. The efficacy of special as compared with a general methods course in a teacher-training program for elementary schools. Doctor's, 1931. California. 83 p. ms.

1499. Montgomery, John Fleshman. Avenues to advancement in the teaching profession. Master's, 1932. Southern California.

* 1500. Pannell, Henry C. The preparation and work of Alabama high-school teachers. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 118 p. (Contributions to education, no. 551.)

Investigation of the principles underlying the preparation and work of high-school teachers in Alabama, and suggestions for a program of improvement. Data from 2,018 white teachers in accredited schools during 1928-29, and from records in the state

department of education were collected. Conclusions: The small high school should be eliminated; definite standards for the training of high-school teachers should be maintained; strict compliance with these regulations should be exacted; sound minimum salary schedule devised to reward individual merit and training.

1501. Peterson, Francis. Philosophies of education current in the preparation of teachers in the United States. A study of 4 state teachers colleges, 12 normal schools and 9 liberal arts colleges. Doctor's, 1931. T. C., Col. Univ.

Data indicate that the members of each of the teaching staff often differ widely among themselves in their point of view on educational problems; teacher opinions are often "sloganezed"; the staffs of the teachers colleges tend to approximate a 50-50 conservative-liberal score more often than do the normal schools; liberal arts college faculties tend to be more academic and formal in educational thought and practice than the separate teacher-training institutions.

1502. Quackenbush, George McConkey. Study of the professional preparation of the industrial scholarship group of State teachers college, Buffalo, N.Y. Master's, 1931. Buffalo.

* 1503. Ridgway, Carroll William. A comparative study of the training and teachers combinations of Kansas high-school teachers. Master's, 1931. Kans. St. T. C., Emporia. Topeka, Kansas State printing plant, 1931. 31 p. (Bulletin of the graduate division, Kansas State teachers college of Emporia. Studies in education, no. 5. October 1931.)

Attempts to determine the common teaching combinations; the percent of Kansas high-school teachers who have majored or minored in college in the subjects they are teaching in high school; the percent of teachers who are teaching one, two, three, or more subjects in fields which were not considered as majors or minors in the college course of the teacher; the subject fields in which teachers are paid the best salaries; and the differences in salaries paid the graduates of the different Kansas colleges.

1504. Rouse, Laurance Tunnicliffe. A further study of the value of social education in the professional preparation of teachers. Master's, 1932. Colo. St. T. C.

* 1505. Shannon, Edith Reed. The professional education of teachers in New Jersey. History of its origin and development. Doctor's, 1932. New York. 431 p. ms.

Part 1. Early history of teacher education in New Jersey from 1662 to the establishment of the first normal school, 1855; part 2. Development of the program for the professional education of teachers; part 3. Era of complete expansion of the state program for educating teachers; part 4. Present status of the program for the professional education of teachers in New Jersey.

* 1506. Smith, Travis Edwin. The rise of teacher training in Kentucky. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 194 p. (Contribution to education, no. 99.)

Discusses the educational status of pioneer Kentucky, the early influences on the training of teachers, the influence of educational organizations, the department of education, and of private institutions on the professional education of teachers, and the convergence of various influences on the final establishment of state normal schools in Kentucky.

* 1507. Spanton, William T. Training teachers in supervised farm practice methods. The pre-employment training of teachers of vocational agriculture to conduct supervised farm practice in all-day schools. Doctor's, 1932. American Univ. Washington, United States Government printing office, 1932. 125 p. (U. S. Federal board for vocational education. Bulletin no. 165. Agricultural series no. 42.)

Data were tabulated from reactions secured from the head of every teacher-training department and from each state supervisor in the United States except one, and from a total of 267 teachers in 47 states.

* 1508. Street, Claude W. State control of teacher training in the United States. Doctor's, 1932. T. C., Col. Univ. Pittsburg. Kansas state teachers college, 1932. 105 p. (Kansas state teachers college. Educational monograph, no. 2.)

This is a study of five fairly distinct types of state control of teacher-training institutions. Data were secured from constitutional and statutory laws of the 48 states; surveys of state educational systems and other studies in the fields of education and American government; and check lists. Findings: Provision of an effective plan for the control of teacher training is dependent on having a properly constituted state educational organization; general education policies should be determined by legislative rather than constitutional decree; suggestions are made for the formulation of a state board of education, for the choice of a state commissioner of education, and of a specialist in teacher training; the state board of education should have direct control of all state institutions exclusively for the preparation of teachers.

* 1509. Townsend, Marion Ernest. The administration of student personnel services in teacher-training institutions in the United States. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 115 p. (Contributions to education, no. 536.)

The study discusses the various phases of personnel services, selection, orientation, advisement, health services, extracurricular activities, placement, follow-up, research in personnel, organization of programs, and desirable staffing in an attempt to aid the administrator in setting up and evaluating his program.

1510. Uhlken, Sophia M. Trends in professional training for high-school instructors in teachers colleges. Master's, 1932. Stanford.

1511. 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. Master's, 1931. Michigan, 41 p. (Abstracts of dissertations and theses in education, 1917-1931, p. 131-32.)

The study included 98.7 percent of the accredited non-North central public high schools in Michigan for the school year 1929-30, reports on the other 1.3 percent were not available. Data indicate that there is little relationship between the salary received and the training of the teacher; between the salary received and tenure; and between the training of the teacher and tenure.

See also 106, 172, 278, 450, 645, 698, 755, 1086, 1123, 1147, 1167, 1252, 1590, 1593, 1603, 1619, 1624, 1634, 1656, 1658, 1680, 1723, 2022, 2320, 2588, 2669, 2687; and under Commercial education; Manual and vocational training; School supervision.

NORMAL SCHOOLS

1512. Cole, Abbie. Distribution of men and women on the faculties of normal schools and teachers colleges. Master's, 1931. Minnesota. 100 p. ms.

1513. Eastern State normal school, Madison, S.Dak.—Types of lesson plans from Eastern State normal school, Madison, S.Dak. 1932. 81 p. ms.

Study includes arithmetic, English, art, hygiene, social science, spelling, music, physical education, penmanship, reading, science, character education, and activities.

1514. Flokstra, Lambert J. The development of the state normal schools in Michigan. Master's, 1932. Chicago. 82 p. ms.

A historical study including the European and American backgrounds to Michigan normal school development.

* 1515. Jeffery, Eber W. History of private normal schools in Indiana. Doctor's, 1932. New York. 221 p. ms.

A total of 27 institutions of varying size and strength were studied, based on data contained in the reports of the United States Commissioner of education from 1873-1916, and on data in the secretaries' offices of five of the larger schools, and from catalogues on file in various libraries.

* 1516. Wampler, Richard L. Social adjustment of normal school students. An analysis of the social background of normal school students at New Britain for curriculum purposes. Doctor's, 1932. New York. 170 p. ms.

The study of the social background of the New Britain normal school students was limited to the senior class of 1931, and the freshman and senior classes of 1932. It is concerned primarily with the amounts and kinds of social experiences the students have when they come to the normal school, and to show what experiences and guidance are needed.

1517. Ward, Mary A. Development of individual instruction at San Francisco state normal school, 1913-1917. Master's, 1932. Stanford.

See also 34, 709, 898, 931, 1145, 2815.

TEACHERS COLLEGES

* 1518. Baker, Barney K. The status of the department of education and the functions of its head in state teachers colleges and normal schools. Doctor's, 1931. Kansas. Peru, Nebraska State teachers college, 1932. 15 p.

Surveys the status of the department of education and the functions of its head in state teachers colleges and normal schools; notes variations and significant differences with reference to the status of the department and the functions of its head; evaluates a list of functions which the head of the department of education sometimes performs; makes suggestions with reference to the stabilization of the department of education and the functions of its head in state teachers colleges and normal schools. Data were received from 94 state teachers colleges and normal schools.

1519. Bentley, Imogene. Secondary education courses in southern state teachers colleges. Master's, 1932. Peabody. 74 p. ms.

Covers secondary education courses in the state teachers colleges that are members of the Southern association of colleges and secondary schools and finds that there is little or no uniformity of titles or any of the items that go to make up the catalogue description of the courses; many different texts are used in each of the 12 groups of courses included in this study.

1520. Black, Lula Kent. Clothing inventory of women students in teachers college. Master's, 1931. T. C., Cal. Univ. 14 p. ms.

1521. Bowden, A. O. What is the per capita cost of educating teachers in the teacher-training institutions of the United States? School and society, 35: 748-50, May 28, 1932.

Data were collected to determine the per capita outlay of educating teachers in teachers colleges, to determine the percentage of this cost which goes to salaries, and to determine the percentage which is paid for by students' tuition and fees, etc. There is no significant relationship between size of the school and the student per capita cost; with faculties of equal training, teachers colleges are cheaper to maintain than universities; there is a direct relationship between student cost and number of curricula offered.

1522. Callender, Leslie H. The professional preparation of industrial education teachers from Iowa State teachers college. Master's, 1932. Colo. St. T. C.

* 1523. Case, Gilbert E. Student participation in school government in teachers colleges and normal schools. Doctor's, 1932. New York. 155 p. ms.

Data were secured from questionnaires submitted to 20 teachers college and normal school administrators, and 20 outstanding educators, and from visits to 19 teachers colleges and normal schools. The study established some 42 criteria for the proper conduct of student participation in school government.

1524. Cook, Harris Malone. The training of state teachers college faculties. Nashville, Tenn., George Peabody college for teachers, 1931. 143 p. (Contribution to education, no. 86.)

Data indicate that teachers in teachers colleges, who are training teachers for high-school positions have relatively the same collegiate preparation as is required for high-school teachers.

1525. **Cromer, Meredith D.** A study of some influences attracting students to the Kansas State teachers college of Emporia. Master's, 1931. Kana. St. T. C., Emporia. 82 p. ma.

1526. **Ely, Wayne H.** The scholastic success of students from small high schools versus students from large high schools as shown by a study of the records made by the freshmen of Indiana State teachers college in 1925, 1926, 1927 and 1928. Master's, 1931. Ind. St. T. C. 43 p. ma. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 269-70, July 1932.)

1527. **Emerson, Daniel Webster.** The State teachers college as an agency in the training of rural elementary teachers in service. Doctor's, 1932. Oklahoma. 300 p. ma.

1528. **Hard, Buby Maude.** Training of elementary education majors. Master's, 1932. Peabody. 202 p. ma.

Approximately one-fourth of the majors in elementary education entered Peabody on the junior college level, while nearly three-fourths entered on the senior college level; there was much duplication in the work done before coming to Peabody. The rank order of fields in which the students have had training were: English, science and mathematics social science, psychology, languages, education, practical and fine arts, health, philosophy.

1529. **Kindred, Royal McKinley.** Industrial education at Colorado State teachers college: An evaluation of the course of study. Master's, 1931. Colo. St. T. C.

* 1530. **McGinnis, Howard J.** The state teachers college president. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 187 p. (Contribution to education, no. 104.)

Describes the historical development of the office of teachers college president, and the principles and tendencies in college administration, based on replies to a questionnaire filled out by 32 presidents of state teachers colleges, personal interviews with 25 teachers college presidents, 11 deans, and instructors in these institutions, and personal letters from superintendents of public instruction, officers of state boards of education, and presidents and other employees of 18 state teachers colleges.

* 1531. **Odam, George Allen.** Research in State teachers colleges and normal schools of the United States. Doctor's, 1932. New York. 200 p. ma.

Finds that research work in teachers colleges should be confined to studies dealing with internal and public-school problems.

1532. **Piper, Edwin E.** A study of representative education courses in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

1533. **Scott, Lettie.** An analysis of representative English courses in selected teachers colleges. Master's, 1932. Colo. St. T. C.

1534. **Starbird, Avery.** A survey of the employment conditions of the women students at the Colorado State teachers college who were engaged in domestic service. Master's, 1931. Colo. St. T. C.

1535. **Stephens, Roy A.** Teacher training of industrial education at Colorado State teachers college. Master's, 1932. Colorado St. T. C.

1536. **Travers, Michael.** The present status of extra academic activities in teachers colleges and normal schools of the Eastern States association of professional schools for teachers. Master's, 1932. Rutgers.

1537. **Ullrich, Fred T.** Teachers colleges in relation to the training of Smith-Hughes teachers of agriculture in high schools. Platteville, Wis., State teachers college, 1932.

1538. Uphall, C. C., and Masters, Harry V. Evaluation of a course designed to foster individual initiative. Bellingham, Washington State normal school, 1932. 23 p. ms.

The course was arranged so that the student was held responsible for the subject chosen for study, treatment of the subject, organization of the subject matter, and amount of help secured from the faculty member to whom he was assigned. The course was evaluated by the faculty members in terms of quarter hours of credit.

1539. Whitney, F. L. Effective factors of teachers training in the teachers college. Phi delta kappan, 14: 73-78, October 1931.

Finds that the teachers college should make an organized attempt to improve the public-school curriculum, and should organize its own curriculum to meet actual teaching needs.

1540. ——— and Milholland, John. The relationship of teachers college preparation to subjects taught after graduation. Greeley, Colorado State teachers college.

Detailed report is made for Colorado State teachers college classes of 1926 and 1929, of courses taken in college and actual subjects taught under contract.

1541. Wright, Frank L. A comparison of college and university graduates with graduates of teachers colleges in their preparation as prospective secondary school teachers. Washington university, St. Louis, Mo. Educational administration and supervision, 17: 453-61, September 1931.

*1542. Wrinkle, W. L. An analysis of the difficulties of beginning student teachers with particular reference to Colorado State teachers college. Doctor's, 1932. New York. 96 p. ms.

See also 709, 728, 931, 1145, 1149, 1184, 1188, 1479, 2815, 3050; and under Libraries and Reading.

PRACTICE TEACHING

1543. Anderson, Diana Wroughton. Supervision of student teaching of physical education for women in teacher-training institutions. Master's, 1932. Southern California.

1544. Armentzout, W. D., and Wrinkle, W. L. Directed observation and teaching in secondary schools. New York, The Macmillan company, 1932. 399 p.

Analyzes the preliminary preparation and gradual induction of students into the teaching activity.

1545. Braswell, Mamie. Supervision of practice teaching in mathematics departments of teachers colleges. Master's, 1932. Peabody. 105 p. ms.

Studies reports from 84 critic teachers in 70 teachers colleges, and finds that practically all of the teachers meet the standards approved by the various accrediting associations with respect to academic degrees, professional preparation, specific subject preparation, number of pupils per critic teacher, and number of student teachers per critic teacher.

1546. Cisne, W. G. Comparison of practice teaching facilities in on- and off-campus schools. Master's, 1932. Chicago. 93 p. ms.

Compares practice teaching in 56 teachers colleges and finds that off-campus schools are used extensively to increase practice facilities as to extent and to various levels upon which practice is carried out; off-campus schools afford a more typical teaching situation than the on-campus school.

1547. Cline, William Rodney. Study of student teaching in Louisiana. Master's, 1932. Louisiana.

* 1548. **Flowers, John Garland.** The content of student-teaching courses designed for the training of secondary teachers in state teachers colleges. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 83 p. (Contributions to education, no. 538.)

Finds there are 102 major activities in the course in student teaching designed to train secondary teachers.

1549. **Hertzler, Silas.** Duties of critic teachers in the secondary schools of Indiana. Peabody journal of education, 9: 90-97, September, 1931. (Reprint.)

A study was made of what the critics thought their duties were, and this study was compared with their own statements as to what they actually did in directing the activities of the student-teachers. The total time given per semester for individual guidance averaged 15 clock hours, or a little less than an hour a week.

1550. **Horn, Ralph.** The integration of theory and practice in the program for student teaching. Doctor's, 1932. Ohio. 199 p. ms.

A study of the relation of theory and practice in relation to historical development of student teaching and a suggested program for improved integration.

1551. **Hoyman, Verna A.** The selection and assignment of student teachers in state teachers colleges. Master's, 1932. Northwestern.

* 1552. **Jarman, Arthur M.** The administration of laboratory schools. A study of laboratory schools connected with departments, schools, and colleges of education in state universities. Doctor's, 1932. Michigan. Ann Arbor, Mich., George Wahr, 1932. 158 p.

Data were secured from 49 institutions by a study of catalogs and other official publications, professional literature, reports to regional accrediting agencies, questionnaires, and visits to 10 of the institutions. The study attempts to present a picture of laboratory school procedure, and to formulate tentative administrative guides related to the various aspects of laboratory school procedure.

* 1553. **Nichols, Augusta Matilda.** The value and procedure in using schemes for evaluating student teachers with special reference to New Hampshire. Master's, 1932. Boston Univ. 147 p. ms.

Takes up the necessity of rating teachers; the history of rating and objective measurement; common practices in rating teachers; the situation in New Hampshire; criteria for judging good teaching technique of instruction; criteria for judging good teaching based on the personality of the teacher, community reactions, and the standpoint of superintendents and headmasters; practice teaching as a prediction of teaching success.

* 1554. **Voelker, Otto H.** Provision for laboratory school experiences in New York State. A study of the available laboratory school facilities for systematic observation of teaching and for apprentice or supervised student-teaching in the State teacher-training institutions of New York and of the prevailing administrative and supervisory policies and instructional practices of these institutions related thereto. Doctor's, 1932. New York. 137 p. ms.

Data were secured by personal interviews with responsible officials of the state teacher-training institutions; a check sheet on the administrative and supervisory policies and instructional practices in each of the laboratory schools; a study of year books, bulletins, catalogs, and other printed and mimeographed material from each of the State normal schools and teachers colleges.

1555. **Westhoff, Margaret M.** Current practices in supervised practice teaching in public-school music in certain normal schools. Master's, 1932. Northwestern.

See also 1486, 1489, 2624.

PROFESSIONAL STATUS OF TEACHERS

1556. Babb, Clarence T. The status of the teacher of industrial arts education in Colorado. Master's, 1932. Colo. St. T. C.

1557. Bennet, Aubrey T. A study of teachers' faculty meetings in Denver. Master's, 1932. Denver. 62 p. ms.

1558. Black, Harvey M. Teaching personnel in the elementary schools of Pittsburg and McCurtain counties. Master's, 1931. Okla. A. and M. Coll.

1559. Cain, Richard Frederick. The position of the superannuated teacher in Ohio, 1921-1930. Master's, 1931. Ohio. 108 p. ms.

1560. Coleman, Lawrence L. A personnel study of the teaching force in Harrison county, Ind. Master's, 1931. Ind. St. T. C. 109 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 274-75, July 1932.)

1561. Congdon, Nora A. The relationship of teaching success to preparation in subjects taught. Master's, 1932. Colo. St. T. C.

1562. Evans, Albert Robinson. Academic freedom in the higher institutions of learning. Master's, 1932. Kentucky.

1563. Hardesty, Cecil Donald. Indicia of teaching success. Master's, 1932. Southern California.

1564. Harris, Molly Mae. A study of the academic needs of teachers of intermediate grade reading. Master's, 1932. Minnesota. 138 p. ms.

1565. Hayden, Harry Eugene. What is the relation between teachers' judgments and scores derived from tests of intelligence and achievement? Master's 1932. Vermont. 31 p. ms.

The study deals with elementary schools of North Adams, Mass.

1566. Herbein, William B. The organization and administration of teachers' meetings in secondary schools of Berks county. Master's, 1932. Pennsylvania, 74 p. ms.

1567. Hunter, Eula Frances. A study of the out-of-school activities of junior and senior high school teachers. Master's, 1932. Colo. St. T. C.

* 1568. Jones, William Clarence. A comparative study of certain phases of the status of graduates of state teachers colleges and liberal arts colleges in the teaching profession (Missouri and Texas). Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 75 p. (Contribution to education, no. 102.)

The study included 1,002 teachers who received their baccalaureate degrees from a selected group of Missouri and Texas colleges in 1925 and 1926, and covered positions held, salaries received, pupil enrollment of schools taught, amount of transiency, tenure, membership in state education associations, and amount of graduate work completed.

* 1569. Kuhlmann, W. D. Teacher absence and leave regulations. Doctor's 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 75 p. (Contributions to education, no. 564.)

Purpose of this study is to devise a logical absence regulation based on facts and principles related to the temporary absence of teachers. Data were secured from records of teachers, correspondence, and field trips. Discusses granting pay for employees necessarily absent from duty, showing trends; absence regulations providing for security of the teacher are suggested.

1570. **Lisenby, John B.** Comparative study of single and married women teachers in Louisiana high schools. Master's, 1932. Louisiana.

1571. **Luker, Leonard J.** Extent to which teachers in South Dakota high schools are teaching subjects outside their major and minor fields and the causes for such variation. Master's, 1931. South Dakota.

1572. **Mallory, Benjamin Elisha.** The use of objective techniques in selection of trade and industrial teachers. Doctor's, 1932. California. 207 p. ms.

Evaluates the program of selecting trade and industrial teacher trainees carried on by the Division of vocational education of the University of California, at Berkeley, during the years 1925 to 1931, inclusive.

1573. **Mann, Philander L.** The visiting teacher. Master's, 1932. New Hampshire. 35 p. ms.

1574. **Mattson, Martha M.** The work and status of supervising teachers in eight southern and south central states. Master's, 1932. Minnesota. 158 p. ms.

1575. **Meints, Viola Catherine.** Incomes and expenditures of Iowa state college faculty families. Master's, 1931. Iowa St. Coll.

1576. **Onsted, Raymond W.** A study of the health of teachers in Defiance, Henry and Williams counties, Ohio. Master's, 1932. Ohio. 76 p. ms.

1577. **Pinkel, Ray B.** Changing status of commercial teachers in the state of Pennsylvania. Master's, 1932. New York. 76 p. ms.

Compares the number of commercial teachers with the number of noncommercial teachers in 1920-21 and 1928-29, the length of their teaching experience, their preparation, certification, and salaries.

1578. **Popenoe, Herbert.** A study of attitudes among public-school teachers. Doctor's, 1932. Stanford.

Tests were given to 795 public-school teachers in San Jose and Oakland, Calif., which included 308 elementary, 247 junior high, and 240 senior high school teachers, representing 20 elementary, 5 junior high, and 3 senior high schools. The test results represent 90 percent of the teachers in each school. Findings indicate that the attitudes of public-school teachers vary. Techniques employed can be used to analyze and measure attitudes toward conditions and relationships.

1579. **Sarten, Okla B.** Comparative study of the teachers of Sevier county, Tenn., with the teachers of Dickson, Hickman, Morgan, and White counties, Tenn. Master's, 1932. Tennessee. 72 p. ms.

1580. **Seuter, Andrew Franklin.** The relation of grades made in college by 27 teachers and their success in teaching. Master's, 1932. Kansas.

1581. **Smith, Helen Alden.** Verbal responses of experienced and inexperienced teachers to certain hypothetical behavior problems. Master's, 1932. Southern California.

1582. **Snyder, Agnes, and Alexander, Thomas.** Teaching as a profession, guidance suggestions for students. New York City, Teachers college, Columbia university, 1932. 69 p. (Teachers college bulletin, 23rd series, no. 3, January 1932.)

The study takes up beginnings and growth; opportunities and the preparation needed; some practical aspects; and the teacher.

1583. **Starkey, Earle E.** A personnel analysis of married women teachers in Iowa. Master's, 1932. Iowa. 131 p. ms.

1584. **Swan, Nora.** Teachers' activities in primary reading. Master's, 1932. Minnesota. 412 p. ms.

1585. **Thomas, Harold Prescott.** An analysis of the time factor in the distribution of school duties among teachers. Doctor's, 1932. Harvard.

1586. **Turner, Robert C.** Status of high-school mathematics teachers in Kentucky. Master's, 1932. Peabody. 153 p. ms.

Studies of salaries, general and specific qualifications, tenure in present position, total tenure, and teaching combinations of all mathematics teachers of the public white high schools of Kentucky for 1931-32.

1587. **Waits, Logan A.** A study of the status of married women teachers in the public schools of Ohio: a comparative study of efficiency in teaching. Doctor's, 1932. Ohio. 187 p. ms.

Data were secured from literature on the subject, annual reports to the state department of education for 1929-30, and from an investigation carried on by the writer. The efficiency of married and single women teachers was measured by a special efficiency report form and by the use of standard educational tests. Data indicate that there should be no discrimination against married women teachers by school officials or the public.

1588. **Williamson, Anne O'H.** Social intelligence—a basic factor in teaching efficiency. Master's, 1932. Ohio. 98 p. ms.

Describes a diagnostic exercise involving teacher-social relationships administered to senior teachers in training and outlines a proposed program for teacher-training institutions to allow for guidance in social intelligence.

* 1589. **Wotring, Clayton W.** The legal status of married women teachers in the public schools of the United States as determined by judicial decisions and legal opinions (from 1778 to March 29, 1932). Doctor's, 1932. New York. 108 p. ms.

Attempts to ascertain the basic legal principle controlling the status of single women teachers who marry while in service, and the right of married women teachers to continue to serve as revealed in the judicial decisions of the highest courts in the various states and the federal courts, including the Supreme Court of the United States. Data were secured by a study of the reports of the various courts in the several states, from replies to a questionnaire sent to the state commissioners of education. Approximately 60 percent of the cities of 2,500 population or more do not employ married women as new teachers; approximately 50 percent of the single women teachers who marry may continue to teach, about one-fourth are required to resign at once, and about one-fourth are required to resign at the end of the school year.

See also 2022.

APPOINTMENT AND TENURE

* 1590. **Adams, Walter H.** The placement of students in teaching positions as carried on by teacher-training institutions, including normal schools, teachers colleges, colleges, and universities. Doctor's, 1932. T. C., Col. Univ. Abilene, Tex., Abilene Christian college, 1933. 131 p.

Finds that 87 percent of the teacher-training institutions have some kind of organized placement, in most cases the duties have been assigned to an administrative officer whose principal work was other than placement.

1591. **Blackwell, Robert Henry.** Employment of home talent and married women teachers in Texas. Master's, 1932. Peabody. 99 p. ms.

Studies 139 Texas cities of from 2,500 to 50,000 population and finds that few of the boards of education have rules favoring the employment of home talent women teachers, but the practice of 47.5 percent of the schools is to favor home talent women when employing teachers, 31 percent of the schools have rules which discriminate against married women as teachers.

1592. **Carr, Herman Wesley.** The legal status of teacher tenure in the United States. Master's, 1931. Ohio. 119 p. ms.

* 1588. **Dean, Council.** A study of the tenure, training, salary, sex, age, experience, and position of Arkansas teachers and of the wealth of counties, size of towns, and types of schools in that state. Doctor's, 1931. New York. 107 p. ms.

Analyses data on 3,091 teachers of Arkansas from forms sent in to the Arkansas state department of education. Data indicate that the typical Arkansas teacher is inadequately paid, poorly trained, lacks experience, and enjoys little tenure.

1594. **Doe, Chester W.** The induction of teachers into service a factor in creative supervision. Master's, 1932. New Hampshire. 33 p. ms.

* 1595. **Foote, Irving P.** Tenure of high-school teachers in Louisiana. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 120 p. (Contribution to education, no. 93.)

Data were secured from 1,068 principals and teachers in white state-approved high schools of Louisiana, ranging in size from 8 to 20 teachers, collected in April and May 1931. It attempts to determine the differences in tenure on the basis of position, sex, marital status, accredited status of schools, salary, size of school, size of community, hours of professional training, and teaching fields, rate of turnover for the sesslop 1930-31; the average tenure in high-school positions as well as in other positions; causes teachers have given for changing positions; and causes given by teachers for remaining in positions held longest.

* 1596. **Holmstedt, Raleigh W.** A study of the effects of the teacher tenure law in New Jersey. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 111 p. (Contributions to education, no. 526.)

Evaluates the effects of the teacher tenure law of New Jersey on the stability of the teaching staff, the professional improvement of teachers, and procedures of personnel administration.

1597. **Hunter, Florence.** The tenure law in California—opinions of teachers. Master's, 1931. Claremont. 102 p. ms.

1598. **Jeffery, Gilbert.** A study of teacher placement in Kansas. Master's, 1932. Kans. St. T. C., Emporia. 110 p. ms.

1599. **London, H. B.** Teacher tenure. Master's, 1931. South. Methodist.

1600. **Poore, Earl Y.** A critical analysis of teachers' contract forms used in 120 selected public-school systems of Michigan. Master's, 1932. Northwestern.

1601. **Price, John C.** Study of the teacher tenure in California. Master's, 1931. Claremont. 136 p. ms.

1602. **Ramsay, Calvin Henry.** The cost of living and the economic status of the teachers in Missouri. Doctor's, 1932. Missouri.

1603. **Robinson, Jessie Owen.** Length of service in present positions and training of teachers in Texas high schools. Master's, 1931. South. Methodist.

1604. **Schwindt, Martin D.** Rate and causes of teacher turnover in San Mateo, Santa Clara, and Monterey counties. Master's, 1931. Stanford.

1605. **Shanks, William Albert.** The married vs. single woman teacher in Tulsa, Okla. Master's, 1932. Peabody. 80 p. ms.

Includes 720 teachers in Tulsa. The critical ratio of the difference in ability is insignificant.

1606. **Willis, Marshall Porter.** Teacher turnover in the public schools of Henderson county, Tex., during the last five years, 1926-1931. Master's, 1932. West. St. Coll. 60 p. ms.

The average annual turnover in the independent districts was 48 percent; in the rural districts 67 percent; and in the consolidated districts 71 percent.

See also: 1647.

CERTIFICATION OF TEACHERS

1607. Cushing, Herbert L. The present status of certification in Nebraska. Educational research record, 4: 73-87, 90, February 1932. (University of Nebraska publication, no. 93, February 1932.)

There are eight distinct agencies authorized by law to issue teachers' certificates in Nebraska, of which seven are actually issuing certificates. The study discusses each of these agencies, and finds that the present procedure is unsatisfactory and suggests that a conference made up of representatives of the present certifying agencies, school administrators, school board members, teachers' associations, farm organizations, and business organizations be called to work out a practical plan for certification.

1608. Davis, Gilbert J. County examination and certification of teachers in California. Master's, 1931. Stanford.

1609. Kelley, Earl Lewis. The state certification of business education instructors in the United States. Master's, 1932. Southern California.

1610. McMullen, Raymond Fay. Reciprocity among the states in the certification of teachers. Master's, 1932. Ohio. 162 p. ms.

1611. Martin, Walter Alfred. A survey of the certification of teachers, principals, and superintendents of the United States. Master's, 1932. South Dakota. 125 p. ms.

* 1612. Stine, Mark E. State certification as a potential influence on the education of teachers in service. Doctor's, 1932. New York. 200 p. ms.

Studies the certification regulations of the several states relative to the in-service education of teachers on the basis of requirements for the renewal and exchange of state teacher certificates. Life certificates are issued in all states except Arizona, Delaware, Maryland, Massachusetts, and Virginia. Nearly all states differentiate among certificates.

1613. Wold, Eva. The history of certification of teachers in Minnesota. Master's, 1931. Minnesota. 134 p. ms.

IMPROVEMENT OF TEACHERS IN SERVICE

* 1614. Brown, Francis James. College and university education for teachers in service. (A survey and evaluation.) Doctor's, 1932. New York. 171 p. ms.

Determines the nature and extent of all activities conducted by colleges and universities for the in-service education of teachers; secures an evaluation of the activities from the point of view of the producer and the teacher in service; recommends ways of conducting the activities to be of assistance to the teachers. Data were secured from 89 colleges and universities; from 1,010 administrators and teachers in 182 cities scattered throughout the country, and from catalogs and other printed material of the colleges and universities from which replies to questionnaires were received. Data indicate that the majority of colleges and universities are not providing the comprehensive and significant program of in-service education of which they are capable.

1615. Clark, Emmett. Improvement of teachers in service. Master's, 1932. 105 p. ms.

* 1616. Craig, Victor Young. A study of the sources from which rural teachers in service seek and receive aid in teaching and school management. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 136 p. (Contribution to education, no. 92.)

Discusses aid given to teachers in six counties in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia, for the school year 1930-31. Teachers received more aid than they sought, and received it from source from which they did not seek it. The school board and the State department rank low in amount of aid given. Correspondence courses were rated as a poor source of aid.

1617. Davis, Doris D. Teacher's meetings in an elementary school. Master's, 1931. T. C., Col. Univ. 44 p. ms.

Finds teacher's meetings an important aid for training teachers in service.

1618. Liming, Sherman O. Critical analysis of in service training of teachers. Master's, 1932. Ohio. 89 p. ms.

Deals with supervision teachers' meetings, demonstrations lessons, summer schools, professional reading, extension courses, and certification.

1619. Pickett, Lalla H. An analysis of the in-service training programs of selected normal schools and teachers colleges. Doctor's, 1932. New York. 164 p. ms.

The purpose of the study was to analyze the in-service training of teachers through a survey of the training as offered by 25 selected professional schools for teachers; to present the outstanding features in their programs; to present the evaluation of the in-service education offered by teachers colleges and normal schools from the point of view of 1,010 consumers; and to indicate current tendencies in in-service training.

See also: 1527, 1612.

RATING OF TEACHERS AND PROGNOSTIC TESTS

1620. Armstrong, Noble Boyd. Teacher accounting records for large cities. Doctor's, 1932. Peabody.

1621. Booker, Paul Estle. The relation of teachers' scholarship and intelligence scores to teaching success determined by achievement of pupils. Master's, 1932. Washington. 75 p. ms.

1622. Brooks, B. P. Ability of high-school seniors to judge teacher failure. Master's, 1932. Peabody. 75 p. ms.

Determines that in Mississippi high-school seniors are able to judge teacher failure.

1623. Dobbins, Ernest Otto. The construction and standardization of a test in classroom organization and management. Master's, 1932. Ind. St. T. C. 55 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 295-96, July 1932:)

1624. Hughes, Edna Effie. A comparison of the experience and training of social science teachers of Los Angeles county with their success rating. Master's, 1932. Southern California.

1625. Simmons, Edna. Correlation of administrative ratings of teachers' and pupil achievement. Master's, 1932. Peabody. 97 p. ms.

A study was made of the relationship that existed between progress made over a period of time by 1,047 children in grades 3-8, inclusive, and ratings given 40 teachers by three competent administrators. It was found that there is little, if any, relation between the ratings given the teachers on the basis of a score card and the ratings given teachers as a result of the progress made by the children under her influence when this progress is measured by a standardized test.

TEACHER LOAD

1626. Dunn, Clarence Edwin. Teacher-load in the junior high school in Fort Worth, Tex. Master's, 1932. Peabody. 59 p. ms.

This study included number of hours spent by teachers in activities connected with classroom instruction, activities not directly connected with classroom instruction, and number of hours in actual classroom instruction.

1627. Griffin, Grace Alice. The teacher's load in the public high schools of Massachusetts. Master's, 1932. Boston Univ. 54 p. ms.

Attempts to discover the results of a direct, planned relationship between the instructional and extrainstructional load assigned to full-time teachers in the public high schools of Massachusetts.

1628. Hagood, L. B. A comparative study of the teaching load of inexperienced high-school teachers in Nebraska, 1927-28 and 1931-32. Master's, 1932. Colo. St. T. C.

1629. Reed, Rufus D. Range of subjects taught, teaching load and preparation of science teachers of New Jersey. State teachers college, Montclair, N.J. [1931]. Journal of chemical education, 9: 326-48, February 1932.

Studies, as title indicates, the range of subjects taught, teaching load, and preparation in science of science teachers of more than 90 percent of the junior and senior high schools of New Jersey. Findings: About two-thirds taught science only. The median load preparation was 3 years' biology, 3 years' chemistry, 1 year's physics and less than one-half year of earth sciences.

1630. Rogers, Gladys. Teacher load in the junior high schools in Detroit, Mich. Master's, 1932. Peabody. 85 p. ms.

* 1631. Spigelmyer, John B. A study of the effect of certain instructional elements on teacher load in Pennsylvania public high schools. Master's, 1932. Penn State. 27 p. ms.

Studies the time required for teaching various subjects as conditioned by the nature of the subject, the years of teaching experience, the number of teaching fields, and the number of different preparations required.

1632. Stevens, Lella. Extra class school work of the kindergarten-primary teacher. Master's, 1932. Chicago. 117 p. ms.

Discusses preparation for instruction, professional improvement, physical care of children, and housekeeping of the schoolroom. Activities of a low level type received a great deal of the teacher's time.

1633. Sutton, David H., and Holy, Thomas C. The effect of the total teaching load in high school. Columbus, Ohio State university, 1932.

An experiment conducted at Akron to discover whether teachers could teach all large classes as effectively as all small classes. The mean gains of the students as determined by test scores showed no significant differences.

1634. Weil, Anna. An analysis of teaching load, training, and salaries of teachers of Whittier Union high school for the first semester of 1930-31. Master's, 1932. Southern California.

1635. Yoakum, C. S. Functions of the faculty: the work load. A historical survey. Ann Arbor, University of Michigan press, 1932. 64 p. (University of Michigan administrative studies. Vol. 1, no. 2.)

This is a brief summary of material relating to the work load of members of faculties in institutions of higher education.

See also 1497, 1503, 1561, 1571, 1585.

TEACHER SUPPLY

1636. Anderson, Earl W., and Foster, Richard B. Teacher supply and demand in Ohio, 1929-30. Columbus, Ohio State university, 1932. 170 p. (Ohio State university studies. Bureau of educational research monographs, no. 11.)

Part 1 deals with teacher supply and demand in the elementary schools. Part 2 takes up teacher supply and demand in the high schools.

1637. Campbell, Doak S. Beginning teachers in the accredited secondary schools of the Association of colleges and secondary schools of the southern states. A report to the commission on secondary schools. [Nashville, Tenn., George Peabody college for teachers, 1931.] 84 p.

Considers the available annual supply, within the southern association, of college graduates with bachelors' degrees and 12 semester hours in education, the annual demand for beginning teachers in the accredited secondary schools of the association, and the training and teaching assignments of the beginning teachers in the accredited secondary schools of the association in 1930-31.

1638. Devricks, Robert K. Teacher supply and demand in Indiana. Indiana State teachers college. Teachers college journal, 3: 171-92, March 1932. Studies the enrollments for the fall of 1930, the number of graduates for 1929-30, and the employment of graduates in 1930-31.

* 1639. Hubbard, Frank William. Teacher demand and supply in the public elementary and secondary schools of the United States. Doctor's, 1931. T. C., Col. Univ. Washington, D. C., National education association, 1931. 100 p.

Attempts to show the major teacher supply and demand problems, to point out the significance of these problems to the welfare of the professions, and to arouse the interest of state departments of education and other agencies in making careful investigations.

1640. Peterson, E. T., Lindquist, E. F., and others. Teacher supply and demand in Iowa. Iowa City, University of Iowa, 1932. 464 p. (University of Iowa studies. Studies in education, vol. 7, no. 2, new series no. 229, June 15, 1932.)

Deals with rural and city elementary teachers; junior and senior high school teachers; elementary, junior high, and senior high school principals; and school superintendents.

1641. Ullrich, Oscar A. Taxation and oversupply of teachers. Williamson county sun, December 26, 1931. 4 p. (Reprinted.)

Statistical data were obtained from the 26th biennial report of the Texas State department of education, 1928-1930, vol. 7, no. 3, March 1931. In the teaching force there is a lack of understanding the purpose of the public-school system due to the low standards required for the certification of teachers; to the enormous turnover in the teaching personnel; and to the overwhelming proportion of young and immature teachers. Data indicate that the taxpayer pays for training about 10 teachers for every one that is needed.

TEACHERS' PENSIONS

1642. Haulot, Leona M. Teacher retirement system for Arizona. Master's, 1931. Stanford.

* 1643. Wang, Chee. State retirement systems for public-school employees. Doctor's, 1931. New York. 99 p. ms.

Discusses the theory underlying the provisions for teacher retirement and the early history of the movement; the legal provisions of state systems for public-school employees; deduces the underlying principles of retirement systems and classifies them for use.

TEACHER'S PERSONALITY

1644. Ewing, Gertrude. Individual personality studies. Master's, 1932. Ind. St. T. C. 253 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 176-77, July 1932.)

Compares scholarship, citizenship, and intelligence records in showing how a teacher might study her pupils.

1645. Hoffman, Ivan M. Rating of teacher characteristics by high-school pupils. Master's, 1932. Washington Univ. 78 p. ms.

1646. Wadsworth, Loda Mullen. A study of pupils' opinions regarding their teachers. Master's, 1932. Southern California.

1647. Walker, Harold Brooks. Pupils' attitudes towards teachers as a basis for selection, placement, and rating of teachers. Master's, 1932. Southern California.

1648. Worrall, Mrs. Sue D. Characteristics of junior high school teachers which their pupils like or dislike. Master's, 1932. Nebraska. 59 p. ms.

See also 1553.

TEACHERS' SALARIES

1649. Barney, Eugene Festus. The salaries of high-school teachers of Oklahoma for 1931-32. Master's, 1932. Oklahoma. 108 p. ms.
1650. Farnsworth, Philo T. A study of wages and salaries paid in Utah. Utah educational review, 25: 355-56, April 1932.
Compares the salaries paid to teachers in Utah in 1930 with the standard wages paid to workers in various trades in the state.
- * 1651. Hinson, Murphy Roy. Equations for predicting senior high school teachers' salaries in Florida. Doctor's, 1931. Peabody. Nashville. Tenn., George Peabody college for teachers, 1931. 48 p. (Contribution to education, no. 96.)
Compares the use of age, training, experience, and tenure in predicting teacher's salaries in 1928-24 and in 1930-31.
1652. Holy, Thomas C., and others. Cleveland teachers' salaries. A study sponsored by the Cleveland teachers federation in cooperation with the Cleveland board of education. Columbus, Ohio State university, 1932. 196 p. (Ohio State university studies. Bureau of educational research monographs, no. 16.)
Attempts to answer the questions: What salaries do the Cleveland teachers merit as compared with other groups of similar training and experience? and What can the Cleveland school district afford to pay its teachers? The cities with which conditions in Cleveland were compared were: Baltimore, Boston, Buffalo, Detroit, Pittsburgh, St. Louis, and San Francisco. Usable replies to a questionnaire were received from 3,257 Cleveland teachers. 48.5 percent of the high-school teachers, 40.8 percent of the junior high school teachers, and 53.2 percent of the elementary teachers received the maximum or above for standard training in October 1931. The percentage of all taxes going to schools is larger in Cleveland than in the other comparable cities. Two-fifths of the staff were appointed without experience and three-fifths with previous teaching experience. Recently there has been a slight tendency to employ a larger proportion of new teachers between 20 and 35 years of age.
1653. Ludeman, W. W. Teachers' salaries versus other prices. Nation's schools.
Teachers' salaries over a series of years were translated into index numbers and compared with index numbers of farm and food prices. Findings: It was found that up until 1922 teachers' salaries lagged behind other prices. Since then teachers' salaries have been higher.
1654. Noall, Irvin S. Real wages of teachers. Utah educational review, 25: 350-55, April 1932.
Presents the basic facts regarding the salaries paid and the real wages received by the teachers of Utah from 1915-16 through 1930-31.
1655. Pence, A. C. Compensation of teachers when absent from duty. Master's, 1932. Ohio. 70 p. ms.
1656. Pulliam, Nolan D. Correlation of experience and training as factors in determining the salary of elementary school teachers of Arizona. Master's, 1932. Stanford.
1657. Shaw, James Carydon. Relation of the salaries to the qualifications of the high school teachers of Oklahoma. Master's, 1932. Okla. A. and M. Coll.
1658. Southern, Clarence E. Comparison of experience and training as factors in determining the salary of high-school teachers in Arizona. Master's, 1932. Stanford.
- See also 1478, 1487, 1503, 1511, 1593, 1634.

HIGHER EDUCATION

1659. Anderson, E. W., Alberty, H. B., and Lewis, E. E. An attempt to determine for what positions the College of education should train students. Columbus, Ohio State university, 1932.

A list of educational positions for which the college trains students was developed.

1660. Anna, Anthony Eusebius. The written vocabulary of freshmen in their first semester at the University of Kentucky. Master's, 1932. Kentucky.

1661. Armentrout, W. D. Improving college teaching by consulting the consumer. School executives magazine, 51: 476-77, July 1932.

Presents the results of using the Purdue rating scale for instructors in Colorado State teachers college.

1662. Arnesen, Arthur Erlynn. Effect of shortened period of preparation on college work. Master's, 1932. Chicago. 42 p. ms.

Studies success as college freshmen at the University of Utah of a group of 384 graduates of the Salt Lake City high schools, part of whom graduated under the 12-year plan and part under the 11-year plan.

1663. Asher, E. J. Relations of tested intelligence to scholarship at the University of Kentucky. Master's, 1931. Kentucky.

1664. Badgley, Herbert H. Study of fellowships and scholarships in universities. Master's, 1931. Stanford.

1665. Bakeman, Albert B. A study of the Springfield alumni. Master's, 1932. Y. M. C. A. Coll. 120 p. ma.

1666. Batcheller, Delmar Elliott. A study of certain traits differentiating superior from inferior freshmen. Master's, 1931. Buffalo.

1667. Bay, Clinton Otto. A study of the counseling activities of college deans of men. Master's, 1932. Southern California.

1668. Belsler, Mack J. Information required from new students by colleges and universities. Master's, 1932. Michigan. 41 p. ma.

* 1669. Bilderssee, Adele. State scholarship students at Hunter college of the City of New York. Doctor's, 1932. T. C. Col. Univ. New York City, Teachers college, Columbia university, 1932. 138 p. (Contributions to education, no. 549.)

Data indicate that the scholarship of state scholars at Hunter college amply justifies the state in awarding the scholarships.

* 1670. Brody, Alexander. The relation of government to higher education. A study of the legal, political, and constitutional status of American state universities. Doctor's, 1932. New York. 301 p. ms.

Discusses higher education and the rise of the national state; legal administrative distinctions between the common school system and higher education; juristic nature of state universities; mechanics of the administration of state higher education; the university as a corporate entity; higher education as an independent function of state; universities as independent agencies of the state government and as quasi-independent agencies of the state government.

1671. Brown, Edwin J. A study of the facts and conditions involved in the problem of college admissions. Topeka, Kansas State printing plant, 1931. 56 p. (Bulletin of the graduate division of Kansas State teachers college of Emporia. Studies in education, no. 4. April 1931.)

Based on a study of college admission requirements, a proposed plan on admission was prepared and sent to colleges and high schools. From a study of the replies of

977 high-school principals and of 331 college officials. It seems that it would be undesirable and impracticable to attempt to secure entire uniformity in the matter of college admissions.

1672. **Bullock, Henry Morton.** A history of Emory college, 1834-1915. Doctor's, 1932. Yale.

1673. **Butler, Ethel Lois.** A study of the distribution of grades in Loyola university. Master's, 1931. Loyola. 166 p. ms.

1673. **Caine, James Patrick.** A study of Newman's theory of higher education. Master's, 1932. St. Louis. 57 p. ms.

1675. **Comstock, Kathryn V.** A comparative study of native versus imported students at Ohio State university. Master's, 1932. Ohio. 125 p. ms.

1676. **Connor, Jerome Alton.** Survey of housing conditions for students at the University of Florida. Master's, 1931. Florida.

1677. **Cooney, Juanita Mae.** Adaptability of cooperative purchasing to campus organizations. Master's, 1932. Okla. A. and M. Coll.

1678. **Cowley, W. H.** A study of the relative merits of the quarter and semester systems. Report of faculty committee, approved by the faculty and board of trustees of the Ohio State university. Columbus, Ohio State university, 1932. 52 p.

The six major problems investigated in the study were: The quality of instruction; effectiveness of examinations; the better plan for the student body; the better plan for the instructional staff; administrative efficiency; and the success and quality of the summer session. Questionnaires were filled out by members of the faculty; graduate students who had studied under both systems; professional students who had studied under both systems; undergraduates who had studied under both systems; and by 519 students who had studied under the quarter system only. The recommendation that the university continue on the quarter system was adopted almost unanimously.

1679. **Crink, Cedric L.** Specifications for stage lighting equipment for a university theatre. Master's, 1932. Iowa.

1680. **Davis, Eva M., and Distad, H. W.** A plan for vitalizing the teaching of two courses in education. Educational administration and supervision, 18: 178-84, March 1932. (Reprinted.)

Describes an attempt to carry out principles of learning and teaching in two classes in education during the 1931 summer session at New Mexico State teachers college.

1681. **Dobbin, Paul Robinson.** A study of Sterling college with special reference to its educational investments and educational contributions. Master's, 1932. Kansas.

1682. **Eurich, Alvin C.** Enlarging the vocabularies of college freshmen. English journal (college edition), 21: 135-41, February 1932.

Reports the results of an experiment designed to enlarge the vocabularies of college freshmen. The study was conducted in freshman English classes during the academic year of 1929-30. Students in the experimental group were given intensive drill on 100 words each week throughout the fall quarter. The members of the control group did not participate in the special exercises. Both groups were given final tests at the end of the fall, winter, and spring quarters. The evidence reveals significantly greater gains in vocabulary for the experimental group than for the control group. This difference persists three and six months after the training period.

1683. ——— Improvement in scholarship during the probationary period. School and society, 35: 129-34, January 23, 1932.

Data indicate that the reading ability of probation students is inferior to that of other students of equal mental ability who are succeeding with their college work; poor students

improve their scholarship during the probationary period; improvement does not seem attributable to the program of special training.

1684. ——— Should freshman composition be abolished? *English Journal* (college edition), 21: 211-19, March 1932.

*1685. Findley, Warren George. Specialization of verbal facility at the college entrance level. Doctor's, 1932. T. C., Col. Univ. New York City. Teachers' college, Columbia university, 1933. 76 p. (Contributions to education, no. 567.)

Discusses the possibility of differentiating between a general scientific vocabulary and a general literary vocabulary at the college entrance level in a population of 72 at Cooper Union, in a population of 35 pre-engineering students at Yale university, and in a population of 45 liberal arts students at Yale university.

1686. Ford, Edith G. Relation between academic success and self-support while in college. Master's, 1931. Kentucky.

1687. Fraser, Mowat G. Plans for the American college. A critical study of underlying assumptions and their implications. Doctor's 1932. T. C., Col. Univ.

Formulates and applies criteria for evaluating the aims and methods used in liberal arts colleges.

1688. Froehlich, Mrs. Aileen K. Opportunities for women in colleges. Master's, 1932. Ohio. 435 p. ms.

1689. Garrison, Carmi L. Orientation for college students, a textbook. Master's, 1932. Colorado.

1690. Gerberich, J. B. Scholastic success of graduates from the University of Arkansas, 1927 to 1930. Fayetteville, University of Arkansas, 1932. 10 p. ms.

*1691. Glover, John George. Functional organization of purchasing in university administration. Doctor's, 1932. New York. 205 p. ms.

Discusses the historical development of the purchasing activity; the organization and operation of the purchasing function in the Federal government; analyzes textbooks on purchasing; principles of purchasing; and scientific requirements for the functional organization of purchasing in modern American colleges and universities.

*1692. Godfrey, Noel Davis. Some phases of collegiate and university education in Maine—historically studied. Doctor's, 1931. New York. 191 p. ms.

Discusses higher education in Maine from the standpoint of sources of support, conditions of entrance, methods of college teaching, system of electives and prevocational courses, and the evolution of the college curriculum.

1693. Gordon, Mary Agnes. Sigma values for scholarship marks at the University of Kentucky. 1931. Lexington, University of Kentucky.

1694. Gould, Gertrude. The value of remedial exercises in reading for college freshmen. Master's, 1932. Wyoming. 141 p. ms.

1695. Grant, Lars J. The success of college students from public high schools and from private schools. Master's, 1932. Iowa. 58 p. ms.

1696. Guiler, Walter Scribner. Background deficiencies. *Journal of higher education*, 3: 369-72, October 1932.

Analyzes background deficiencies of college freshmen, as revealed by tests in reading, spelling, computational arithmetic, and grammatical usage; and attempts to evaluate the potency of individualized remedial work in overcoming deficiencies in spelling, capitalization, punctuation, sentence structure, and grammatical usage; to determine the permanency of the learning which results from individualized remedial instruction.

1697. ——— Improving college freshmen in spelling. *Journal of educational research*, 24: 209-15, October 1931.

Describes an experiment conducted with 350 college freshmen in an attempt to discover how much improvement may be expected from a technique of learning which helps each student discover his own difficult words and then enables him to identify the crucial point or points in each troublesome word.

1698. ——— Remediation of college freshmen in capitalization. *Educational method*, 11: 540-44, June 1932.

Attempts to discover the amount of improvement which may be expected from an individualized remedial program in capitalization.

1699. ——— Remediation of college freshmen in punctuation. *Peabody journal of education*, 9: 462-58, November 1931.

The purpose of an experiment, which involves 116 college freshmen, was to discover the extent of improvement which may be expected from an individualized remedial program in punctuation.

1700. Hahn, Harold E. An analysis of the academic progress of the 1930-31 State university of Iowa freshmen. Master's, 1932. Iowa. 53 p. ms.

1701. Hamm, William Conrad. Applications of Dewey's philosophy of education to college education. Master's, 1932. Yale.

1702. Hardy, Margaret Boude. Preprofessional requirements in schools of education. Master's, 1931. George Washington.

Compares course requirements by semester hours in major subject fields in publicly controlled universities, privately controlled universities, publicly controlled colleges, and privately controlled colleges, and by totals.

* 1703. Harris, Daniel. The relation to college grades of some factors other than intelligence. Doctor's, 1931. Columbia. New York City, Columbia university, 1931. 55 p. (*Archives of psychology*, no. 131.)

Studies 456 members of the freshman class of the College of the City of New York, homogeneous as to cultural background, classified according to various criteria, and compares the groups as to grades and average Alpha scores. Studies school attitude, personality, books and periodicals, recreations, extracurricular activities, sports course, subjects studied, vocational choice, age, race, economic status, social background, physical health, and outside work.

1704. Hartmann, William C. An investigation of the growth and present status of private business colleges. Master's, 1932. Ohio. 86 p. ms.

1705. Heilman, J. D. The reliability of college teachers classroom tests. *Educational administration and supervision*: 17: 535-43, October 1931.

The reliability coefficients of college teachers' tests vary from 0.60 to 0.95. About one third of the tests are highly reliable, about one third are fairly reliable, and about one third are very unreliable. Teachers' tests vary widely in length, some containing five times as many items as others. They also vary enormously in difficulty. The average class score is 56 percent of the total in some cases and 88 percent in others. The average college teacher requires a test or series of tests with 300 items to obtain a satisfactory degree of reliability.

1706. Hillman, Louis Frederick. Do Indiana university graduates follow a vocation for which they are trained? Doctor's, 1932. Indiana. 347 p. ms.

1707. Howes, Norman Ellsworth. The significance of personality traits as factors in college success. Master's, 1932. Colo. St. T. C.

1708. Hung, Ko-Wong. Student tuition and fees in American universities, 1889-90 to 1929-30. Doctor's, 1932. Stanford.

Data indicate that most of the state universities charged no tuition in the college of arts and sciences during the period studied; those charging fees increased them during the past decade; total student charges increased from 1889-90 to 1929-30.

1709. **Irvine, Jessie F.** A comparison of fraternity and nonfraternity groups in the University of Kentucky as to mortality in college. Master's, 1931. Kentucky.
1710. **Johnson, Anna Mayrell.** The relation of age, intelligence, and certain other factors to the persistence of freshmen in college. Master's, 1932. Kentucky.
1711. **Johnson, Palmer O.** A comparison of enrollment trends at combined and separate land-grant institutions. Minneapolis, University of Minnesota, 1932. 25 p. ms.
Data indicate that the trend at state universities has not deviated widely from that of the separate land-grant institutions.
1712. ——— The occupational stability of university graduates. Minneapolis, University of Minnesota, 1932. 99 p. ms.
Studies the initial and present occupational distribution of 4,500 university graduates; their intervening occupational history; the relation between the field of specialization and occupation entered; factors in the selection of the initial positions; and the expectation of occupational stability.
1713. ——— The University of Minnesota faculty personnel. Minneapolis, University of Minnesota, 1932. 150 p. ms.
- * 1714. **Kelley, Henry O.** The case of military training in American schools and colleges. Master's, 1932. Boston Univ. 91 p. ms.
The study gives a history of military training in American schools and colleges, the National defense act of 1920 and R. O. T. C., other types of training, the extent and status of military training at the present time, study of arguments for military training found in catalogs of military schools, and a study of opinions of educators.
1715. **Keys, Alice.** Relationship of student load to scholarship and intelligence. Master's [1931] Kentucky.
1716. **Knobe, Jay C.** Problems of freshman scholarship in a small state university. Albuquerque, University of New Mexico press, 1931. 39 p. (University of New Mexico bulletin, vol. 5, no. 4. Education series, whole no. 203. November 1, 1931.)
A study was made of the social backgrounds, and of the ranking of seven suggested courses, by students at the University of New Mexico; by members of the faculty; by parents and public-school officials.
1717. **Kurtz, Paul Russell.** Entrance requirements to state and certain private or endowed universities. Master's, 1932. Southern California.
1718. **LaBorne, Paul Charles.** The written language difficulties of Master of arts candidates. Master's, 1931. Colo. St. T. C.
1719. **Leach, Edgar S.** A study of certain factors conditioning choice of college and selection of occupation of Evanston township high-school seniors of the class of 1931. Master's, 1932. Northwestern.
1720. **Lloyd-Jones, Esther McD.** Pertinent opinions of deans of women: A study of change in social attitudes. New York City, Teachers college, Columbia university, 1932. 15 p. ms.
A study of the attitudes of 36 deans of women in graduate study at Teachers college, as measured by a revision of the G. Watson test of opinion. The test was given the group again after an 8-months' period of study. Findings: The group, as a whole, was quite conservative.
1721. **Lockridge, Mrs. Elsie Shockley.** Prognostic significance of the results of a composite test for college freshmen as shown by a critical study of the component scores. Master's, 1931. Indiana.

1722. Lupo, Madeline. A study of the value-tendencies of 63 college girls. Master's, 1932. Columbia.

* 1723. McCafferty, Lucy A. Preprofessional and professional training in Catholic women's colleges. Doctor's, 1932. New York. 154 p. ms.

Data were secured from the catalogs of the large majority of the 4-year Catholic women's colleges; questionnaires sent to the graduates of a sampling of the 4-year Catholic women's colleges; answers to personal letters sent to the presidents or other administrative officials of certain of the colleges; and answers to letters sent to representatives of certain educational agencies. The cultural aim is paramount in these colleges. Most of the colleges prepare their students to teach in secondary schools rather than in elementary schools. Music and home economics are taught in the Catholic women's colleges. The majority of their graduates are engaged in teaching.

1724. McCain, John Walker, jr. The development of financial support for the University of South Carolina, the Citadel, Clemson college, and Winthrop college as revealed in legislative action. Master's, 1932. Duke. 204 p. ms.

1725. McLendon, J. Arnold. A study of the first freshman class of the Texas technological college, September 1925 to January 1926. Master's, 1931. Texas Tech. Coll.

1726. McMurtrey, George Winnette. A study of the scholastic achievement of the intellectually lowest 10 percent of the freshmen who entered the college of liberal arts of the State University of Iowa, 1920-1929. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series no. 248. 2 p.)

Of the work undertaken by 803 students who ranked in the lowest decile on the Iowa qualifying examination during a 10-year period, 22 percent was of non-passing quality, and 29 percent was above the level required for graduation; 71 percent of these students do not do satisfactory work in the standard liberal arts course; yet it is not advisable to deny admission to all students of this level of ability; the wide variation in difficulty of freshmen and sophomores suggests the advisability of a modified curriculum for students who may be on the campus not more than two years, since nine-tenths of the low decile students who drop out do so before the beginning of the third year.

* 1727. MacNeel, Joseph Raymond. A study of some problems encountered in the admission of students as candidates for the degree of Master of arts at Teachers college, Columbia university. Doctor's, 1931. T. C., Col. Univ., New York City, Teachers college, Columbia university, 1932. 91 p. (Contributions to education, no. 524.)

The purpose of the study was: (1) to determine the relative effectiveness of various types of undergraduate preparation for graduate work in education at Columbia university; (2) to study the records made at undergraduate institutions and at Teachers college by 509 persons who received the degree of Master of arts from Columbia university during the years 1928-29 and 1929-30; (3) to determine the relationship between certain items in these records and success at Teachers college; (4) to determine if the results of such comparisons can be used in predicting degrees of success in graduate work in education; and (5) to make recommendations regarding the admission to graduate work in education at Columbia university of candidates for the degree of Master of arts.

1728. Mahan, Harry C. The relative ability and scholarship of college students coming from accredited and non-accredited high schools. Master's, 1932. Ohio. 86 p. ms.

Students from accredited high schools were found to be higher in intelligence as measured by the Ohio State university entrance examination; difference in scholarship did not decrease during the seven semesters studied, and was not as great as the difference in intelligence.

1729. **Maine. University.** Survey of higher education in Maine. [New York City, Teachers college, Columbia university, 1932]. 430 p.
H. S. Boardman, director.

Discusses the needs of Maine for higher education; the ability of the State to satisfy the needs; surveys the four colleges—Bates, Bowdoin, Colby, and the University of Maine—in respect to their physical plants, teaching staffs, student bodies, finances, organization and administration, and alumni.

1730. **Maller, J. B.** Personality of the candidates for the Edison scholarship. *School and society*, 35: 438-42, March 26, 1932.

A survey of the records of 98 candidates for the Edison scholarship during 1928-29 and 1929-30 found that the candidates were of superior intelligence and achievement in the study of science.

1731. **Mallon, Wilfred Michael.** The Jesuit college: an investigation into factors affecting the educational efficiency of the Jesuit colleges in the central states. Doctor's, 1932. St. Louis. 600 p. ms.

1732. **Mandrey, William Henry.** Facilities for higher education available to the youth of Connecticut. Doctor's, 1932. Yale.

* 1733. **Mason, Mary Elizabeth.** Registration in relation to the advisory system during registration periods, School of education, New York University. Master's, 1932. New York. 51 p. ms.

Part 1. Analysis of undergraduate registration in relation to the advisory system during registration periods, School of education, New York University, September 1929-September 1930. Part 2. Analysis of graduate registration in relation to the advisory system during the registration periods, School of education, New York University, September 1929-February 1931.

1734. **Miller, Leon.** The organization and efficiency of intra-mural programs in colleges and universities. Master's, 1932. Iowa.

1735. **Minnesota. University.** Laws and regulations governing the University of Minnesota compiled from the statutes of the United States, statutes of Minnesota, regulations of departments of the Federal government, minutes of the board of regents, acts of the university senate. Minneapolis, University of Minnesota press, 1931. 501 p.

1736. **Mirus, Maxine.** Language errors of college freshmen. Master's, 1932. Washington Univ. 42 p. ms.

* 1737. **Parker, Lockie.** Factors in the development of the higher education of women in the United States. Master's, 1932. New York. 90 p. ms.

Discusses learned women before the Restoration; the Reformation; the dissenting sects and the American colonies; the new nation and natural rights, 1775-1825; education of women from 1826-1870; and the growth of institutions for higher education of women from 1870 to the present.

1738. **Parr, F. W.** The status of how to study work in State universities. School review.

Questionnaire data were received from 41 out of a possible 45 institutions.

1739. **Polonsky, Israel B.** A comparative study of Phi beta kappa men with others at the College of the City of New York. Master's, 1932. Columbia.

1740. **Qualls, Orron Alvan.** Relation of high-school subjects to student success at Fresno State college. Master's, 1931. Stanford.

1741. **Reeves, Floyd W., Russell, John Dale, and others.** The liberal arts college, based upon surveys of 35 colleges related to the Methodist Episcopal church. Chicago, Ill., University of Chicago press, 1932. 715 p.

Part 1: The service and administration of colleges; part 2: Physical plants, equipment, and libraries; part 3: College instructional facilities; part 4: Student personnel of colleges; part 5: College finance; part 6: Future of the college.

1742. Robinson, Sallie Elizabeth. An analysis of the content of orientation courses for freshmen in American colleges and universities. Master's, 1931. Chicago. 91 p.

The study is a questionnaire investigation of the extent of use and present practices of orientation courses in 107 universities and colleges.

1743. Schaal, Eugene A. A comparative study of the opinions and attitudes of students of four undergraduate classes in 10 colleges and universities in Maryland, Delaware, and the District of Columbia. Doctor's, 1931. American Univ. 158 p. ms.

* 1744. Schwiering, Oscar C. Curricular reorganization in the lower division of state universities with special application to the University of Wyoming. Doctor's, 1932. New York. 240 p. ms.

Data were secured from catalogs of state universities, and from replies to questionnaires sent to the deans of the colleges of liberal arts, education, commerce, agriculture, and engineering in the state universities, to show the present trends as to practices in administrative organization and function, changes being introduced, the nature of the changes, and expert opinion regarding the desirability of certain of the changes. A detailed study was made of 380 freshmen of 1930-31, and of the graduating class of 1931 of the University of Wyoming. Deans of colleges of liberal arts, education, and commerce of state universities seem to favor the segregation of the lower division of the curriculum by a distinct line of demarcation or a junior college organization, while deans of the colleges of agriculture and engineering favor segregation to a much lesser degree.

1745. Sabern, H. W. An analysis of achievement of dormitory and fraternity freshmen. Master's, 1932. Iowa.

1746. Sensing, Thurman. College business management. Master's, 1932. Peabody. 7 p. ms.

Studies college business management in general and the business management of 124 teachers colleges in the United States.

1747. Shofstall, Weldon Perry. Relative value of freshman-sophomore courses as predictors of scholastic success in the professional schools and colleges of Missouri. Doctor's, 1932. Missouri.

1748. Silverman, Y., and Jones, Vernon. A study of early entrance to college. *Journal of educational psychology*, 23; 58-72, January 1932.

Studies a large number of students who entered college at a young age. Follow-up study indicates that the young students are not, as a general rule, placed at any disadvantage in college due to their age.

1749. Storey, Mille Eugenia. The status and objectives of the dean of women in the small colleges. Master's, 1932. Washington. 52 p. ms.

1750. Taylor, William David, jr. A study showing the vocational opportunities obtainable through the academic channels of the University of Washington. Master's, 1932. Washington. 290 p. ms.

* 1751. Tewksbury, Donald G. The founding of American colleges and universities before the Civil War with particular reference to the religious influences bearing upon the college movement. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers College, Columbia University, 1932. 254 p. (Contributions to education, no. 543.)

The study takes up the moving frontier and the American college; the founding of denominational colleges before the Civil War; and the founding of the state universities before the Civil War.

1752. Timothy, Ralph Killion. Study of a group of university men disqualified because of poor scholarship. Master's, 1931. Stanford.

1753. Tyler, Ralph W., and others. Service studies in higher education. Columbus Ohio State university, 1932. 283 p. (Ohio State university studies. Bureau of educational research monographs, no. 15.)

Contents: (1) Methods followed in the teaching of general botany, by Homer C. Sampson and Lewis H. Tiffany, p. 3-42; (2) Construction of examinations in botany and zoology, by Ralph W. Tyler, p. 43-51; (3) Reorganization of the elementary courses in zoology, by William M. Barrows, p. 52-71; (4) Special treatment for superior students in general zoology, by David F. Miller, p. 72-78; (5) An experiment in sectioning students in the second course in zoology, by John W. Price and John A. Miller, p. 79-92; (6) Remedial instruction for students having difficulty in zoology, by Blanche B. M. Meyer, p. 93-108; (7) Certain administrative procedures in botany and zoology, by Ralph W. Tyler, p. 109-22; (8) Adapting instruction to the ability of the student in the romance languages, by Robert E. Monroe, p. 123-34; (9) Adapting elementary German to the needs of the gifted student, by Walter Gausewitz, p. 135-40; (10) Psychology for beginners, by Floyd C. Dockeray, p. 141-50; (11) Some recent developments in history instruction, by Arthur H. Noyes, p. 151-56; (12) Courses in applied English, by Sada A. Harbarger, p. 157-68; (13) Revision of the elementary course in textiles, by Eve Elizabeth Turnbull and Marion E. Griffith, p. 169-86; (14) Survey of agriculture, by H. W. Nisonger, p. 187-205; (15) Forecasting academic success in the college of commerce and administration, by Charles Wells Reeder, p. 206-20; (16) Encouraging the superior freshman students in the college of arts and sciences, by Huntley Dupre, p. 221-30.

1754. Ullrich, Oscar A. Higher education and more taxes. Georgetown, Tex., Southwestern university, 1932.

1755. Umstattd, J. G. Independent study plan 1930-31. Minneapolis, University of Minnesota, 1932. 95 p. ms.

1756. ——— The Minnesota freshmen of 1929. Minneapolis, University of Minnesota, 1931. 107 p. ms.

Studies age, college aptitude, birthplace of father, occupation of father, occupation of mother, and size of home town.

1757. Uphall, C. C., and Masters, Harry V. The achievement of freshmen who take sophomore and junior courses. Bellingham, Washington State normal school, 1932. 5 p. ms.

The students in all sophomore, junior, and senior classes were classified according to the number of quarters of college work they had taken. Of 580 students registered in these courses 80 were found to be freshmen. The achievement of these 80 freshmen was studied in detail. Findings: Slightly better than average freshmen were admitted to these courses. In spite of the supposed handicap that they experienced in entering advanced courses they were able to make slightly better than average grades. Only 1 of the 80 freshmen students received a failing grade in the courses primarily designed for sophomores, juniors, and seniors.

* 1758. Walker, Hubert C. The change in international and interracial attitudes from the freshman to the senior year in some schools of the Pennsylvania State college. Master's, 1932. Penn. State. 29 p. ms.

The test of international attitudes was administered to groups of freshmen and seniors in the schools of liberal arts, engineering, and agriculture at Pennsylvania State college. A total of 145 freshmen and 184 seniors took the test. Data indicate that the seniors were more liberal than the freshmen. Little effort seems to have been made by the college to make the student more liberal minded.

1759. Walker, Minnie McLaughlin. Future of the small college as suggested by Dr. William Rainey Harper in 1900. Master's, 1931. Stanford.

1760. Warren, Noah. Relation of college specialization to vocational occupation. Master's, 1932. Emory.

A study of the relation between departmental specialization and subsequent occupations of the graduates of the department of commerce of the Georgia school of technology.

1761. Watson, Goodwin, and Green, Geraldine. Scientific studies and personal opinion on sex questions. *Journal of abnormal and social psychology*, 27: 130-46, July-September 1932.

A comparison was made of expectations in minds of graduate students of education with actual findings of Hamilton-Davis. Variability among student estimates was large; no one type was especially well informed; there were 20 points of agreement and 20 points of disagreement.

1762. Weaver, U. Grant. Factors associated with success of graduate students in the College of education of the University of Colorado. Master's, 1932. Colorado.

1763. Wesley, Emory Jones. A relation of vocabulary and academic achievement in college. Master's, 1932. Kentucky.

1764. Whitney, F. L. Success of students in college. *Colorado school journal*, 47; 27-28, November 1931.

This is a committee statement relative to what constitutes college success and the responsibilities of the college for the success of its students.

1765. Williams, Robert L. A comparative study of enrollments and costs in the State college for women. Columbus, Mississippi State college for women, 1932. 7 p. ms.

The study included enrollment data of all types of state-supported schools in states operating colleges for women. Findings: (1) Retention of students in state colleges for women compares favorably with retention of students in state universities and other state-supported schools; (2) practice of charging fees (amounts, type, etc.) varies greatly in all schools.

1766. ——— A partial survey of collegiate alumnae relations in 106 colleges. *Journal of higher education*.

1767. ——— Present practices in administering quality points in 107 American colleges and universities. Columbus, Mississippi State college for women, 1931. 9 p. ms.

Replies to a questionnaire were received from 172 colleges having 500 or more students. Practices in awarding quality points vary greatly from one school to another.

1768. Wilson, Jessie Louise. Degrees received, geographical locations, occupations followed, and distinct achievements attained by the alumni of the University of Kentucky. Master's, 1932. Kentucky.

* 1769. Witherington, Henry Carl. A history of state higher education in Tennessee. Doctor's, 1931. Chicago. Chicago, Ill., University of Chicago, 1931. 271 p.

The study took up the progress of state higher education from an institutional point of view; the social and economic conditions which caused indifference towards education for a century; and the rise of new forces and conditions which determined a new trend of higher education after about 1900.

1770. Wolf, Lyle Havener. Orientation of high-school graduates in certain fields of collegiate specialization. Master's, 1932. Chicago, 100 p. ms.

1771. Yearsley, Elizabeth. A study of 147 small colleges from 1920-1930. Master's, 1932. American Univ. 58 p. ms.

See also 189, 273, 324, 332, 1424, 1461, 1467, 1485, 1501, 1541, 1552, 1562, 1614, 1635, 1963, 1984, 2095, 2143, 2152, 2238, 2513; and under Education of women; Educational and vocational guidance; Educational history; Health and physical education; Home economics; Libraries and reading; Manual and vocational training; and Special subjects of the curriculum.

STUDENT PERSONNEL PROBLEMS

1772. **Beaumont, Henry.** Student employment at a state university. Lexington, University of Kentucky, 1931. Personnel journal, 11:17-19, June 1932.

* 1773. **Collins, Charles P.** An employment blank to be used in school of education placement bureaus. Master's, 1932. New York. 111 p. ms.

An analysis of the registration blanks used by university and college placement bureaus.

1774. **Cowley, W. H.** The personnel bibliographical index. Columbus, Ohio State university, 1932. 433 p.

This is an annotated bibliography of the best writings on problems of student personnel administration.

1775. **Culver, Benjamin F.** Study of the vocational intentions of students with advanced standing at Stanford University. Master's, 1932. Stanford.

* 1776. **Distler, Theodore A.** A case study of 65 men who were dropped for poor scholarship from the University college of New York University in February, 1930. Master's, 1932. New York. 139 p. ms.

A study was made of the high-school entrance credentials, the 4-years high-school record, the personal application for admission to college, the record of the psychological examination, and the college record of each of the men students who were dropped for poor scholarship.

1777. **Eurich, Alvin C.** College failures. Minneapolis, University of Minnesota, 1932. 39 p. ms.

In this study a student is considered as a failure if he has failed a particular course two or more times, or if he has failed three or more courses. The records of these students show that within the college of science, literature, and art, only a small proportion of failing students reach the junior and senior years (4 percent).

1778. ——— A comparative study of probation, average, and honor students. Minneapolis, University of Minnesota, 1932. 94 p. ms.

The differences between probation, average, and honor students are presented in this study under the headings: Personal history, home background, the home, college life, ability of groups, and interests. The most striking differences appear in scholarship, intelligence, reading ability, and reading interests.

1779. ——— The photographic eye-movement records of successful and unsuccessful college students. Minneapolis, University of Minnesota, 1932. 10 p. ms.

In this study the photographic records of eye-movements for probation students are compared with similar records for nonprobation students. The groups have been matched on the basis of ability as measured by the Miller analogies test. The results reveal a tendency indicating that the probation students are slower readers than nonprobation students. The differences, however, are not significant.

1780. ——— The reliability and validity of photographic eye-movement records. Journal of educational psychology. 24:118-22, February 1933.

In this study the photographic eye-movement records of 173 college students are shown to be fairly reliable. However, when reading comprehension and rate tests, intelligence tests, achievement tests, and college marks are used as criteria, the records do not appear to be valid. The group of subjects used in this study is larger than any heretofore in investigations of this kind.

1781. **Friswold, I. O.** The measurement and utilization of student reactions in the study of college problems. Minneapolis, University of Minnesota, 1931. 125 p. ms.

A survey of literature, 1912 to 1931, dealing with the measurement and use made of student reactions—interests, attitudes, and judgments—in studying various problems on the college and university level.

1782. Gerberich, J. B. Persistence in attendance of students entering the University of Arkansas as freshmen in September 1927 and 1928. Fayetteville, University of Arkansas, 1932. 28 p. ms.

Data indicate that persistence in college of initial registration varied from college to college; percentage of graduation in the various colleges was affected by other factors than mere persistence; intellectual selection accompanying persistence varied from college to college.

1783. ——— Prediction of general scholastic success and of specific subject success in the University of Arkansas, 1928-29 to 1931-32. Fayetteville, University of Arkansas, 1932. 11 p. ms.

Correlation and tabular methods were used in showing the relationships between mental ability and general scholastic success and between aptitude for and success in specific subjects. Satisfactory relationships were found, both for standardized and locally constructed aptitude measures. Tests used in the Arkansas educational guidance survey for high-school seniors were found to be predictive of college success.

1784. ——— and Cade, George N. The "reading and methods of study" course at the University of Arkansas, 1931-32. Fayetteville, University of Arkansas, 1932. 5 p. ms.

A controlled study to determine the value of remedial training in reading for freshmen deficient in reading ability and study methods. Students of the special course achieved higher general grades than control students. Students allowed to drop the special course after 4 or 10 weeks of training because of improved reading ability surpassed in scholarship those continuing in the course.

1785. ——— Reading background and interests of students entering the University of Arkansas as freshmen in September 1931. Fayetteville, University of Arkansas, 1932. 15 p. ms.

Data were secured from the answers to a questionnaire filled out by about 350 entering freshmen in September 1931. Data were also secured on 50 students who because of reading deficiencies were obliged to take a course in reading and methods of study. The special students had a background less conducive to the development of reading ability and interest than the average freshman.

1786. Gillette, Annette L. A study of the Thurstone personality schedules of well-adjusted and maladjusted college freshmen. Master's, 1932. Columbia.

1787. Johnson, Palmer O. The collegiate destination of high school graduates. Minneapolis, University of Minnesota, 1932. 25 p. ms.

Discusses the collegiate destination of the graduates of approximately 3,100 high schools accredited by the North central association of colleges and secondary schools according to the distribution of students among the several types of institutions within and without the State of residence; the public and private universities most frequently selected; the comparative drawing power of specific State institutions.

1788. ——— Factors associated with student ability and accomplishment. Minneapolis, University of Minnesota press, 1932. 82 p.

A consideration of the achievement and ability of students according to classification in college; the elimination and survival of students; the relation of ability to achievement; scholarship and ability of students not planning to be graduated; the association of ability and achievement of students with: Types of elementary and secondary schools attended; the size of home community; age of college entrance; reading interests; subject-matter interests; fields of specialization; time spent in college activities.

1789. ——— Resident and nonresident students of land-grant institutions. Minneapolis, University of Minnesota, 1932, 25 p. ms.

Deals with the enrollment of students in their home institutions; the proportion of resident to nonresident students; the proportion of nonresident students by classes; the source of nonresident students; state interchange of students.

1790. ——— The student personnel of the College of agriculture, forestry, and home economics. Minneapolis, University of Minnesota, 1932. 55 p. ms.

Studies the occupational classes represented; the education and economic status of parents; the attitude of parents toward higher education; the motivating factors in college attendance; the type and character of activities engaged in residence; student plans subsequent to graduation.

1791. Kinney, Ernestine Adele. An analysis of the student personnel problem in the small college. Doctor's, 1931. California. 144 p. ms.

Studies the plans of student personnel work in certain large institutions, in representative small colleges, and formulates a plan of organization incorporating the best in student personnel procedures for the small college.

1792. Kirkpatrick, Mary S. Emotional adjustment among freshman women. Master's, 1932. Texas.

* 1793. Krugman, Abraham. A comparison of grades of scholarship students and all students in the Washington Square college of New York university. Master's, 1932. New York. 47 p. ms.

Finds the distribution of grades of scholarship students considerably higher than the normal and college distributions in percentage of A's and B's, and considerably lower than both in percentage of C's, D's, and F's.

1794. Lehman, Edward N. A comparative study of the records of the students of Townsend Harris Hall with those of students of the general high schools of the City of New York in both high school and college. Master's, 1932. Coll. of the City of N.Y. 225 p. ms.

1795. Leonard, Eugenie A. Problems of freshman girls: a study of mother-daughter relationships and social adjustments of girls entering college. New York City, Teachers college, Columbia university, 1932. 139 p. (Child development monographs, no. 9.)

1796. Lloyd-Jones, Esther McD. College and character. New York City, Teachers college, Columbia university, 1931. 250 p. ms.

Studies 150 representative seniors in three colleges to determine the factors in college experience which were most influential in character development. Findings show home still of paramount importance, friends next, with courses of study and professors a close third.

1797. McCarthy, Ruby G. The personal interview as a technique in student personnel service. Master's, 1932. Iowa.

1798. McKay, Nathalie. A study of certain characteristics of University of Texas freshman women participating in extracurricular activities. Master's, 1932. Texas.

* 1799. Maxwell, Elizabeth. College and university placement bureaus. Doctor's, 1932. New York. 231 p. ms.

Data were secured from a study of the catalogs of 374 educational institutions located throughout the United States, and from 166 replies to a questionnaire sent to each of the 275 colleges whose catalogs indicated any form of placement. Findings: 48 of the bureaus concentrate on the placement of students in permanent positions; 33 place candidates in permanent, temporary, and summer positions; 14 in permanent and temporary positions; and 31 give no data; 92 bureaus confine their recommendations to direct calls; 38 use both direct and indirect calls.

1800. Bhulman, Jessie Luella. A student personnel program for the college of education. Master's, 1932. Ohio. 150 p. ms.

1801. Schaefer, Fred W. A survey of scholastic probation. Master's, [1931]. Kentucky.

1802. Smith, Earl Dillon. Engineering personnel service for universities. Master's, 1932. Iowa St. Coll.

* 1803. Smith, Herbert Pelham. Methods of improving the reading rate of college students. Doctor's, 1931. New York. 165 p. ms.

The purpose of the study was to determine the actual reading rate of 654 students in the required course in educational psychology at New York University during the period 1928-30 in relation to their mental abilities as measured by an intelligence test, and to discover the degree of improvement in reading rate shown after a brief period of instruction and practice. Experiments were conducted with classes in educational psychology during the school years 1928-29 and 1929-30. Data indicate that college students may improve their reading rate 20 to 25 percent by 5 minutes practice a day for two or three weeks.

* 1804. Stratton, Dorothy C. Problems of students in a graduate school of education. Doctor's, 1932. T. C. Col. Univ. New York City. Teachers college, Columbia university, 1933. 169 p.

The major personal problems reported were finance, leisure and recreation, part-time work, placement, and social relationships; the most important academic problems were courses, degrees, study, and advisement.

1805. Touchstone, Thomas Nolan. Study of personnel work in Mississippi colleges. [Master's] 1932. Peabody. 56 p. ms.

The purpose of this study is to ascertain to what extent Mississippi colleges are doing personnel work in order to adjust and hold the first year students attracted to them. Certain needed reform was found in both high schools and colleges.

1806. Umstatted, J. G. Limited honors course, College of education, University of Minnesota, 1930-31. Minneapolis, University of Minnesota, 1931 57 p. ms.

Compares the organization and administration of this course with similar courses offered in other universities. Studies the achievement of honors course students and regular students of equal ability.

1807. ——— Student self-support at the University of Minnesota. Minneapolis, University of Minnesota press, 1932. 205 p. ms.

Gives a detailed study of the kinds of jobs filled, the amounts earned, the effect of employment on scholarship, health, and participation in extracurricular activities, and discusses the relationships existing between student and employer, student opinion regarding gainful work, the vocational value of jobs held by employed students, and the employment aids furnished by the university.

See also 447, 1471, 1476, 1523, 3053.

SCHOOL ADMINISTRATION

1808. Adkins, DeWitt Talmadge. The legal status of the pupil as it bears on public-school administration. Master's, 1932. Southern California.

1809. Aitken, Malcolm D. Organization and administration of an evening high school. Master's, 1931. Stanford.

* 1810. Aldrich, Benjamin McCall. A critical study of certain factors determinative of school organization with special reference to secondary school divisions. Doctor's, 1931. California. McGill, Nevada, Public schools, 1931. 5 p.

Deals with the articulation of the secondary school divisions with other units of the public-school system.

* 1811. Arnett, Claude E. Social beliefs and attitudes of American school board members. Doctor's, 1932. Columbia. Emporia, Kans., Emporia gazette press, 1932. 237 p.

Data were secured from 1,076 replies to a questionnaire received from school board members in 45 states. The board members studied were well above the average citizen

in education, income, and occupation. The Harper attitude test was slightly modified for use in this study. Approximately 60 percent of the 71 questions were given conservative responses, while 40 percent of the items received varying degrees of nonconservative responses from the board members.

1812. **Binney, James Albert.** The cost of voluntary written publicity in certain school districts of Western Pennsylvania. Master's, 1931. Pittsburgh. (Abstracts of these, 7: 256-57, 1931.)

The territory covered in this study includes the independent districts of Allegheny county (excluding Pittsburgh), Beaver county, and Lawrence county. About the same number of smaller nonindependent districts, selected at random from the map, are included, as well as other districts not in these three counties. A total of 47 districts was studied. The cost of written publicity varies among the different schools, and seems to be relatively greater in small schools. Local conditions differ even in communities close together, which would make the establishment of standards difficult.

1813. **Buckles, Maynard Robert.** Activities of deans of boys as an administrative position in California high schools. Master's 1932. California. 149 p. ms.

Attempts to ascertain the current practices in the field of administrative activity in California high schools in order that some bases for the training of these special boys' officers and for assignment to their tasks may be determined.

* 1814. **Butler, Hatharine Tredwell.** A study of administrative assistants in continuation schools. Master's, 1932. New York. 72 p. ms.

Data indicate that there is no widespread uniformity of administrative organization and procedure in continuation schools, and that the position of administrative assistant is not well established.

1815. **Carter, William E.** Rules of school boards pertaining to custodians. Master's, 1932. Chicago. 70 p. ms.

One hundred and fifty sets of rules were analyzed to determine the type of custodial service required by school boards.

1816. **Chilton, Carl S.** Certification for school administrators in Texas. Master's, 1932. Texas.

1817. **Clark, Amos Edwin.** Rules and regulations of the City board of education. Master's, 1931. California. 101 p. ms.

Considers present practices of city boards of education as set forth in their printed rules and regulations, as compared with certain fundamental principles of sound school organization as set forth by recognized authorities in the field of educational administration, particularly with regard to the relation of the superintendent to the board.

1818. **Compton, Cromwell Dennis.** Popular control of state and county school systems in Tennessee. Master's, 1932. Peabody. 68 p. ms.

Each of the state constitutions proclaims the people the ultimate source of governmental authority, but neither reserves to the voters any direct control of public education; immediate sovereignty rests with the general assembly and much control of public education given to voters came through the laws which it enacted; the general school law has never provided for the election of county superintendents by popular vote; since 1923 the issuance of county school bonds must have popular sanction.

1819. **Coop, Walter Farris.** Status of Kentucky boards of education. Master's, 1932. Kentucky.

* 1820. **Cressman, George Righter.** Local units for educational administration: studies in selected counties in Pennsylvania and Maryland. Doctor's, 1931. Pennsylvania. Philadelphia, University of Pennsylvania, 1932. 266 p.

Detailed administrative, financial, and supervisory studies were made of a sampling of seven counties in both Pennsylvania and Maryland. Data indicate that the Maryland plan of county administration is superior to the township, borough, and city plan in Pennsylvania.

* 1821. Dienst, Charles F. The administration of the public school and institutional endowments of Idaho. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 131 p. (Contributions to Education, no. 560.)

Deals with the problems of administration of public school and institutional endowments of Idaho from the federal land grants to the state. A program for improvements in the endowment administration by a business organization with an able official in charge, to take the place of the political and traditional organization, is defined.

* 1822. Engleman, James Oaro. Centralizing tendencies in educational administration in Ohio since 1900. Doctor's 1932. Ohio. 280 p. ms. Kent, Ohio, Kent state teachers college, 1933. 186 p. (Kent state college quarterly, vol. 20, no. 2, February 1, 1933.)

1823. Fox, Daniel W. Filing practices in the office suite of the high-school principal. Master's, 1932. Ohio. 250 p. ms.

The study of the common filing practices and the equipment covered 209 high schools of 500 enrollment and up in 41 states is limited to the office suite of the principal.

1824. Frøseth, Hilbert Ingwald. By-laws of boards of education of small cities. Master's, 1932. Colo. St. T. C.

1825. Frushour, John H. A plan of equalization of educational opportunities in some Indiana counties. Master's, 1932. Ind. St. T. C. 125 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal. 3: 297-98. July 1932.)

Finds inequalities between Indiana school communities in resources, population, school enrollment, school expenditures, financial ability, and in educational burden.

1826. Gilbert, Roy W. Direct powers of the electorate in local school districts. 1932. Peabody. 245 p. ms.

The local unit of administrative control, the location of the state, and the date of entrance of the state into the union, all seem to bear some relation to the direct powers of the electorate. Specialists favor the direct authorization of but a very few of the powers now being exercised directly by the electorate.

1827. Hall, Florence M. The long assignment versus informal procedure. Master's, 1932. West Va.

1828. Hanson, Agnes Natalie. Procedures involved in asking questions in the classroom. Master's, 1932. Southern California.

1829. Haugan, Stella. Student participation in school control in the high schools of North Dakota. Master's, 1932. North Dakota.

1830. Hemphill, Franklin Clay. How to secure suitable publicity for a city school system. Master's, 1932. Southern California.

1831. Howard, Gertrude Grinnell. An experimental study of the comparative achievement of pupils with unified subject matter and a single teacher and with subject divisions and departmentalization. Master's, 1932. Southern California.

1832. Jones, Georgia B. Batha. A study of the duties and activities of heads of departments of English in secondary schools. Master's, 1932. Southern California.

1833. Jones, John Mason. Status of rural school board members in Ross county. Master's, 1932. Ohio. 60 p. ms.

A study was made of 100 rural board members of Ross county, Ohio.

1834. Kenley, C H. A method of registration for high schools. Master's, 1932. Texas.

1835. **Leifur, Conrad.** School publicity in North Dakota. Master's, 1932. North Dakota.

1836. **Lura, Casper P.** Public-school property insurance in Iowa. Doctor's, 1932. Iowa. 337 p. ms.

• 1837. **Neal, Daniel R.** Responsibility of the board of education and recreation commission in the promotion of play, physical education, and community recreation. Master's, 1932. New York. 55 p. ms.

Discusses the factors of space, time, leadership, facilities, and administration of play, physical education, and community recreation for children and adults.

1838. **Nebraska. University.** Practical economies in school administration, prepared by members of the staff of the department of school administration and others. Lincoln, 1932. 212 p. (Educational monographs, no. 3.)

Discusses general administrative procedures and control; securing and safeguarding school funds; purchasing, handling, and utilization of supplies; instructional service; operation of the school plant; maintenance of the school plant; fixed charges; capital outlay; debt service; auxiliary agencies; how school costs can be reduced by the elimination of small school units; equalizing the tax burden of education; value of well-trained leadership and steps in securing it; present-day opportunities and responsibilities faced by superintendents who show themselves capable of educational leadership; and a check list for evaluating present administrative practices.

1839. **Nicewarner, Joe Bailey.** County school lands and county endowment funds in Texas. Master's, 1932. Peabody. 82 p. ms.

Studies constitutional provisions, legislative acts, and supreme court rulings in regard to the granting, disposal, and investment of the revenues derived from the sale of county school lands.

1840. **Odell, C. W.** Special school features reported by Illinois superintendents and principals. Urbana, University of Illinois, 1932. 11 p. (University of Illinois bulletin, vol. 29, no. 37. January 5, 1932. Educational research circular no. 56.)

Data were secured from 84 superintendents and principals, including 9 county superintendents, 37 city superintendents, and 38 high-school principals. The special features suggested were: Accounting and budgetary procedures, activity programs, character and social education, community relations, curriculum construction and content of courses, general organization, guidance, personnel, and disciplinary work, health and physical education, instructional methods, libraries, records and reports, supervision, teachers, testing and marking, and a number of miscellaneous items.

1841. **Otto, Henry J.** Current practices in the organization of elementary schools. Evanston, Ill., Northwestern university, 1932. 118 p. (Northwestern university contributions to education. School of education series, no. 5.)

A total of 420 replies to a questionnaire were received from superintendents of schools in cities ranging in population between 2,500 and 25,000, in 31 states. The study discusses the development of elementary school organization; the unit for the administration of elementary schools; classification of children; organization of the program for instruction; administration of the curriculum; promotion of pupils; and the administration of special classes.

1842. **Patterson, J. P.** Investigation of liability of California school districts for injuries arising from negligence. Master's, 1932. Southern California.

1843. **Patton, Arlye Douglas.** Fire insurance on Oklahoma school property. Master's, 1932. Oklahoma. 104 p. ms.

1844. **Phillippe, Martin J.** The opinions of members of boards of education concerning the duties of superintendents of schools. Master's, 1932. Oklahoma. 137 p. ms.

1845. Pritchard, E. H. Public-school publicity in the newspapers of Kansas. Master's, 1932. Chicago. 90 p. ms.

Daily and weekly papers in first, second and third class city newspapers were analyzed for the year 1930. The phases of education that have been neglected are finance and the curriculum.

1846. Quam, Edwin A. County school officers' associations in North Dakota. Master's, 1932. North Dakota.

1847. Raberding, Orville B. Survey of the public-school property insurance of Sandusky county, Ohio. Master's, 1932. Ohio. 35 p. ms.

Inadequate records and accounting systems were found. Economies would be possible through longer term policies. The reduced rate co-insurance clause was used in only a few schools. There was no system of evaluation of property; values of school property were mere estimates. Fund insurance system is not feasible for a small county system.

1848. Robertson, Fred F. The dean of boys in the North central association. Master's, 1932. Colorado.

1849. Rogers, V. Zue. Public-school fire insurance in Texas. Master's, 1932. Texas.

1850. Russell, Floyd Orville. A study of the administrative and supervisory practices in Ohio in the light of principles of educative leadership. Doctor's, 1932. Ohio. 250 p. ms.

1851. Senn, Carl Milton. A survey of methods used in school news presentation in Ohio high schools. Master's, 1932. Ohio. 60 p. ms.

1852. Strayer, George D., Engelhardt, N. L., and others. Supplementary bibliography for problems in educational administration. New York City, Teachers college, Columbia university, 1932. 50 p. ms.

1853. Thomas, Pearl W. Effects of compulsory education in Ohio. Master's, 1932. Ohio. 128 p. ms.

A study was made of 1,295 cases taken from the village schools of Hardin county, whose age range from 13 to 18. Two and one-half percent of the total number of cases are affected by Ohio's compulsory education law.

* 1854. Van Kleeck, E. B. Local school news in weekly newspapers in certain incorporated villages in New York State. Master's, 1932. Cornell. 186 p. ms.

During the 22 weeks in the second term of the school year 1931-32 covered by the study, the school news in each of 48 weekly newspapers was classified, measured, and tabulated. Data indicate a marked lack of proportion in the division of the school news space among the various classifications or subjects; the amount of school news reported varies from week to week.

1855. Willis, James Gill. Composition of boards of education of Limestone county, Texas. Master's, 1932. West. St. Coll. 49 p. ms.

1856. Yaden, J. L. A proposed reorganization of the common school system of Georgia. Master's, 1932. Mercer. 52 p. ms.

1857. Zeller, Harold E. The present status of State boards of education. Master's, 1932. Colo. St. T. C.

See also 25, 32-33, 39, 56, 103, 106, 109, 201, 1819, 1853-1854, 1448, 1479, 1691, 2037, 2603, 2634, 2900.

EDUCATIONAL LEGISLATION

• 1858. Brooks, Ralph Gilmour. A proposed codification of the Nebraska school laws. Master's, 1932. Nebraska. 178 p. ms.

The purpose of the study is to codify the present school laws so that they may be made conveniently accessible to the layman.

• 1859. Bryan, Mildred. School health legislation in the various states of the North central association. Master's, 1932. Nebraska.

1860. Chenoweth, John Anthony. A study of the laws governing the issuing of school bonds in the 48 states. Master's, 1932. Washington.

Compares the laws and regulations governing the issuing of school bonds as found in the school codes and laws of the 48 states.

1861. Clove, James, jr. The legal liability of the school district for damages. Doctor's, 1932. Southern California.

1862. Davis, Ward W. A legal handbook for Ohio teachers. Master's, 1932. Ohio. 140 p. ms.

A study was made of all statutes in the general code of Ohio and all decisions of Ohio courts which have affected teacher status. The teacher in Ohio is chiefly an employee of a school corporation and is subject to its rules and regulations, within limits.

• 1863. Garber, Lee O. The legal implications of the concept of education as a function of the state. Doctor's, 1932. Chicago. 224 p. ms.

Data were taken from reports of constitutional conventions and court decisions. Finds that education is a function of the state. The courts refer to this concept continually in arriving at the solution of many problems involving educational matters.

1864. Hammond, William B. An examination of federal legislation affecting public education. Master's, 1932. Peabody. 145 p. ms. *

A study based on the original land grants to vocational education and rehabilitation. A consideration of these federal statutes reveals one consistent policy up to 1862, and a radically different policy since then; the evolution of the federal subsidy system.

1865. Harding, George Carlton. Analysis of the nature and frequency of supreme court decisions of the various states of the United States for 1929 and 1930 in respect to their application to school administration. Master's, 1932. Southern California. *

1866. Hauge, Edwin. Supreme court decisions affecting North Dakota public schools. Master's, 1932. North Dakota.

• 1867. Hogue, Charles Francis. A comparative study of the three types of high-school laws operative in Kansas in 1930. Master's, 1932. Kans. St. T. C. Emporia. 119 p. ms.

• 1868. Kester, Glenn E. A summary of the outstanding state school finance legislation proposed and enacted during the year 1931. Master's, 1932. Ind. St. T. C. (Abstract in: Indiana State teachers college. Teachers college journal, 1931-32, July 1932.)

Public-school finance legislation taken up in the United States during the year 1931, dealt with equalizing educational opportunity, equalizing the financial burden of school support, and relieving property of the excessive burden of school taxes.

1869. Le Doux, Alma Catherine. The legal relation of boards of health and boards of education. Master's, 1932. Chicago. 150 p. ms.

Discusses the legislative acts and court decisions of the 48 states in the union with relation to health administration in the schools.

* 1870. Leech, Carl Graydon. The constitutional and legal basis of education in New Jersey. Doctor's, 1932. Pennsylvania. Philadelphia [University of Pennsylvania], 1932. 462 p.

The study aims to determine the constitutional and legal provisions upon which education in New Jersey is based, and to discover the legal principles lying at the foundation of these provisions, insofar as the principles are expressed or implied in the constitution and laws of the state, and in the decisions or rulings of the courts or of other established authority.

1871. Markle, Arthur D. Essentials to an understanding of the New Jersey school law. Master's, 1932. Rutgers.

1872. Matthews, Elbert Hardin. Legal basis of consolidation in the 48 states. Master's, 1932. Peabody. 56 p. ms.

A study of school laws and literature on consolidation. Trends and laws are for consolidation.

1873. Schiller, Leonard Lawrence. Judicial decisions relating to the creation, alteration and existence of school districts. Master's, 1932. Chicago. 66 p. ms.

A study of the judicial decisions in the various supreme courts of the states in the United States which dealt with the creation, alteration, and control of school districts. Many legal principles are not clearly given by statute.

1874. Sheldon, Edwin B. A critical study of Kansas supreme court opinions as handed down in public-school law cases. Master's, 1932. Kans. St. T. C., Emporia. 116 p. ms.

1875. Stoaks, Charles E. Educational legislation in France during the Revolution and the Napoleonic era. Master's, 1932. Columbia.

1876. Thompson, Amon G. Legal status of school transportation in the United States. Master's, 1932. Peabody. 392 p. ms.

The study includes the investigation of actual statutes and is not concerned with court decisions or other legal interpretations concerning the legal status of school transportation in the United States. It was found that 46 States have legal provisions concerning school transportation, though the mention by some is very brief. All states have school transportation in some form. The laws concerning school transportation are by no means uniform and are rather meager in details.

1877. Vincent, Harold S. An analysis of the Ohio supreme court decisions relating to public-school administration. Master's, 1932. Ohio. 260 p. ms.

All decisions rendered by the Ohio supreme court since 1880 (about 160) were studied. The study developed 117 fundamental principles of judicial interpretation.

1878. White, Frank D. Legal aspects of public-school transportation, with special reference to Iowa. Master's, 1932. Iowa. 160 p. ms.

See also 24, 29, 32, 43, 55, 280, 449, 1457, 1473, 1508, 1589, 1592, 1596-1597, 1610, 1643, 1670, 1724, 1735, 1808, 1818, 1826, 1839, 1945, 1948, 2068, 2128, 2539, 2590.

CONSOLIDATION AND TRANSPORTATION

1879. Anderson, Alexander. The executive of the consolidated schools in western Kansas. Master's, 1931. Kans. St. T. C., Hays. 67 p. ms.

1880. Butterworth, J. E. A study of the Groton (N.Y.) area from the point of view of centralization. Ithaca, N.Y., Cornell university, 1931. 100 p. ms.

1881. Cantrell, W. E. Some advantages of school consolidation in Bosque, Coryell, Hill, Lampasas, and McLennan counties. Master's, 1931. South. Methodist.

1882. Carl, Wilbur. A logical program for the consolidation of the schools of Osnaburgh township, Stark county, Ohio. Master's, 1932. Ohio. 88 p. ms.
A study was made of the school requirements for one entire township. The three districts could unite and save approximately \$9,000 per year in operating expenses and also give the youth a better educational program.
1883. Crowder, Leonard M. Reorganization of the public-school system of Coal county, Okla. Master's, 1932. Oklahoma. 76 p. ms.
1884. Domer, Dilman S. The present status of the noon hour in consolidated schools of the state of Iowa. Master's, 1932. Northwestern.
1885. Duncan, James Jenkins. Greater school centralization for western Jackson county, Okla. Master's, 1932. Oklahoma. 122 p. ms.
1886. Fenwick, Russell Willard. The history of consolidation and centralization of schools in Ohio. Master's, 1931. Ohio. 112 p.
1887. Glandon, John F. A redistricting and consolidation program for Jackson county, Ohio. Master's, 1932. Ohio. 141 p. ms.
A survey was made of the schools of Jackson county with reference particularly to the high-school centers. There are three logical high-school centers in the county.
1888. Graves, Isaac Trilby. A reorganization of the schools in Foard county, Tex. Master's, 1932. Okla. 79 p. ms.
1889. Hames, Thomas Freelin. Consolidation of schools in Payne county. Master's, 1932. Okla. A. and M. Coll.
1890. Johnson, Edwin C. A merger plan for 21 rural school districts in Burke county, N. Dak. Master's, 1932. North Dakota.
1891. Lawson, Jalmar William. Escondido union high school district consolidation survey. Master's, 1932. Southern California.
1892. Locke, Will Matt. Public owned and contracted school busses in Arkansas. Master's, 1932. Peabody. 79 p. ms.
Studies costs and service of the two types of busses over a 3-year period, 1928-1931.
1893. McGuire, Honora Elizabeth. The safety of the pupil on the way to and from school. Master's, 1932. Southern California.
1894. Magill, Emund Charles. A study of the cost of travel for teachers of agriculture. Blacksburg, Virginia polytechnic institute, 1932. 6 p. ms.
1895. Masterson, C. G. A proposed consolidation plan for the schools of Hamilton county, Tex. Master's, 1932. Texas.
1896. Miles, Mrs. Otho. A plan of consolidation of the rural schools of Cass county, Tex. Master's, 1932. Texas.
1897. Miller, H. H. A plan of systematic consolidation of the schools of Erath county, Tex. Austin, University of Texas, 1932.
A first-hand study of rural schools of the county and comparison with urban schools.
1898. Mitchell, C. M. A plan of consolidation of the rural schools of Parker county, Tex. Master's, 1932. Texas.
1899. Rabenold, Rodney D. Analysis of school transportation in Hardin county. Master's, 1932. Iowa. 93 p. ms.
1900. Robe, Thurlow Scott. A proposed superconsolidation in Licking and Muskingum counties. Master's, 1932. Ohio. 189 p.

1901. Romaker, Herman B. Comparative achievement in 8- and 9- months' teacher consolidated and village schools. Master's, 1931. Ohio.

1902. Rugland, Gerhard. A study of bus transportation of high-school pupils. Master's, 1932. Iowa. 69 p. ms.

1903. Silverman, H. H. A survey of pupil transportation of the Wyandot county schools. Master's, 1932. Ohio. 42 p. ms.

1904. Squires, F. Boyd. A study of the school consolidations that have actually taken place within the county units of Utah. Master's, 1932. Utah.

1905. Wiley, Lota King. Survey of advantages of reorganization of education in Grays Harbor county. Master's, 1932. Washington. 97 p. ms.

1906. Williams, L. D. Possibilities of consolidation of Ellis county schools. Master's, 1931. South. Methodist.

See also 100, 1855, 1872, 1876, 1878.

EDUCATIONAL FINANCE

1907. Alexander, Carter. Educational finance studies summaries and evaluations for school administrators of recent educational finance dissertations at Teachers college, Columbia university. New York City, Teachers college, Columbia university, 1931. 92 p.

This book covers the recently printed dissertations at Teachers college dealing wholly or in part with the money-getting and money-spending activities of schools.

1908. Althaus, C. B., and Twente, J. W. The organization and financing of rural high schools in Kansas. Lawrence, University of Kansas, 1932. 48 p. (Bulletin of the University of Kansas, vol. 33, no. 13, July 1932.)

Discusses the organization of rural high schools from the passage of the township high-school law in 1911 and the rural high-school law in 1915 to 1931; and shows the development of rural high schools from 1916 when there were 25 rural high schools with an enrollment of 376 pupils, to 1930 when there were 303 rural high schools with an enrollment of 19,240 pupils. A suggested plan for the reorganization of rural high schools in Kansas is given.

1909. Anama, C. Charles. The Elliott law and its effect on educational finance in Iowa. Master's, 1932. Iowa. 68 p. ms.

1910. Angel, Arthur D. Finance of public elementary and secondary education in California. Master's, 1931. Stanford.

1911. Archer, Glenn C. The educational program in Kansas in relation to the State's ability to support public education. Master's, 1932. Kans. St. T. C., Hays.

Kansas has sufficient wealth and income to continue with its program of education without it becoming a serious burden upon the people.

1912. Barnett, James Calvin. A comparison of holding power and costs in six types of school organization in Oklahoma. [Master's, 1932.] Oklahoma. 120 p. ms.

1913. Beasley, William Marcellus. Unit costs in a Little Rock junior high school. Master's, 1932. Peabody. 92 p. ms.

The factors affecting the costs are: Size of classes, setting costs, supply costs.

1914. Breuer, Leo William. Methods of financing school building construction with emphasis on the State of Washington. Master's, 1932. Washington. 94 p. ms.

1915. Burnett, John Elliott. Inequitable distribution of State school funds in Texas. Master's, 1932. Colo. St. T. C.

* 1916. De Young, Chris A. Budgetary practices in public-school administration. Doctor's, 1932. Northwestern. Evanston, Ill. Northwestern university, 1932. 152 p. (Northwestern university contributions to education. School of education series, no. 8.)

Discusses the preparation, presentation and adoption, and the administration of the budget, and gives an appraisal of budgets and budgetary practices.

1917. Edmunds, Samuel. A comparative study of the actual cost per pupil-hour of teaching industrial arts and the average cost of teaching all other subjects in the high schools and junior high schools of 39 cities in the State of Missouri for the year 1929-30. 1932. Iowa St. Coll. 192 p. ms.

The average cost of teaching industrial arts is 31.92 cents per pupil-hour and the average cost of teaching other subjects is 18.48 cents per pupil-hour.

1918. Fish, Silas L. The expenditures for government and the expenditures for education in Arizona 1912-1929. Master's, 1931. California. 110 p. ms.

Attempts to determine what part of the net expenditures for governmental purposes in Arizona is used for education and what part for governmental functions other than education, and the relationship between the two. There have been large increases in the total and per capita costs of education and of governmental functions other than education in Arizona during the period studied.

1919. Friswold, I. O. How the schools petty cash may be handled: petty cash practices and procedures in small school systems. Minneapolis, University of Minnesota. American school board journal, 85: 31-32, 83, August 1932.

A survey of practices found in 85 school systems in nine mid-western states with suggestions for their improvement from the viewpoint of good business management and financial accounting. Three types of petty cash procedures are commonly found in public-school systems; individual donor, miscellaneous extracurricular fund, and the specialized petty cash fund. The first two types are objectionable in practice, so the third should be employed when possible because it complies with the requirements both of good business and of approved accounting procedure.

1920. Gaiser, Paul F. The taxation of public utilities for school support in Washington. Doctor's, 1932. Washington. 300 p. ms.

Study of 1,000 Washington school districts to determine objectively what part the system of taxing public utilities by school districts and counties plays in creating inequalities of school support.

1921. Green, William Samuel, Jr. The school bond situation in Colorado. Master's, 1932. Denver. 62 p. ms.

Data found in the biennial reports of the State superintendent of public instruction regarding indebtedness were carefully analyzed, and studied, and a questionnaire was designed which gave much information on the type of bonds, length of term, rate of interest and purposes of the issues.

1922. Hamilton, J. Edward. School costs in Knoxville and comparable cities. Master's, 1932. Tennessee. 97 p. ms.

1923. Harton, John James. School plant costs in Pulaski county, Ark. Master's, 1932. Peabody. 143 p. ms.

Studies the costs of maintenance, operation, and insurance of public-school buildings. Two-story buildings have lower costs per unit than one-story buildings. Larger buildings have lower costs per unit than small buildings.

1924. Hewitt, Olton. The control in income and debt service in the school districts of Trall county, N. Dak. Master's, 1932. North Dakota.

1925. Holy, Thomas C. A comparison of the 1930 and 1931 real estate valuation in Ohio school districts. Columbus, Ohio State university, 1932.

It was found that the total shrinkage in value was \$1,010,000,000 for the state. The decline averaged 2.9 percent in exempted villages, 10.3 percent in cities and 12.1 percent in county school districts.

1926. ——— and Sutton, D. H. Financial status of Ohio city and exempted-village school districts. Columbus, Ohio State university, 1932. 75 p. (Ohio State university studies. Bureau of educational research monographs, no. 13.)

Analyzes the school bonded indebtedness and taxation rates for a 4-year period, 1926-1929, and the amount, purpose, and disposition of bond issues and special levies for the 2-year period, 1928 and 1929.

1927. Hungate, Charles B. Income tax for educational revenue in California. Master's, 1931. Stanford.

1928. Ikenberry, Oliver S. Comparative inequalities in school finance. Master's, 1932. Colo. St. T. C.

1929. Jarvis, Joseph S. Trends in public expenditures of money for roads and for public schools in Utah county during the 10 years, 1920-1930. Master's, 1932. Brigham Young.

1930. Johns, R. L., and Clements, D. W. Receipts and methods of distribution of federal, state, county, and local school funds for elementary and secondary schools in Alabama. Auburn, Alabama polytechnic institute, 1932.

1931. Keyser, Jesse A. Unit cost in New Concord high school and two neighboring schools. Master's, 1932. Ohio. 70 p. ms.

1932. Lancaster, William Hugh, Jr. A county tax unit for Colorado. Master's, 1932. Denver. 33 p. ms.

1933. Lanning, Charles Wesley. Statutory and departmental requirements in annual school financial reports made to the State departments of education. Master's, 1932. Colo. St. T. C.

1934. Lauver, Dee Seth. Financial accounting in the 11 rural high schools of Reno county, Kans. Master's, 1932. Kansas.

* 1935. Lawler, Eugene Stallcup. A technique for computing the amount of new aid required for state equalization programs. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 46 p. (Contributions to education, no. 547.)

Devises a technique whereby the fundamental data for the school districts of any state may be so arranged that a minimum of time and effort will be consumed in finding the total amount of new aid required to equalize up to any given level of program with any given rate of local contribution. Data were secured on 353 of the independent school districts of Oklahoma.

1936. Lee, Vernet Charles. Tort liability of school districts of the State of Washington. Master's, 1932. Washington. 110 p. ms.

1937. Lindahl, Glenn W. Equalization of the burden of taxation for the support of education in Kansas. Master's, 1931. Stanford.

* 1938. Little, J. Kenneth. A critical study of public-school costs in Kansas from 1898 to 1928. Master's, 1931. Kans. St. T. C., Emporia. Topeka, Kansas State printing plant, 1932. 58 p. (Bulletin of the graduate division of Kansas State teachers college of Emporia. Studies in education, no. 6, March 1932.)

Shows the mounting costs of education in Kansas from 1898 to 1928; the various factors involved in producing the increase; evidences of greater educational service ren-

dered, and points out the possibilities of waste and inefficiency in school expenditures; the relation of teachers' salaries to increased costs.

1939. **McCanless, Clarence Audrey.** Borrowing for current expenses of education in Tennessee counties. Master's, 1932. Peabody. 97 p. ms.

Studies borrowing for current expenses of education in short-term notes and on bonds, and investigates the issuance of school warrants in payment for current expenses when the county trustee has no available funds on hand or on deposit with which to redeem the warrants.

1940. **Macy, C. Ward.** An evaluation of sources of public revenue in Iowa with special attention to the selection of proper sources of revenue for public education. Doctor's, 1932. Stanford.

Compares the sources of revenue for public education in Iowa with those of other states, and recommends changes for the improvement of economic and social welfare of the state.

1941. **Madden, Amy Lee.** Financial aspects of school administration in Montana, with special reference to Silver Bow county. Master's, 1932. Washington. 95 p. ms.

1942. **Noll, Linus A.** A study of the proposed tax-liquidation amendment and its probable effect upon schools in Kansas. Master's, 1932. Kans. St. Coll.

1943. **Nuetsman, A. F.** A comparative study of school expenditure and school support in Polk county, Minn. Master's, 1932. North Dakota.

1944. **Oberlitzner, E. B.** Study of the inheritance tax in the United States as a basis for consideration of its use for school support in Ohio. Master's, 1932. Ohio. 105 p.

* 1945. **Odell, William R.** Gifts to the public schools. Doctor's, 1932. Columbia. New York City, William R. Odell, publisher, 1932. 133 p.

Discusses the attitude of public-school administrators toward donations to the schools; analyzes the types of donations which have been made to the public schools; discusses public-school support programs of educational foundations, describes case studies of 18 outstanding donations to the public schools; describes the effect of large gifts upon community attitude toward the support of education and other governmental functions.

1946. **Ollendike, Clarence J.** A study of the method of assessment and tax collection in Lackawanna county, Pa., and a comparison of school costs for the years 1920-1925-1930 of the second, third, and fourth class districts of the county in order to make certain recommendations. Master's, 1932. Penn. State. 117 p. ms.

Recommends a more economical and efficient plan of administering the finances of the school districts of Lackawanna county.

1947. **Owens, Seth J.** A study of the comparative costs of secondary education in Chautauqua county, Kans. Master's, 1932. Kansas.

* 1948. **Perrin, Harry Ambrose.** The administration of the state distributive fund in Illinois. Doctor's, 1932. Chicago. Chicago, Ill., University of Chicago libraries, 1932. 152 p.

Discusses school finance legislation in Illinois; history of the distributive fund; school support; school costs; administration of equalization funds in other states.

1949. **Pollard, C. O.** Ability and effort to finance public education in 15 east Texas school districts. Master's, 1932. Texas.

1950. **Quinsey, D. L.** Illegal expenditures of school funds by boards of education as interpreted by judicial decisions. Master's, 1932. Illinois. 120 p. ms.

1951. Robertson, Luther Grover. Comparative study of the economic ability of the State of Oklahoma to support education. Master's, 1932. Okla. A. and M. Coll.

1952. Scarborough, Homer A. The ability of second class cities in Kansas to support public education. Master's, 1932. Iowa. 62 p. ms.

1953. Seyfried, J. E. Public-school budgetary procedure in New Mexico. Albuquerque, University of New Mexico press, 1932. 27 p. (University of New Mexico bulletin. Education series, vol. 6, no. 1. Whole no. 216. July 1, 1932.)

The study answers the questions: How does New Mexico public-school budgetary procedure conform to the recommendations of authorities in educational administration, and what do New Mexico public-school administrators think of the present budgetary plan as they see it in practice? Data were secured from 128 inquiry blanks sent to New Mexico public-school administrators. Findings: The New Mexico plan places financial matters too much in the hands of noneducational boards, and makes it necessary to determine educational needs mainly on the basis of arbitrary rules and according to inexperienced opinion. A majority of the superintendents favor the present plan of determining school budgets, and the most important parts of it. Opinion is divided and enough oppose it to indicate that changes are needed.

1954. Smith, Edgar L. Distribution of expenditures in Oklahoma public-school systems of different size; with comparison to national average. Master's, 1931. Okla. A. and M. Coll.

1955. Smith, Eugene. Problems of finance affecting the schools of Cimarron county, Okla. Master's, 1932. Oklahoma. 78 p. ms.

1956. Smith, Maurice Lemuel. A study of the inequalities in the burden of school support and in educational opportunities in the state of Michigan. Doctor's, 1932. Stanford.

Discusses the present method of school support, its inequalities, especially in the rural districts; its relation to taxes and educational opportunities. Data were obtained from the Michigan State department of education, state tax commissioner's reports, state assessor's reports, county school directories, and two reports by the county school commissioners. Twenty-five typical counties are studied, classifying the schools on the basis of number of teachers. Causes of inequalities are established, the method for their removal is pointed out, and information is furnished for formulating remedial legislation.

1957. Steinsultz, George T. Trends in shifting support of public schools to larger territorial units. Master's, 1932. Southern California.

1958. Stiegwig, William Bryan. Variation in ability to finance education among the districts of Pittsburg county, Okla. Master's, 1932. Oklahoma. 111 p. ms.

1959. Strickland, I. C. State taxes for the support of public schools. Master's, 1931. Louisiana.

1960. Sutton, David H., and Holy, Thomas C. The extent of financial proposals to be submitted by Ohio county school districts on November 4, 1930. 1931. Columbus, Ohio State university.

1961. Templeton, Payne. A study of comparative costs in 18 Montana high schools. Master's, 1932. Chicago. 112 p. ms.

A study was made of unit costs of instruction and current expense in 18 Montana high schools between 240 and 1,900 in size.

1962. Tronein, John B. A comparative study of State relief and non-State relief units in Indiana. Master's, 1932. Butler.

1963. Ulrich, Oscar A. Higher education and more taxes. Georgetown, Tex., Southwestern university, 1931. 1 p.

A study of Texas colleges and the University of Texas shows that they are giving away education to nonresident students and that tuition fees in all State-supported institutions are so low as to create a burden on the taxpayer.

1964. Wakefield, Harold. A uniform accounting system for the schools of North Dakota. Master's, 1932. North Dakota.

1965. Waterman, Ivan B. Equalization of the burden of support for education. Berkeley, University of California press, 1932. (University of California publications in education, vol. 6, no. 5, p. 285-358, March 1932.)

The purpose of the study is to develop a technique for the apportionment of state school funds so as to equalize more adequately the financial burden among the several units of support. Data on elementary and high-school districts in California for the years 1927-28 were obtained from the annual reports of the county superintendents of schools. Actual equalization of the burden of support for education is conditioned upon the adoption of larger units of support and is based on the principles: Each of the local units for the support of education should levy the same tax rate for the provision of the equalization program; the state should apportion to each local unit of support a sum equal to the difference between the amount available by application of the local tax and the amount necessary to finance the equalized program. Increased state aid for the support of education is involved in the equalization of the burden of support.

1966. Willis, Robert L. Taxation and public-school finance in Texas. Master's, 1932. West. S. Coll. 126 p. ms.

1967. Wilson, I. Duane. The identification and classification of items of public-school expenditures. Master's, 1932. Iowa. 187 p. ms.

* 1968. Wrightstone, J. Wayne. Stimulation of educational undertakings: a study of school support in New York cities and villages under earmarked and nonearmarked state subsidy plans. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 76 p. (Contributions to education, no. 562.)

Accounting records of 56 cities and villages were examined in a study of the fiscal program of education for 1922-1926 and 1927-1931. It was found that the various educational undertakings which were subsidized under reward for effort have shown increased growth in unit expenditures since 1927.

See also 88, 103, 451, 1521, 1575, 1641, 1677, 1724, 1765, 1821, 1825, 1838-1839, 1899, 1868, 1894, 1980, 1998, 2181, 2241, 2681.

RURAL SCHOOLS

1969. Barker, Ernest Alvin. Feasibility of county unit plan for Fannin county, Tex. Master's, 1932. Peabody. 79 p. ms.

This study is concerned with the efficiency of schools, according to 16 items, of one county in each of the following states: Texas, Alabama, Georgia, Virginia, Louisiana, Kentucky, Tennessee, and North Carolina. The educational opportunities offered by the county unit counties in the study are not in direct proportion to the amount of money expended by these counties for education.

1970. Bland, Elmer W. Advancement of education in Major county. Master's 1932. Okla. A. and M. Coll.

1971. Carmichael, Ima. Accounting for the rural schools of the United States, with special reference to Texas. Master's, 1931. South. Methodist.

1972. Corey, Arthur Fisher. A survey of pupil achievement and ability in the rural schools of Orange County. Master's, 1932. Southern California.

1973. Cowgill, Helen Julia. Social activities of the rural girls of Oregon. Master's, 1932. Washington. 65 p. ms.

1974. Crawford, Georgene. The rural schools of Henderson county, Ky. Master's, 1932. Peabody. 86 p. ms.

1975. Douglas, Josephine Marguerite. The manner and degree to which personality and temperament traits interfere with the functioning of mental ability to affect the academic achievement of children in the rural elementary schools. Master's, 1932. Southern California.

1976. Dyer, Ray Evans. A study of the working of the Bing law in the rural schools of Morgan county. Master's, 1931. Ohio. 65 p.

1977. Ervin, Walter Herman. Development of education in Carter county, Okla. Master's, 1931. Okla. A. and M. Coll.

1978. Fogg, Marea. A survey of the schools of Honey Creek township, Vigo County, Ind. Master's, 1931. Ind. St. T. C. 335 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3:271-72, July 1932.)

1979. Greer, Orson Pratt. Survey of the 1- and the 2-teacher schools in Arizona. Master's, 1931. California.

Studies the organization, administration, support, and control of 1- and 2-teacher schools in Arizona, and recommends the consolidation of the 1- and 2-teacher schools with other schools wherever possible.

1980. Hendrix, Joseph J. Unit cost of instruction in nine of the larger rural high schools of Kansas for the first semester of 1931-32. Master's, 1932. Kansas.

1981. Jackson, Florence Pierce. Adjusting curriculum to primary grades in a rural school system. Master's, 1932. Peabody. 204 p.

A study of 700 children in the first three grades in one county in Virginia showed that pupils made more gain in achievement in reading, spelling, and number work as the result of using a course of study outline by the month than by using the Virginia State course of study for rural and elementary schools.

1982. Kennedy, Harold William. The shifting rural school population of Ohio. Master's, 1932. Ohio. 30 p. ms.

1983. Kolb, J. Wilbur. A comparative study of the achievement of pupils from rural and village schools. Master's, 1931. Indiana. (Abstract in: Theses and dissertations in education, Indiana university, Bulletin 6, January, 1932, p. 25-26.)

Data, based on mental and objective tests, indicate that the village pupils' mental age was 1.2 years higher than that of the rural pupils; village pupils tested higher than rural pupils in grade school and high-school subjects; in relation to their native mental ability, the village pupils showed a slight advantage over the rural pupils in accomplishment.

1984. McCormick, Thomas C. Rural intelligence and college achievement. *Sociology and social research*, 16:259-66, January-February 1932.

A study of the scholastic achievement of rural and urban students in the East Central Oklahoma teachers-college indicates that rural students, with little more effort, equal the achievement of the urban students at the college.

1985. Metts, Albert Carl. The California county school organization as it functions in Los Angeles county. Doctor's, 1932. Southern California.

1986. Nelson, Thomas Lothian. Comparison of the achievement of pupils in schools of one or two teachers with that of pupils in schools of eight or more teachers. Doctor's, 1932. California. 141 p. ms.

There were very few sirable differences in accomplishment between large and small schools in any of the subjects measured by the new Stanford achievement test. The fact that there was so little difference in the achievement of pupils of large and small schools was attributed to the supposition that the large schools have not been making

full use of the advantages they should have by virtue of their size, such as better teachers, better teaching methods, better attendance, better buildings and equipment, and a longer school year.

1967. **New Mexico. University.** San Jose training school. Albuquerque, University of New Mexico press 1931. 30 p. (University of New Mexico bulletin, vol. 2, no. 1, Training school series. Whole no: 205, December 1, 1931.)

Contents: (1) Rural schools of Mexico, by Loyd Tireman, p. 5-25; (2) Rural education in New Mexico, by Mary Austin, p. 27-30.

1968. **Puffer, Nobel J.** A survey of the rural schools in Division 1, Cook county, Ill. Master's, 1932. Northwestern.

1969. **Roberts, Russell M.** A comparative survey of the three types of rural schools in Pawnee county, Kans. 1932. Kans. S. T. Coll.

1990. **Summerhill, Joseph Arthur.** The development of the rural free school system in Texas. Master's, 1931. Texas Tech. Coll.

See also 9, 113, 139, 164, 382, 427, 450, 1235, 1343, 1401, 1527, 1606, 1616, 2249, 2451, 2600, 2739, 2858, 2863, 2957, 3106; and under School administration; Special subjects of curriculum.

SCHOOL SUPERVISION

1991. **Altus, William D.** A study of the status of the county superintendent in Kansas. Master's, 1932. Kans. St. T. C., Emporia. 86 p. ms.

1992. **Beanblossom, Floyd Z.** Developing adequate supervised practice program for boys in the Cleveland community. Master's, 1932. Okla. A. and M. Coll.

1993. **Bletz, J. R.** Time distribution of 12 small city school superintendents in Nebraska. Master's, 1932. Colo. St. T. C.

1994. **Blakely, R. E.** A personnel study of the South Carolina superintendents. Master's, 1932. Peabody. 104 p. ms.

* 1995. **Clough, George O.** Instructional supervision of county or parish superintendents and of rural supervisors of Louisiana and Texas. Doctor's, 1932. New York. 274 p. ms.

Traces the development of supervision with particular reference to the rise of the county or parish superintendent and of the rural supervisor in each state; compares the number, sex, age, certain administrative conditions, and the educational qualifications of the superintendents and supervisors of the two states; attempts to determine the activities which the rural school superintendents and supervisors carry on for the improvement of instruction; to ascertain the relative importance of the supervisory activities carried on; to discover the relation which the training, experience, and school conditions have to the number of supervisory activities, to the number of high ranking supervisory activities, and to the kinds of supervisory activities undertaken.

* 1996. **Cochran, Harry A.** The status of the superintendent of schools in Pennsylvania. Doctor's, 1931. Temple. Philadelphia, Pa., Temple university, 1931. 90 p.

Data were collected on the number of years' school experience and tenure, age of individual and kind of school experience previous to reaching the present administrative position, academic and professional preparation and training, and the financial compensation of the superintendent of schools in an attempt to determine the interrelationships between these elements. Data were secured from original records collected by the Bureau of research of the State department of education, on the 708 superintendents studied.

1997. **Davis, Josiah S.** The routes of professional progress of superintendents of schools. Master's, 1932. Ind. St. T. C. 48 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 285-86, July 1932.)

Sets up criteria for determining how superintendents of schools attained their status in their profession.

1998. Edwards, Allan B. The role of the superintendent in the financial administration of small school systems in Illinois. Master's, 1932. Northwestern.

1999. Farrell, Virgil R. Demand and supply of superintendents, principals, and instructors in the public secondary schools of South Dakota. Master's, 1932. Colorado.

* 2000. Fitch, Harry N. An analysis of the supervisory activities and techniques of the elementary school training supervisor in state normal schools and teachers colleges. Doctor's, 1931. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1931. 130 p. (Contributions to education, no. 476.)

Data indicate that elementary school supervisors of student teaching have undertaken their work with little or no specific training for it; approximately 50 percent of the supervisors held the 2-year normal school diploma as their highest diploma; the supervisors had experienced all types of teaching, from kindergarten to university teaching, and had served successfully in all phases of public-school administrative work prior to undertaking the supervision of student teaching.

2001. Fox, Crawford. County superintendency in Indiana. Master's, 1932. Ind. St. T. C., Terre Haute. 141 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 284-85, July 1932.)

2002. Hardison, Carl Maxwell. Study of the time distribution of county superintendents in Tennessee. Master's, 1932. Peabody. 130 p. ms.

This study is based upon diaries of 65 county superintendents in Tennessee kept over a period of one month. As compared with expert opinion, the superintendents were not giving enough time to supervising activities.

2003. Herron, Allen Murry. A preservice training program for supervisors and directors of elementary instruction in city schools. Doctor's, 1932. California. 164 p. ms.

Evaluations of the supervisory activities indicate the importance of making specific provision for the training of prospective elementary supervisors in curriculum construction, experimental and research techniques, and supervisory planning.

2004. Jackson, Euris J. The present status and activities of the special supervisor. Master's, 1932. Washington Univ. 142 p. ms.

2005. Long, Harold B. Supervisory practices in a small California high school. Master's, 1932. Stanford.

2006. Lucas, Douglas Porter. A study of the professional status of the school superintendents of California. Master's, 1932. Southern California.

2007. Lyda, John W. A self-rating scale for supervisors. Master's, 1931. Ind. St. T. C. 87 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 270-71, July 1932.)

Attempts to determine the relative importance of the qualifications, policies, and supervisory activities listed in scale as related to the success of supervisors.

2008. McCreery, Susie. The evolution of the idea of creative supervision. Master's, 1932. Ohio. 9 p. ms.

Creative supervision grew out of scientific and democratic supervision.

2009. McCurry, Smith Jediah. Turnover and tenure of Georgia city and town school superintendents. Master's, 1932. Peabody. 79 p. ms.

Study is limited to the 58 accredited high-school systems of Georgia, during the period 1921-1931, reason and percentage of turnover of superintendents. Principal cause for superintendents leaving their positions is higher salary and better position.

2010. McGahay, William C. A study of the superintendents of Mississippi. Master's, 1932. Peabody. 80 p. ms.

Comparison was made of the county superintendents of Mississippi with those of Alabama and Louisiana. Findings: County superintendents should have a Bachelor's degree including 18 semester hours of professional training; they should be selected by a county school board.

2011. Mickle, E. S. Supervisory practices of department heads. Master's, 1932. Nebraska. 101 p. ms.

2012. Mitchell, J. Arthur. Administrative training of Kentucky county school superintendents. Master's, 1932. Peabody. 61 p.

Compares the training of Kentucky county superintendents with the legal requirements of Kentucky and of other states, with the recommendations of professors of school administration, professors of education, and members of state departments of education.

2013. Morris, William Wright. The county superintendent, with special reference to Tennessee. Master's, 1932. Tennessee. 147 p. ms.

2014. Northeastern teachers college. Supervisory yearbook, 1931-32. Tahlequah, Okla. 1932. 55 p.

The purpose of this bulletin is to give to the teachers of Northeastern District a summary of the results of the supervisory work for 1930-31, and to submit a plan by which the supervisory work may be continued during 1931-32. Gives the results of testing in reading and arithmetic, and some case studies in these subjects.

2015. Peregoy, Clarence Gilbert. Value of a type of supervision. Master's, 1932. West Virginia.

2016. Tate, Roy Osro. Turnover of high-school superintendents and principals in Oklahoma. Master's, 1932. Okla. A. and M. Coll.

2017. Townsend, Loran George. Some factors affecting the responsibility of the city school superintendent in Missouri. Doctor's, 1932. Missouri.

2018. Tressler, James O. A study of the joint position of superintendent and teacher of vocational agriculture, in the United States. Master's, 1932. Ohio. 134 p. ms.

2019. Trippensee, Arthur Edward. Responsibilities of school superintendents in Connecticut towns of less than 5,000 inhabitants. Master's, 1932. Yale.

2020. Wisner, Emma Oriole. An experimental study of the value of supervision. Master's, 1932. Chicago. 119 p. ms.

Compares 10 schools in Trousdale and in Sumner counties, Tenn., matched in location, equipment and teachers, as to the value of supervision in reading, arithmetic, and English.

2021. Wright, Albert E. The use of incentives in managing and supervising the teacher personnel. Master's, 1932. Ohio. 160 p. ms.

See also 508, 550, 833, 1000, 1013, 1149, 1310, 1411, 1418, 1574, 1594, 1641, 1844, 2033, 2035, 2634; and under Manual and vocational training.

SCHOOL PRINCIPALS

2022. Bannerman, G. W. Status of the secondary school principal in Wisconsin. Master's, 1932. Chicago. 80 p. ms.

A study was made of salary, tenure, training, expense, degrees, sex, teaching load, administration, opportunity, organization at school, size.

2023. Battle, Laurie Irwin Hunter. Relation between size of the school and the status of the high-school principal in Georgia. Master's, 1932. Emory.

2024. Carter, Clinton C. Duties of the supervising principal. Master's, 1931. Stanford.
2025. Dale, George A. Adaptation of school survey techniques by the building principal. Master's, 1932. Iowa. 114 p. ms.
2026. Damel, C. C. The status of the principals of the Negro schools of Missouri. Master's, 1932. Iowa. 90 p. ms.
2027. Davidson, Watson Perry. A study of the official relations of the supervising principals of Sumter county, Fla. Master's, 1932. Florida. 91 p. ms.
2028. Frazier, James B. Status of high-school principals of the North central association. Master's, 1932. Oklahoma. 107 p. ms.
2029. Jones, Hugh W. Status of the high school principal in Oklahoma. Master's, 1932. Peabody. 108 p. ms.
Studies the various factors affecting the status of 228 Oklahoma high-school principals.
2030. Manley, V. C. The training of the 2- and 3-year high school principals in Illinois. Master's, 1932. Illinois.
2031. Pinkston, Carlos B. Status of the county high principal of West Tennessee. Master's, 1932. Peabody. 93 p. ms.
This study covers college preparation, experience, tenure, salary for period of 75 years; office equipment, extracurricular activities, employment of leisure time of principal.
2032. Rose, William G. A study of the junior high school principalship of Florida. Master's, 1932. Tennessee. 105 p. ms.
2033. Slavens, Leon Earl. Supervisory planning for the elementary school principal. Master's, 1932. Denver. 55 p. ms.
2034. Southall, Oscar Clarence. The status of the high-school principal in the classified and accredited public high schools of Texas. Master's, 1931. Texas Tech. Coll.
2035. Stewart, Irena L. Study of the elementary school principal and effective methods of supervision. Master's, 1931. Stanford.
2036. Sugg, Willis Harbert. Status of the high-school principal in Kentucky. Master's, 1932. Kentucky.
2037. Wang, Fung Chial. Duties of principals as revealed through school board rules. Master's, 1931. Chicago. 107 p.
Rules and regulations of 150 city school boards were analyzed to determine the nature and extent of the powers and duties granted to building principals.
See also 1494, 1611, 2016, 2944, 2975.

SCHOOL MANAGEMENT

2038. Burris, Carl. The lengthened period as used in Missouri high schools. Master's, 1932. Washington Univ. 87 p. ms.
2039. Coad, Harry G. Commencement programs. Master's, 1931. Okla. A. and M. Coll.
2040. Denman, George E. Effect in pupil achievement of the 45-minute and 60-minute period in high schools. Master's, 1932. Iowa. 50 p. ms.
2041. French, Richard Jeffrey. A study of truancy in the Chicago schools. Doctor's, 1931. Loyola. 180 p. ms.

2042. Heilman, J. D., and McKee, Paul. The relative influence upon educational age of grade location and mental age. *Journal of applied psychology*, 16: 184-200, April 1932.

For 1,300 children, a comparison was made of the average educational age differences of those who, being in the same grade, differed two years in mental age with the average educational age differences of those who, having the same mental age, differed two years in grade location.

2043. ——— The translation of scores into grades. *Journal of educational psychology*, 24: 241-56, April, 1933.

The grades and the scores on which they were based were obtained from about 20 teachers for each of two consecutive quarters. For each of the classes the scores were translated into grades by two different methods as a part of this investigation. These two methods were compared with the teachers' methods. The comparison was made by determining coefficients of reliability between the average grades as determined by each of the three methods for the two quarters. The results show that the teachers' methods of translating scores into grades can be much improved.

2044. Patterson, Tolbert. An age-grade study of Williamson county, Tex., schools. Master's, 1932. Texas.

See also 56, 957, 973, 1290, 1746; and under Junior high schools; Secondary education.

ATTENDANCE AND CHILD ACCOUNTING

2045. Chamberlain, Leo M., and Crawford, A. B. The prediction of population and school enrollment in the school survey. Lexington, University of Kentucky, 1932. 27 p. (Bulletin of the bureau of school service, vol. 4, no. 3, March 1932.)

The purposes of the study have been to analyze and classify the methods that have been employed for predicting population and school enrollments in the educational survey and elsewhere, to check the accuracy of such predictions, and to demonstrate the relative effectiveness of various methods of forecasting population and school enrollment. The methods of prediction studied were: Predictions based wholly on past census figures; the Bell telephone company's method or the method of index analysis; the equation method; the multiple factor method; and a combination method. The most satisfactory method used in the past was that involving the use of data provided by the Bell telephone company. In the future, simple and direct methods for predicting school enrollments should be substituted for time consuming procedures of a technical nature. A direct analysis of school facts, with only incidental attention to total population trends, promises the best basis for school predictions.

2046. Holly, Clarence Emette. Attendance in the elementary grades of Calcasieu parish. Master's, 1931. Louisiana.

2047. Taylor, Paul Revere. Analysis of compulsory attendance legislation with recommendations for the improvement of such legislation in Oklahoma. Master's, 1931. Okla. A. and M. Coll.

See also 2891.

CLASSIFICATION, GRADING, AND PROMOTION

2048. Brown, Gregory B., jr. The relation of amount of home study to pupil progress. Master's, 1932. Peabody. 31 p. ms.

Studies the effect of home study on the progress of 191 pupils in grades 4-8, inclusive, in Cunningham school, Birmingham, Ala., and shows that there is little relation between the amount of time spent in home study and pupil progress in reading, literature, history, and arithmetic.

2049. Glasgow, Merle W. The efficiency of the Enid plan of classification and promotion as revealed by a study of the junior high schools. Master's, 1932. Oklahoma. 77 p. ms.

171998-33-12

2050. **Kegley, Tracy Mitchell.** A comparative study of home environment and school achievement. Master's, 1932. Peabody. 44 p. ms.

Data secured on 101 children of normal intelligence in Birmingham, Ala., elementary school indicate that the data about the parents are more significant than data about the children, and that the occupation of the wage earner seems to be the most important conditioning factor of the pupil's home environment.

2051. **Lee, Rufus Burlison.** Comparative achievement of 6- and 7-year-old pupils. Master's, 1932. Peabody. 29 p. ms.

A comparison of the achievement of 51 6-year old and 51 7-year old pupils in first-grade reading, writing, and arithmetic. Practically no difference was found in the achievement of the two groups in first-grade reading, writing, and arithmetic.

2052. **Mickelwait, Dean Woods.** The prediction of high-school grades from junior high school records. Master's, 1932. Washington. 36 p. ms.

2053. **Mort, Paul B., and Featherstone, W. B.** Entrance and promotion practices in city school systems; standards and accounting procedures. New York City, Teachers college, Columbia university, 1932. 73 p.

2054. **Nickel, Theodore Roosevelt.** Nonpromotion in Kern county. Master's, 1932. Southern California.

2055. **Odom, J. C.** Grade placement of general business information. Master's, 1932. Colo. St. T. C.

2056. **Rose, Anna L.** Ability in relation to school progress. Doctor's, 1932. T. C., Col. Univ.

Gives the results of a study to determine the extent of consistency of promotions in relation to achievement and in intelligence of pupils. Data were used from records of two groups of pupils, 391 in white schools in Washington, D. C., and 474 in Pittsburgh, Pa., of which 44 were colored. Findings: In Pittsburgh there is evidence of promotion by age groups, percentages are consistent and high; in Washington, they are not so high nor so regular, and promotion by mastery of subject matter is indicated. Recommendation for a policy of philosophy of promotion based on ability, past achievement, and present needs of the individual is made.

2057. **Russell, Charles.** Rating school pupils. New York City, Teachers college, Columbia university, 1932. 74 p.

Discusses current practices in rating pupils, and gives suggestions for improving the various types of rating systems.

2058. **Stark, Leonard Joel.** A study of the promotion and the classification of pupils in the elementary schools, Lincoln, Kans. Master's, 1932. Kansas.

2059. **Woolard, Charles.** A study in pupil achievement. Master's, 1931. Ind. St. T. C. 81 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 267-68, July 1932.)

Data indicate that in only 1 case out of 12 teachers gave semester marks on the basis of improvement.

2060. **Wright, Lorna Amy.** A study of certain personality traits that reinforce or interfere with the function of mental ability to affect school achievement. Master's, 1932. Southern California.

See also 923, 1031, 1767, 2042.

CURRICULUM STUDIES

2061. **Barnes, Emily A., and Young, Bess M.** Children and architecture. New York City, Teachers college, Columbia university, 1932. 353 p.

Gives a detailed account of a unit of work on architecture as developed in the sixth grade.

2062. Bowers, Charles A. Administrative procedures in curriculum construction in small Nebraska city school systems. Master's, 1932. Nebraska.

2063. Caswell, Hollis L. Program making in small elementary schools. Nashville, Tenn., George Peabody college for teachers, 1932. 77 p. (Rev. ed.) (Field studies no. 1.)

Discusses the qualities of a good program; standards of time allotment; classes by grades or combinations of grades; distribution of instruction time to classes in small schools; the daily program; and the study program.

2064. Curriculum making in current practice. A report of a conference held at Northwestern university, October 30-31, 1931. Evanston, Ill., Northwestern university, 1932. 244 p.

Part 1. The elementary school. 1. Broader interpretations of curriculum problems in the elementary school. 2. Types of organization in the elementary school curriculum. 3. Examples of creative activities in the elementary curriculum. Part 2. The secondary school. 1. Broader interpretations of curriculum problems in the secondary school. 2. Curriculum problems in particular types of schools.

2065. David, Flavius Louis. The selection and organization of personnel for curriculum revision. Master's, 1932. Western Reserve. 110 p. ms.

2066. Eaton, Merrill Thomas. A curriculum in home planning, building, and maintenance. Doctor's, 1932. Indiana. 444 p. ms.

* 2067. Ellis, Emmett. An evaluation of state programs of secondary education. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 268 p. (Contribution to education no. 105.)

Gives criteria for evaluating state programs of secondary education; state standards governing programs of secondary education in the various states; and discusses evaluating state programs on the basis of established criteria.

2068. Fenton, Frederick C. The legal basis for the elementary school curriculum. Master's, 1932. Chicago. 82 p. ms.

Surveys all state statutes and constitutions relating to the elementary school curriculum, and judicial decisions bearing on the powers of legislatures, state boards, and local boards respecting the curriculum.

* 2069. Frank, Julia H. Influence on state courses of study of certain recommendations of the National committee on mathematical requirements. Master's, 1932. New York. 38 p. ms.

The latest courses of study in junior and senior high school mathematics from 44 States were analyzed to determine in what ways the recommendations of the National committee on mathematical requirements were carried out.

2070. Hill, Otto J. Pupil participation in the projecting and planning of the learning activities. Master's, 1932. Ohio. 100 p. ms.

It was found that pupils cooperating with the teacher in conducting the class activities became more interested in the study of their school subjects, assimilated more facts, and were able to do better critical thinking.

2071. Hulten, Ollie Bee. Subject combinations in secondary school teachers' programs in California. Master's, 1932. Southern California.

2072. McBroom, Maude. Aids for elementary school teachers. 2. A course of study in the use of the index, grades 1 to 6. Iowa City, University of Iowa, 1932. 32 p. (University of Iowa extension bulletin, no. 288, March 15, 1932.)

* 2073. Phillips, Evelyn Butler. An analysis of the curricula of the small high schools of Maine. Master's, 1932. Maine. Orono, University of Maine press, 1932. 89 p. (University of Maine studies, 2nd series, no. 23.)

Data were secured from pamphlets, directories, and manuals issued by the State department of education; copies of the programs of studies returned by the principals.

of the small schools to the State department; and replies of 106 principals to a questionnaire which was sent to 124 high schools, all the 4-year senior high schools having fewer than 7 teachers. Data indicate a great need of reorganization in order to meet the needs of high-school pupils. The situations in the 2- and 3-teacher schools are especially limited.

2074. Runyon, Dwight A. A curriculum study in problems of conservation of natural resources. Master's, 1932. Colo. St. T. C.

2075. Runyon, Waldo. A curriculum study in problems of agricultural resources. Master's, 1932. Colo. St. T. C.

2076. Teachers college. Columbia university. Teachers' lesson unit series. New York City, 1931. Nos. 1, 7-10, 16, 19, 23-26, 28, 29, 30-32, 34-42, 44, 46, 48, 51-57, 59.

Each of the lesson units describes the way that particular unit was presented in the classroom by the teacher preparing the study.

2077. Ullrich, Fred T. Educational programs of the departments of education in the states of the United States. Platteville, Wis., State teachers college, 1932.

2078. Western Reserve university. Curriculum laboratory. Bibliographies. Cleveland, Ohio, 1932. ms.

By Henry Harap.

1. Annotated bibliography of investigations of curriculum objectives, 37 p. ms.;
2. Bibliography: Time allotment, 2 p. ms.;
3. Bibliography: Grade placement, 5 p. ms.;
4. Bibliography of curriculum making for teachers and administrative officers, 38 p. ms.;
5. Bibliography: Experimental curricula, 2 p. ms.;
6. Bibliography of learning equipment and supplies, for all subjects, 4 p. ms.;
7. Outline of steps in technique of curriculum making, 11 p. ms.;
8. Study questions in technique of curriculum making, 6 p. ms.;
9. Selection and organization of objectives, 4 p. ms.;
10. Most frequent grammatical errors, 5 p. ms.;
11. Sources of present objectives (specific) in junior high school science, 10 p. ms.;
12. Present objectives in high school biology, 9 p. ms.;
13. A sheaf of units of work, 26 p. ms.;
14. How to construct a unit of work, 10 p. ms.;
15. Curriculum making; teacher training, 2 p. ms.;
16. Index of units in 30 activity curricula, 5 p. ms.;
17. Unit of work; its meaning and nature, 1 p. ms.;
18. Procedures in curriculum revision, 3 p. ms.;
19. Criteria of a unit of work, 5 p. ms.;
20. Bibliography: How to select a textbook, 3 p. ms.;
21. Bibliography: How to appraise a course of study, 1 p. ms.;
22. Present objectives in high-school chemistry, 11 p. ms.;
23. Objectives of a course of study in health for high-school girls, 6 p. ms.;
24. Critical survey of public-school courses of study published 1929-1931, 11 p. ms.;
25. Procedures and sources in curriculum making for the social studies in the elementary grades, 8 p. ms.

2079. Whalin, Eugene Bryan. An educational program for Grant county, Ky. Master's, 1932. Kentucky.

2080. Wiggs, Emma Jane. A comparative study of the present curricula with the curricula as set up by 89 junior high school principals of Michigan. Master's, 1931. Michigan. 82 p. (Abstracts of dissertations and theses in education, 1917-1931. p. 128-29.)

Data indicate that the principals were well satisfied with the present offerings in mathematics, social science, physical and health education, English, music, industrial arts, home economics, and commercial programs in their schools; there is a slight tendency to increase the offerings in natural science and art, and to decrease the present offering in the field of language; and principals would make a greater change in the requirements than in the offerings. The principals are well satisfied with both the subject matter and the methods of instruction in their schools.

2081. Wilbur, Milton J. Procedures in curriculum research. Master's, 1932. Colorado. 52 p. ms.

2082. Winchell, Paul Edwards. A course of study in practical arts for the 5B grade designed to accompany the study of transportation. Master's, 1932. Western Reserve. 99 p. ms.

* 2083. Withers, Charles H. A program of education for Triadelphia district, Logan county, W. Va. Master's, 1931. New York, 52 p. ms.

Discusses the influence of the home, church, theatres, and scouting on the education of children in the Triadelphia district, and suggests means of improving the school program.

2084. Woodroof, Evelyn. Report of the committee on the integration of the junior college curriculum and the 4-year college curriculum in the professional preparation of teachers in physical education in California. Master's, 1932. Mills.

2085. Worley, Vivienne S. Development of a curriculum unit for grade 8A: Italy. Master's, 1932. Denver. 118 p. ms.

See also 22-23, 43, 110, 126, 143, 198, 205-207, 218, 223, 230, 258, 1259, 1308, 1463-1470, 1484, 1513, 1529, 1538-1539, 1548, 1550, 1644, 1981, 2509; and under Agricultural education; Education extension; Exceptional children; Health and physical education; Home economics; Junior high schools; Libraries and reading; Manual and vocational training; Religious and church education; Secondary education; and Special subjects of curriculum.

EXAMINATIONS

* 2086. Chadman, C. Herbert. The Clarion county (Pa.) high-school entrance examination of 1931 and its results. Master's, 1932. Penn. State. 69 p. ms.

A study was made of the examination papers of the 507 pupils who took the Clarion county high-school entrance examination in 1931. It was found that the percent of failures is very high; that problem solving in arithmetic is poorly taught; that the state course of study was not followed closely in the various subjects of the curriculum.

2087. Cramer, Jennie. Comprehensive examination. Master's, 1932. Southern California.

2088. Cranefield, Edna M. Supervisory data based on the 1931 South Dakota examination in eighth grade arithmetic. Master's, 1932. Iowa. 179 p. ms.

2089. Edson, Carroll E. Application of objective types of examination to the court of honor procedure of the Boy scouts of America. Master's, 1932. T. C., Col. Univ. 116 p. ms.

2090. Fossett, Harold. Comprehensive examination. Master's, 1932. Southern California.

2091. Garard, Ilah Maie. Comprehensive examination. Master's, 1932. Southern California.

2092. Gorsuch, Ruth. A statistical study of a final examination. Master's, 1932. Ohio. 100 p. ms.

Studies the validity, reliability, and difficulty of an examination used at Ohio State university.

2093. Greenberg, Etta. Comprehensive examination. Master's, 1932. Southern California.

2094. Halpin, Andrew Williams. A study of the true-false examination. Master's, 1932. Columbia.

* 2095. Henry, H. Clair. A critical study of the consistent-response vs. the R-W method of scoring true-false tests. Master's, 1932. Penn. State. 57 p. ms.

Forms A and B of Peters' Test of general information were given to 650 individuals from the fifth grade to the sophomore year in college. Each test was scored by two methods. Data indicate that the consistent-response method of scoring gives a significantly higher reliability and a higher validity than does the R-W method. The R-W method seems to overpenalize the pupil.

2096. Imbody, G. Ray. An analysis of the data secured from the every-pupil contest examination in English literature. Master's, 1932. Iowa. 104 p. ms.

2097. Korns, Garry William. Comprehensive examination. Master's, 1932. Southern California.

2098. Lady, Clyde Hartman. Comprehensive examination. Master's, 1932. Southern California.

2099. Leuenberger, R. C. Introduction to science examination. Master's, 1932. Coló. St. T. C.

2100. Littrell, Thelma Louise. Comprehensive examination. Master's, 1932. Southern California.

2101. Marer, Fred. Comprehensive examination. Master's, 1932. Southern California.

* 2102. Melbo, Irving Robert. How much do students guess in taking true-false examinations? Master's, 1932. N. M. St. T. C. 55 p. ms.

Tests given to seven different college classes and to nine different high-school classes in New Mexico State teachers college, Silver City, and three tests given to students at the Cliff high school, Cliff, N.Mex., indicate that college students guess a little less than do high-school students.

2103. Merrick, Nellie Louise. A study of the feasibility of improving examinations in Washington. Master's, 1932. Washington. 77 p. ms.

Surveys reactions of teachers, superintendents, principals, county superintendents, and supervisors, in the State of Washington, to a system of State scholarship examinations in elementary and high schools, for purposes of guidance, supervision, measurement, etc.

2104. Neis, Margaret. The mental hygiene of examinations. Master's, 1931. Marquette.

2105. Odall, C. W. Further data concerning the effect of weighting exercises in new-type examinations. Journal of educational psychology, 22: 700-704, December 1931.

2106. Post, Edward Oscar. Comprehensive examination. Master's, 1932. Southern California.

2107. Potthoff, E. F. A comparison of marks based upon weighted and unweighted items in a new-type examination. Journal of educational psychology, 23: 92-98, February 1932.

2108. Walton, Moss. The value of the county diploma examination for predicting success in rural high schools. Master's, 1932. Northwestern.

2109. Weidemann, C. C. Relative classroom discussion value of the determinate and the indeterminate statement in written examinations. Educational method, 11: 334-37, March 1932.

Data were secured from arithmetic, plane geometry, and history examinations. True-false and indeterminate statements were compared. As a means for developing discussion in classroom work, the indeterminate statement seems superior to the true-false statement.

2110. — and Newens, L. F. Does the "Compare and Contrast" essay test measure the same mental functions as the true-false test? Journal of general psychology.

Under actual classroom conditions about 60 percent of the mental functions measured by the compare-contrast essay tests were also measured by the true-false test. About 40 percent of the mental functions measured by the true-false tests were not measured by the compare-contrast essay test. About 40 percent of the mental functions measured by the compare-contrast essay test were not measured by the true-false test.

2111. ————. A study of a true-false and indeterminate statement examination in the history of education. *Journal of educational research*, 25: 197-210, March 1932.

Develops a scoring key for an examination of 160 true-false and indeterminate statements in the history of education, based on the "pooling" of the responses of 21 instructors in the history of education.

2112. Wilson, William B. Improvement of the college examination. Seattle, University of Washington press, 1932. 72 p.

The study compares the characteristics of the essay type of examination with those of the objective type, and suggests ways of improving each type of examination.

See also 268, 749, 822, 1212, 1705, 1753, 2326, 2621, 2769, 2792.

EXTRACURRICULAR ACTIVITIES

2113. Axe, Fred Warren. An investigation of scout-leadership as a basis for the training of scoutmasters. Master's, 1932. Southern California.

2114. Bishop, Samuel Dewey. The relationship between the amount of participation of high-school students in extracurricular activities and their socio-economic status. Master's, 1932. Northwestern.

2115. Black, Gladys Helen. A guide for leaders of girls' clubs in the Philippines. Master's, 1932. Southern California.

2116. Boyer, Merle Wilford. Administration of Boy scout work as an agency in citizenship training. Master's, 1932. Oklahoma. 206 p. ms.

2117. Brown, Marion. Study of pupils selected by fellow pupils for positions of leadership in the extracurricular program in a particular school. Doctor's, 1932. T. C., Col. Univ.

A study was made of 259 pupils in positions of leadership from data secured from high-school records for individual pupils, questionnaires to pupils, interviews with pupils, records for the population of the individual school, records for the high-school population of the city. It was found that two-thirds of the leaders were members of the graduating class; were younger than their classmates; came from homes of a relatively high occupational status; expect to enter business and professional work. Leaders in major positions were superior to those in minor positions in posture and general appearance, intelligence, and scholarship. There was a wide range of abilities and of interests in the leader group. They had a wide variety of experiences in the student body, leagues, clubs, and class organizations. They had a variety of experience before their selection for leadership positions.

2118. Broxam, Pearl Bennett. Club program suggestions for special days. Iowa City, University of Iowa, 1932. 44 p. (University of Iowa extension bulletin, no. 284, January 15, 1932. Club program and bulletin service.)

2119. Bullock, Robert P. A study of the socio-economic status of boys in Greeley scout troops. Master's, 1932. Colo. St. T. C.

2120. Chastain, Harold E. Secret societies in the secondary schools of the United States. Master's, 1931. Coll. Pacific.

2121. Cox, Mrs. Hazel Grimm. Student clubs in Louisiana. Master's, 1931. Louisiana. 75 p. ms.

2122. Davis, Homer M. The status of senior high school assembly programs in the State of Washington. Master's, 1932. Washington. 92 p. ms.

Determines organization, types, methods, and objectives of assembly programs.

2123. Gerber, Raymond A. An evaluation of the high-school extracurricular activity program. Master's, 1932. Washington. 93 p. ms.

2124. Ginder, Vera Mae. The relation of participation in extracurricular activities to intelligence, achievement, college marks, and placement of the 1930 and 1931 graduates of the State college at Bowling Green, Ohio. Master's, 1932. Northwestern.

2125. Hamilton, Virginia Bailey. Six problems in girl scouting. Master's, 1932. Peabody. 124 p. ms.

A study of the organization and administration of extracurricular activities of girl scout directors in the south.

2126. Infelt, James F. Extracurriculum activities and success in industry. Master's, 1932. Chicago. 61 p. ms.

2127. Jenkins, Mildred Evelyn. How to operate school clubs in the junior high school. Master's, 1932. Southern California.

* 2128. McClelland, Clark R. Theories and practices relative to the administration of extracurricular activities in public schools with some suggestions for improvement. Doctor's, 1932. New York. 180 p. ms.

Discusses development and trends of attitudes and practices; analyzes present practices; discusses conditions and attitudes affecting the disposition of extracurricular activities; legal implications as to actual and implied rights; and possible adjustments leading toward a more desirable type of administrative control.

2129. MacDonald, Edward L. A study of the character and supervision of social activities in Seventh Day Adventist academies. Master's, 1932. Wichita. 104 p. ms.

2130. Mendenhall, Mary. An investigation of extracurricular activities in six Quaker colleges of the United States. Master's, 1932. Southern California.

2131. Patterson, Noble W. The financial administration of extracurricular activities of the Junction City high school. Master's, 1932. Kans. St. Coll.

2132. Pease, Berley H. High-school assemblies in New Hampshire. Master's, 1932. New Hampshire. 45 p. ms.

2133. Posey, Mildred. Credit in extracurricular activities in 27 schools of Texas. Master's, 1932. Texas.

2134. Reid, Stella LaCroix. Survey of the extracurriculum activities in Monroe city high school, 1929-30. Master's, 1931. Louisiana.

2135. Smith, Martha A. Survey of the administrative problems of club activities in New Jersey junior high schools. Master's, 1932. Rutgers.

2136. Urquhart, Christa. Anne. Financing the high-school newspaper. Master's, 1932. Southern California.

See also 852, 1116, 1234, 1536, 1798, 2414.

FAILURE OF PUPILS

2137. Danis, Leslie Howard. A study of the effectiveness of procedures for reducing failures in high school. Master's, 1932. Southern California.

* 2138. Koeffe, Helen Frances. A study of the causes of failure with special reference to Grade 10. Master's, 1932. Boston Univ. 105 p. ms.

Part 1. Defines the term failure and the causes of failure as set forth in other studies which have been made of the subject; part 2 is a report of a study of failures made in grade 10, high school 10, Boston; part 3 gives quotations and excerpts from a group of remedial and preventive experiments made in an effort to reduce the failures in secondary schools.

- 2139. Magoon, Mayo M. Relation of failure to pupil seating. Master's, 1931. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 42 p.

There is a tendency toward concentration of failures in certain groups of seats, and the concentration becomes more marked in the upper years of high school; some groups of pupils, because of their positions in the classroom, receive better supervision and assistance than others; some pupils need to be brought into positions nearer the teacher; there is strong evidence in favor of teachers assigning seats; considerable advantage is to be gained in the frequent changing of seating plans; teaching is most effective when it takes place from different positions; there is a tendency for some pupils to select outside seats deliberately in order not to be too close to the center of activity.

2140. Morris, Roy Lee. Causes and remedies for pupil mortality in South high school, Denver. Master's, 1932. Denver. 43 p. ms.

2141. Perry, George Richardson. Failures of freshmen in certain Connecticut high schools: To what extent is algebra responsible and how can the amount of failure due to algebra be reduced? Master's, 1932. Vermont. 49 p. ms.

Seven high schools in southeastern Connecticut were visited and test was given to freshmen of school department in September 1930.

2142. Bemy, Ayden A. Factors of school failures. Master's, 1932. Ohio. 68 p. ms.

2143. Sundgren, Ruby B. Some reasons why students fail in the university. Master's, 1932. Colorado.

A study of the failures of 157 students indicate that they failed because of low intelligence, lack of appreciation, physical defects, poor schedules, and inadequate high-school preparation.

2144. Walter, Zell S. Case studies of pupils failing in junior high school. Master's, 1932. Chicago. 109 p. ms.

The study dealt with pupils in the seventh, eighth, and ninth grades, during the year 1931-32. The majority of failures could be prevented by individual attention on the part of the school.

See also 1824, 1777, 2962.

MARKS AND MARKING

2145. Atherton, Harlan E. The distribution of marks in Charlestown high school. Master's, 1932. New-Hampshire. 19 p. ms.

2146. Bealey, Walter B. Marking systems in use in secondary schools. Master's, 1932. Chicago. 112 p. ms.

The study included 200 public secondary schools representing 42 states. More than two-thirds of the 200 schools use a purely letter type of marking system or some variation of the letter type.

2147. Bradbury, Roscoe Clifford. A study of D and F grades in senior high school mathematics. Master's, 1932. Southern California.

2148. Jones, Richard C. A comparison of grades assigned to American history papers. Master's, 1932. Peabody. 99 p. ms.

A study of the variability in grades assigned to new-type test scores and essay-type test papers in American history. It was found that greater variability is shown in grading essay-type papers, but there is sufficient variation in grading both types to be significant.

2149. Kluss, Fred J., and Kirby, Thomas J. Pupils' marks in high-school subjects in 38 Iowa schools. Iowa City, University of Iowa, 1931. 60 p. (University of Iowa extension bulletin. Bulletin no. 278. College of education series no. 30. October 15, 1931.)

The study inquires into the current practice in subject enrollment, pupil withdrawals, failures, and the assignment of pupil marks in 38 Iowa high schools and attempts to discover how administrative procedures affecting these practices may be improved. Data indicate that administrators must assume responsibility for controlling the practices affecting enrollment and pupil progress in their schools. State-wide adoption of a uniform child accounting system is advocated.

2150. Kulp, Daniel H., II. What measures for grading? New York City, Teachers college, Columbia university, 1932.

An analysis of tests, before and after, to discover what data best represent the work and achievement of students. Findings: Final score is the best measure.

2151. Lenfesty, Ralph G. A comparative study of the academic scores of the upper 25 percent of the senior class (1930-31) of the Ohio high schools with their relationship to age, sex, and vocation. Master's, 1932. Ohio. 123 p. ms.

A comparative study of 3,646 high-school seniors. These pupils took the second general scholarship contest for high-school seniors in Ohio. Findings: Boys made better scores than the girls in all subjects except English. Ohio high schools need a better guidance program. The larger the school the better the pupils are prepared at the completion of the senior year.

2152. Leuenberger, Clifford C. The prediction of college marks. Master's, 1932. Colo. St. T. C.

2153. Niederhauser, Charles H. Sex differences in high-school marks in relation to achievement. Master's, 1931. Stanford.

See also 817, 367, 396, 556, 720, 733, 803, 1152, 1341, 1364, 1673, 1693, 1703, 2043, 2107, 2160, 2604, 2774, 2848.

RECORDS AND REPORTS

2154. Atkinson, John Allen. A study of county and state school reports. Master's, 1932. Colo. St. T. C.

2155. Courtright, Jeanette Holmes. A comparative study of the school records and the occupational records of high-school graduates who were secretarial majors. Master's, 1932. Southern California.

2156. Galbreath, Frank, Earl. A State system of educational reports for Colorado. Master's, 1932. Colo. St. T. C.

2157. Murphy, J. Fred. The present status of high-school principals' annual reports to superintendents and boards of education. Master's, 1932. Ohio. 119 p. ms.

There was a spread of 125 different items reported in the 93 high-school principals' annual reports analyzed. The three groups of school administrators who rated the 35 items reported most frequently were in agreement that these 35 items were either "necessary" or "desirable but not necessary" in a high-school principal's annual report.

* 2158. Reed, J. McLean. An annual report for the Fostoria city schools for the year ending August 31, 1931. Our public schools. Master's, 1931. Ohio. Fostoria, Ohio, Board of education, 1931. 111 p.

Part 1 contains a history of the Fostoria public school from its beginning in 1882. Part 2 contains the present program including such factors as building, school population, curricular and extracurricular activities, special functions, school revenues, and school costs. Part 3 contains the modern requirements and responsibilities of the public school.

2159. Skarda, Emil J. Accounting methods in 16 school systems in Illinois. Master's, 1931. Chicago. 115 p.

Describes the nature and extent of financial records and reports kept in the selected school systems.

2160. Taylor, J. Carey. The reliability of quarterly marks in the seventh grade of junior high school, together with the value of certain standard tests in predicting them. Baltimore, Md., Johns Hopkins press, 1931. 54 p. (Johns Hopkins university studies in education, no. 17.)

Undertakes to determine the productive value of scores made in the Otis group test and Stanford achievement tests. In Baltimore junior high schools, the Otis group test of mental ability correlates more highly with the teachers' 7B marks in English, mathematics, geography, history, or an average of these, than does the Stanford arithmetic test, the Stanford reading test, or the combination of any two, or all three taken together. The teachers' term mark, when based on several marks rather than a few, is a good measure of the achievement of the pupil.

2161. Williams, Mary Rachel. A critical study of the individual reports made by Kansas administrators to parents. Master's, 1932. Kans. St. T. C., Emporia. 65 p. ms.

See also 1402, 1933, 3049.

RETARDATION AND ELIMINATION

2162. Cobb, Wilbur Kirkpatrick. Retardation in elementary schools of children of migratory laborers in Ventura county, Calif. Master's, 1932. Southern California.

2163. Crosser, Helen. Special education—the retarded child. Master's, 1932. Ind. St. T. C. 89 p. ms.

The retarded child should be given an education which will permit him to engage in the work of unskilled labor and live happily in the humblest group. Special abilities should be sought out and developed and disabilities should be minimized.

2164. MacLerie, Elsie Copeman. Pupil retardation in the elementary schools of Stockton, Calif. Master's, 1931. Coll. of the Pacific.

2165. Nichols, Vera Elizabeth. An analysis of the conditions which contribute to withdrawal of freshmen from the University of Denver College of liberal arts during the period 1926-1930. Master's, 1932. Denver. 81 p. ms.

2166. Stegemoller, Clarence William. A vocational study of the graduates and withdrawals of Union high school, Dugger, Ind. Master's, 1932. Ind. St. T. C. 104 p. ms.

Attempts to discover what occupations the graduates and withdrawals of Union high school, Dugger, Ind., are following; what caused them to make their choices; what benefit the high-school training has been to them; what subjects have benefited them most; which ones would have benefited them more; and the adequacy of the high school course for the pursuit of college work.

See also 1382, 1433, 1709, 1752, 1776, 1788, 2499.

TEXTBOOKS

* 2167. Adlum, Ruth K. A study of ancient history textbooks in the light of the new interpretation of history. Master's, 1932. New York. 33 p. ms.

Examination of four ancient history textbooks written just prior to or since the World War showed that past conditions, past ideas, and past institutions have been emphasized, rather than past events; considerable space has been given to Egyptian and pre-Greek periods of history.

• 2168. **Bander, Roslyn.** Study of personality treatment in American history textbooks in use in senior high schools of New York City. Master's, 1931. New York. 65 p. ms.

Analyses seven American history textbooks used in the New York City schools, and finds that six lay too much stress on military history and too little stress on scientific and economic development, and almost ignore the cultural background.

2169. **Blythe, Irene T.** The textbooks and the new discoveries, emphases, and viewpoints in American history. Master's, 1931. George Washington. 156 p. ms.

Analyses 53 secondary American history textbooks, published from 1897 to 1930, and finds that textbook writers act slowly in incorporating new views, emphases, and discoveries in their books.

2170. **Briggs, Egbert Estabrook.** The adaptation of ninth grade general science textbooks to curriculum needs. Master's, 1932. South Dakota. 100 p. ms.

2171. **Burke, Sister Mary Hortense.** A critical analysis of the study aids as found in representative high-school texts in European history. Master's, 1931. Loyola. 109 p. ms.

2172. **Butler, Leo W.** The chemistry found in general college zoology textbooks. Master's, 1932. Colo. St. T. C.

2173. **Carrell, Thomas Cumming.** Some problems involved in the use of the textbook. Master's, 1932. Southern California.

2174. **Carter, Charlotte Tyler.** A study of certain aspects of some primary readers. Master's, 1932. Indiana. 132 p. ms.

2175. **Clemente, Tito.** A comparative study of the vocabularies of Philippine and American readers for the first grade. Doctor's, 1932. T. C., Col. Univ.

Attempts to compile a reading word list suitable for use in the first grade in the Philippine public schools and to determine whether there are any significant differences between the vocabularies of the Philippine and American first grade readers. Data indicate that as compared with American primers, the Philippine primers contain a significantly larger number of different words, of important words found among the first 1,000 most common words in Thorndike's word list and in Gates' word list, and of words not found in either of the word lists; that the American primers have a significantly lighter vocabulary load than the Philippine primers; that the Philippine primers have a significantly larger number of words in common with the American first readers than have the American primers in common with the Philippine first readers.

2176. **Coyner, Ruth E.** Trends in United States history textbooks on the upper elementary school level. Master's, 1931. George Washington. 115 p. ms.

A study of 28 United States history textbooks published between 1830 and 1930 shows that history textbooks approximately doubled in size every 30 years between 1830 and 1920; miscellaneous aids dominated the aid space until 1920; in 1930 visual aids were more prominent than miscellaneous aids.

2177. **Crawford, Mary Ann.** Parallel readings listed in junior high school history textbooks. Master's, 1932. Peabody. 144 p. ms.

References were compiled from a selected list of 10 junior high school history textbooks. Findings: No reference was given by all 10 textbooks studied; 8 were given by 9 textbooks, 2 by 8 textbooks, 13 by 7, 16 by 6, 29 by 5, 65 by 4, 124 by 3, and 252 by 2 textbooks.

2178. **Davis, Alta.** Parallel readings listed in junior high school history textbooks. Master's, 1932. Peabody. 163 p. ms.

From a study of 10 textbooks in junior high school history, it was found that they varied in organization and subject matter for collateral reading.

2179. **Dinning, Wilmoth Figuera.** Parallel readings listed in senior high school history textbooks. Master's, 1932. Peabody. 184 p. ms.

This study disclosed the fact that textbooks for senior high school history vary both in the type of parallel reading recommended and in the number of references mentioned by the 10 texts studied. More than 1,600 references of all kinds were suggested by one text only of those texts examined, and 681 references were recommended by 2 or more of the 10 representative texts studied. Of this latter number only 2 (both histories) were suggested by all of the texts.

* 2180. **Dubreuil, Elizabeth C.** The selection and application of criteria for the judging of arithmetic textbooks for the primary grades. Master's, 1932. New York. 73 p. ms.

Criteria were selected and used in rating 10 primary arithmetics printed since 1925, which are used in New York State.

2181. **Duncan, Samuel E.** Critical study of organization of general science textbooks. Master's, 1932. Cornell. 177 p. ms.

2182. **Farrelly, Julia.** The vocabularies of 20 primers. Master's, 1932. St. Louis. 110 p. ms.

2183. **Fontaine, Suetette A.** The development of criteria for the selection of music textbooks. Master's, 1932. Northwestern.

2184. **Greene, Ambel.** Proposed textbook in word derivation for use in high schools. Master's, 1932. Stanford.

2185. **Hays, Louella.** A study of certain skills found in elementary English textbooks. Master's, 1932. Colo. St. T. C.

2186. **Habel, Elizabeth.** A study of the vocabulary load in arithmetic texts for pupils in the fifth grade. Master's, 1932. Iowa. 372 p. ms.

* 2187. **Henshaw, J. Harry.** The allotment of space in textbooks in chemistry as indicated by the number of words devoted to household arts. Master's, 1932. Kans. State. 143 p. ms.

Allotment of space in each of 10 texts was determined by word count.

2188. **Huebner, Max S.** An analysis of textbooks in world history since 1883. Master's, 1932. Kans. St. T. C., Emporia. 126 p. ms.

2189. **Jacobs, Sybil.** The oral expression content of seventh and eighth grade English textbooks. Master's, 1932. Colo. St. T. C.

2190. **Kittleston, Agnes.** A textbook analysis to determine significant vocabulary in ancient history. Master's, 1932. Iowa. 108 p. ms.

2191. **Lang, Margaret Rovegno.** An analysis of materials pertaining to animals in primary readers. Master's, 1932. Peabody. 86 p. ms.

Analyzes 13 series of primary readers used as basal texts in the United States in 1931, including the primer, first, second, and third readers. Approximately 50 percent of the material in the readers pertains to animals; the fundamental life habits named are: Food, habitat, reproduction, self-protection, and covering.

2192. **Lein, Jacob.** The grade location and drill frequency of certain adjective modifiers and selected language textbooks. Master's, 1932. Iowa.

2193. **Liljequist, E. E.** A proposed scale for the measure of textbooks in history. Master's, 1932. Chicago. 80 p. ms.

Three textbooks representing intermediate junior high school and senior high school grade of work were scored by 150 scorers.

2194. **McClymond, Dan M.** Relation of test items to textbook content in physics. Master's, 1932. Iowa. 57 p. ms.

2195. McGrath, Sarah H. "Modifications in the use of the textbook in the Massachusetts public schools, 1880-1931. Master's, 1932. Smith. 110 p. ms.

2196. McKinney, Margaret. Vocabulary study of three elementary reading texts used in Mexico. Master's, 1931. South. Methodist.

2197. Meadors, Allen James. Analytical study of seventh grade (junior high school) composition texts. Master's, 1932. Peabody. 65 p. ms.

2198. Mehl, Marie. Vocabulary study of first grade readers. Master's, 1932. Colo. St. T. C.

2199. Moore, Eva. Types of sentences found in elementary textbooks. Master's, 1932. Texas.

2200. Nolen, Jewel. A study of third grade readers for health content. Master's, 1932. Peabody. 50 p. ms.

2201. Oetting, Nellie M. An analysis of textbooks to determine the geographic terms to be mastered by students in world history. Master's, 1932. Iowa. 70 p. ms.

2202. Peterson, Thelma. A comparison of the vocabularies of two business spellers with the most frequently occurring difficult words in business letters. Master's, 1932. Iowa. '80 p. ms.

2203. Rankin, A. E. A study of the vocabulary load in arithmetic texts for pupils in third and fourth grades. Master's, 1932. Iowa. 60 p. ms.

2204. Ray, Ruby. Physical make-up of recent primary readers. Master's, 1932. Peabody. 84 p. ms.

Compares the physical make-up of children's books and 69 primary readers.

2205. Schwieder, Albert. A vocabulary study of 12 recent beginning books in reading. Master's, 1932. Washington Univ. 78 p. ms.

2206. Sharer, Paul B. Analysis of the problems of Duff's college physics text for the specific algebraic, geometric, higher arithmetic, and trigonometric skills involved in the solutions. Master's, 1932. Iowa. 127 p. ms.

2207. Sills, William L. Prerequisites to Griffin's "An introduction to mathematical analysis." Master's, 1932. Peabody. 50 p. ms.

2208. Smith, Pauline. Textbook for high-school harmony. Master's, 1931. Indiana.

* 2209. Springmeyer, Sarah Marian. The problem material in six modern elementary algebra textbooks. Master's, 1932. New York. 73 p. ms.

Compares the problem material in six modern elementary algebra textbooks with Thorndike's recommendations in the "Psychology of algebra."

2210. Stayton, Winifred E. A vocabulary study of four primers. Master's, 1931. George Washington. 133 p. ms.

Indicates that writers of primers do not attempt seriously to provide adequate word drill.

2211. Sunthimer, Charles Edward. Analytical study of 21 English language textbooks. Master's, 1932. Indiana. 169 p. ms.

2212. Sutherland, Boliver Lee. Collateral reading lists in senior high school history textbooks. Master's, 1932. Peabody. 117 p. ms.

Ten senior high school history textbooks were analyzed to find to what extent the authors agree on the references they suggest for collateral reading.

2218. Terry, Dell. An analysis of some plane geometry textbooks. Master's, 1932. Peabody. 97 p. ms.

Analysis of 17 textbooks in plane geometry from Euclid to 1930, shows numerous changes have been made in plane geometry textbooks since Euclid's time.

2214. Virtue, Jessie Hardy. Some results of a study of mathematics texts and assignments in schools from which students have entered the Longview, Wash., high school. Master's, 1932. Washington. 43 p. ms.

2215. Wackerbarth, Allie Mae. A comparison of Spanish and English primers. Master's, 1932. Texas.

2216. Walker, Percy Maurice. The treatment of tariff in junior high school history textbooks. Master's, 1932. Peabody. 69 p. ms.

2217. Weiner, Esther H. A study of the development of subject matter in elementary physics textbooks. Master's, 1932. Cornell. 197 p. ms.

2218. Wilson, Homer Cyrus. Evaluation of graphic aids to comprehension of social science texts in junior high school. Master's, 1932. Southern California.

2219. Wilson, Leonard T. A scientific evaluation of economic geography textbooks used in senior high schools. Master's, 1932. Southern California.

2220. Wittman, Nora E. Comparative analysis of textbooks in general mathematics. Master's, 1932. Cornell. 134 p. ms.

2221. Wright, Harvey Austice. An evaluation of certain textbooks in general mathematics for college freshmen with a view to formulating a course which affords more satisfactory preparation for calculus. Doctor's, 1932. New York. 186 p. ms.

A study was made of 205 college and university catalogs to determine the nature of mathematics courses available to freshmen and sophomores. Five texts, published between 1921 and 1931, were studied. A course in general mathematics was worked out, requiring one year of elementary algebra and one year of plane geometry as prerequisites.

See also 253, 255, 259, 261, 1829, 1880, 2289-2291, 2347, 2529, 2551, 2861; and under Special subjects of curriculum.

SCHOOL BUILDINGS AND EQUIPMENT

2222. Andrews, Foster Finley. A practical application of a school building program. [Master's, 1932.] Oklahoma. 178 p. ms.

2223. Arnold, William E. Standards and techniques for planning and evaluating junior high school plants. Doctor's, 1932. Ohio. 186 p. ms.

Gives a consensus of expert opinion on the features of a junior high school building with score card for evaluating existing plants.

2224. Beatty, Smyres Leonard. The housing and equipment of Smith-Hughes recitation-laboratory rooms in Ohio. Master's, 1932. Ohio. 35 p. ms.

2225. Bennett, Jack Holt. Utilization of school buildings in Tipton county, Tenn. Master's, 1932. Peabody. 112 p. ms.

2226. Burns, Lillian. Survey of office equipment in the business offices of Spokane and a recommendation for teaching their use in the schools and colleges in or near Spokane. Master's, 1932. Stanford.

2227. Carnes, Carl Clinton. A study of the natural science laboratories in the high schools of Florida. Master's, 1932. Florida. 122 p. ms.

2228. **Ching, John Frederick.** Types of windows as factors in the ventilation of classrooms. Doctor's, 1932. California. 161 p. ms.

2229. **Cornwell, Lorain S.** Analysis of the high-school building needs of Taylor county, W. Va., based on pupil population growth. Master's, 1932. West Virginia.

2230. **Crumpton, Millard Brown.** The shapes of seats and desks with respect to correct posture. Master's, 1932. Peabody. 81 p. ms.

This study covered all of the furniture used in school buildings for sitting and writing purposes. Only the adjustable type of seat and desk should be used. Chairs and tables should be used by kindergarten children. Most seats, desks, chairs, and tables do not conform to correct posture.

2231. **DeHaven, Thomas Wright.** Mechanical appliances in school and office. Master's, 1931. Louisiana.

* 2232. **Diehl, Harry E.** High-school building survey for Hollidaysburg, Pa. Master's, 1932. Penn. State. 64 p. ms.

This is a survey of the present high-school facilities of Hollidaysburg and community made in order to determine the kind of building that would best meet the needs of the town and community.

2233. **Engelhardt, N. L.** Standards for junior high school buildings prepared for use in connection with the Strayer-Engelhardt score card for junior high school buildings. New York City, Teachers college, Columbia university, 1932. 161 p.

Discusses the site, building, service systems, classrooms or recitation rooms, special classrooms, general service rooms, and administration rooms.

2234. ——— Survey field book for the analysis of a high-school building. New York City, Teachers college, Columbia university, 1931. 45 p.

2235. **Finley, Reuel C.** Housing problems of the 8-year high school. Master's, 1932. Colorado.

2236. **Gates, Raymond Smith.** A study of the heating of some of the buildings at the University of Vermont. Master's, 1931. Vermont.

2237. **Green, Earle Milton.** A survey of the Riverside elementary school building needs. Master's, 1932. Southern California.

* 2238. **Hayes, Harriet.** Suggested standards for use in planning residence halls for undergraduate students in American colleges and universities. Doctor's, 1931. T. C. Vol. Univ. New York City, Teachers college, Columbia university, 1933. 247 p.

Data were secured from published material issued by various institutions in connection with their student residence halls, unpublished material from 125 colleges and universities giving information regarding their housing facilities for women students; information, criticism, and general assistance from architects and from numerous college officials, including deans, heads of halls, directors of food service, etc.; and more than 300 references relating either directly to student residence hall problem or having significance in this connection. A list of proposed standards including approximately 150 items exposure apparatus were studied.

2239. **Holland, B. F.** Some laboratory apparatus in use in the educational psychology laboratory of the University of Texas. Austin, University of Texas, 1932.

Eye-movement camera, device for photographing finger movements of blind readers, exposure apparatus were studied.

2240. **Howard, Ralph A.** A list of laboratory apparatus for a vocational agriculture department. Master's, 1931. Ohio.

2241. Hull, John Henrich. School supply purchasing and accounting in small school systems. Master's, 1932. Colo. St. T. C.
2242. Lease, Leland J. Equipment for teaching physics in the junior colleges of California. Master's, 1932. Stanford.
2243. Lightfoot, Preston Clide. A survey of housing, equipment, and materials used in industrial arts departments of the Los Angeles junior high schools. Master's, 1932. Southern California.
2244. Lohmoelder, Ruth P. A study of the uses made of the school auditoriums in Utah county, Utah. Master's, 1932. Brigham Young.
2245. Lowry, George K. Errors in school-building planning and construction in certain Indiana high schools. Master's, 1932. Iowa. 201 p. ms.
2246. McCharen, John Dudley. Trends in the educational planning of Mississippi school buildings. Master's, 1932. Peabody. 71 p. ms.
2247. Morris, Willis Dedric. Design of an ornamental illumination system for the new campus of the Louisiana State university. Master's, 1932. Louisiana.
2248. Moseley, Glen H. Proposed building program for Anany union high school, Sebastopol, Calif. Master's, 1931. Stanford.
2249. Myrica, Ferris W. A survey of the high-school buildings of Allen county to determine how efficiently they are used. Master's, 1931. Ohio. 97 p. ms.
2250. Odell, C. W., and Hamilton, T. T., Jr. Special features of Illinois school buildings. Urbana, University of Illinois.
2251. Pierron, Richard Paul. Measuring the ability of Bellingham to finance a school building program. Master's, 1932. Washington. 56 p. ms.
2252. Ramseyer, Lloyd L. Inventories of school equipment in cities with a population of 50,000 or more. Master's, 1932. Ohio. 70 p. ms.
- All cities in the United States with a population of 50,000 or more were studied. It was found that 75 per cent of the cities take some form of inventory. There is much variation in the inventory forms and methods of procedure.
2253. Reeves, Stanley Newman. Tests of quality for school equipment and supplies. Doctor's, 1932. Peabody.
2254. Smith, Rebekah Anna. Sound problems at Arsenal technical schools: (1) teachers' lunch room; (2) auditorium-gymnasium. Master's, 1931. Indiana.
2255. Stephens, Joseph B. The administration of the high-school cafeteria. Master's, 1932. Chicago. 80 p. ms.
- The study included cost of preparation and serving of meal, managerial salaries, types of service, cost per seating, total seating capacity, and pupil service.
2256. Sutton, David H., and Holy, Thomas C. A school building survey and program for Washington, C. H., Ohio. Columbus, Ohio State university, 1931.
2257. ——— Standard list of equipment for chemistry, physics, biology, and general science laboratories. Columbus, Ohio State university, 1931.
- Ascertains as nearly as possible the individual and general equipment needed for a class of given size in the four major high-school sciences.

2258. Wolf, Leonard. Housing standards for women's dormitories in mid-western state-supported institutions. Master's, 1932. Iowa St. Coll.
See also 106, 863, 1439, 1455, 1679, 1914, 1923.

JANITORIAL SERVICE

2259. Engelhardt, N. L., Reeves, C. E., and Womrath, G. F. Survey data book for public-school janitorial-engineering service. New York City, Teachers college, Columbia university, 1932. 75 p.
2260. Whitneck, Hosea A. The service load and the service cost of janitor-engineers in the elementary schools of Southern California. Doctor's, 1932. Southern California.
See also 106, 1815.

HEALTH AND PHYSICAL EDUCATION

2261. Albright, Harold. A suggested course of study in physical education for boys of the ninth grade. Master's, 1932. Ind. St. T. C. 91 p. ms. (Abstract in: Indiana State teachers College. Teachers college journal, 3: 281-82, July 1932.)
2262. Anderson, Beatrice Mary. A study of the health and body mechanics of kindergarten children at home and at school. Master's, 1932. Southern California.
- * 2263. Andrews, Emily Russell. Methods and results of a system of physical examination in a private school. Master's, 1932. New York. 130 p. ms.
 Describes the system of physical education in use at the Chandor school for girls in New York City.
2264. Barmack, Joseph E. Glands and personality—the possibilities of influencing the development of personality traits through the medium of the endocrine glands. Master's, 1931. Coll. of the City of N. Y. 44 p. ms.
 The endocrine glands have definite influence on the development of personality traits; thyroid and adrenal secretions are subject to change by environmental stimuli; a study of the sympathetic control of the endocrines is valuable for the technique of glandular control in the school; endocrine imbalance is common enough to warrant the employment of a trained endocrinologist by each large school; our present adherence to the old techniques of extrinsic stimulation in the classroom is not conducive to the development of the most desirable type of personality.
2265. Brace, D. K. Why physical education is a way of education. Austin, University of Texas, 1932.
2266. Brame, Sidney. Annotated bibliography of the aims and objectives of physical education. Master's, 1932. Peabody. 122 p. ms.
2267. Bronson, Alice Oakes. A study of state physical education associations with a plan of organization for the Utah physical education association. Master's, 1932. Utah.
2268. Brouillette, J. Walter. Investigation of certain physical conditions of selected elementary school children of St. Landry parish, La. Master's, 1932. Louisiana.
2269. Burr, John H., Jr. A survey of physical education in Negro colleges and universities. Master's, 1932. Int. Y. M. C. A. Coll. 145 p. ms.
2270. Cadbury, Mrs. Olive C. Private association interest in a department of public welfare. Master's, 1932. Columbia.

* 2271. Campbell, Anne M. Health, physical development, and scholarship. Master's, 1931. New York. 43 p. ms.

Data indicate that there is no relationship between psychological score or academic record and age, weight, height, lung capacity, or posture.

* 2272. Campbell, Ruth Eleanor. A study of the comparison of the distribution of subscriptions to the Journal of health and physical education with the distribution of teachers of physical education. Master's, 1932. New York. 96 p. ms.

The ratio of subscriptions to the Journal of health and physical education to the number of teachers of physical education varies from 0.6 percent in Mississippi to 76 percent in Missouri.

2273. Chang, Fletcher Yung. State organization and administration of health and physical education. An analytical study of the programs of health and physical education of 15 state departments of education. Doctor's, 1932. T. C., Col. Univ.

Data indicate that 36 state laws differ in their use of terminology, nature, scope, and content. The 15 states studied show the health and physical education staff organized as a separate division in the state department of education, as a part of a division in the department, or as a separate division in the department but administered by an outside agency.

2274. Chase, Florence Zeb. The status of physiology as a high-school subject. Master's, 1932. Southern California.

2275. Darner, Lucille. A course of study in health education for ninth and tenth grades. Master's, 1932. Iowa.

2276. DeLong, Oscar. A study of physical education in the accredited secondary schools of S. Dak., and a program suitable to the smaller high school. Master's, 1932. Iowa.

2277. Denton, C. T. An outline curriculum of physical education for the public schools, grades 1 to 12. Master's, 1932. Iowa.

2278. Dowell, William Merl. A study of physically accelerated children. Master's, 1932. Peabody. 74 p. ms.

This study is concerned with the relationship between physical growth and mental ability. The physically accelerated children were found to rank higher than the small children in mental achievement.

2279. Duggan, Salome Jane. Sociological aspects of health in the public schools. Master's, 1932. Tennessee. 87 p. ms.

* 2280. Evans, Ruth Carol. A critical analysis of the physical examinations of 500 undergraduate students of New York University. Master's, 1931. New York. 52 p. ms.

The most outstanding defects were found to be those of tonsils, skin, and blood pressure, defects of glands of the neck, feet, teeth; the lowest incidence of defects refer to nutrition, ears, lungs, and central nervous system.

2281. Fasulo, Timothy. Corrective gymnastics in the United States. Master's, 1932. Int. Y. M. C. A. Coll. 222 p. ms.

2282. Follett, Verna Evelyn. An experimental study on footedness. Master's, 1931. Brown.

2283. Gemmell, Lee. The effects of two superior systems of controlled illumination on visual acuity and eye fatigue. Master's, 1932. Kans. St. Coll.

2284. Gilson, William George. An objective rating of physical education programs for boys in Los Angeles county high schools. Master's, 1932. Southern California.

* 2285. Goss, George E. The development of organized physical education in the Philippine Islands. Doctor's, 1932. New York. 170 p. ms.

Considers the problem from the standpoint of the status of physical education in the Philippine Islands prior to American occupation; developments which have taken place in physical educational institutions, playgrounds and sports organizations, and in the social institutions of the Philippines during the last 30 years, and the factors which contributed to their development.

2286. Grady, Raymond Francis. Health movement in the junior high school. Master's, 1932. Boston Coll.

2287. Grant, Glenna Fay. Construction and grade placement of original tap and character dances for secondary schools. Master's, 1932. Texas.

* 2288. Greeley, Louisa May. A study of the leisure time use of the games taught in the physical education program to fifth and sixth grade children. Master's, 1931. New York. 103 p. ms.

Discusses the carry-over of specific physical education activities taught fifth and sixth grade age children.

2289. Gregg, F. M., and Rowell, Hugh Grant. Health studies. Home and community. Yonkers-on-Hudson, N.Y., World book company, 1932. 258 p.

This is a companion textbook on health to Personal health, by Gregg and Rowell, based on experimentation and classroom testing. It is for use in the seventh, eighth, or ninth grades.

2290. ——— Health studies. Personal health. Yonkers-on-Hudson, N.Y., World book company, 1932. 314 p.

This is a textbook on personal health for use in the seventh, eighth, or ninth grades, based on experimentation and classroom testing.

2291. ——— Teacher's manual for health studies: Home and community. Yonkers-on-Hudson, N.Y., World book company, 1932. 64 p.

2292. Hamer, Evelyn. Uniform cumulative physical education cards. Master's, 1932. Northwestern.

2293. Hamilton, C. F. An evaluation of the program of physical education in the smaller high school. Master's, 1931. Illinois.

* 2294. Hansen, Canute. Significance of experimental pedagogy of Rudolf Steiner with special reference to teeth. Master's, 1931. New York. 203 p. ms. Describes the fundamental stages in the development of dentistry.

2295. Harmon, John Millard. Methods of procedure in the city comprehensive school health and physical education survey. Doctor's, 1932. Indiana. 197 p. ms.

2296. Harris, Edith Anne. Education for weight control through diet: A library survey with a resultant mechanical invention. Master's, 1932. Southern California.

2297. Harrison, Marguerita. Meeting the health needs of third grade children. Master's, 1932. Peabody. 89 p. ms.

Health needs of third-grade children can be met through the home, school, and health department.

2298. Hendrickson, Lealie Earl. Physical, mental, social, and recreational values of high-school physical education. Master's, 1932. Southern California.

* 2299. Higbee, Thomas W. Accidents in the physical education activities of a boys' and girls' high school: A study of the accidents occurring in the physical education activities of Columbia high school of South Orange and Maplewood, N.J. Master's, 1932. New York. 72 p.ms.

Data indicate that the younger age groups appeared to have more accidents than did the older age groups; height seemed to have no significant bearing on accident frequency; pupils with higher strength indices as determined by the Rogers test had a tendency to be injured less frequently; there seemed to be no connection between accident frequency and physical fitness as measured by the Rogers test.

2300. Hogan, Edwin Young. Physical education in Southern Methodist colleges. Master's, 1932. Peabody. 96 p. ms.

This study covered 28 colleges of the Southern Methodist Church.

2301. Huff, Fred H. Physical education, hygiene, and athletic administration in public high schools of West Virginia. Master's, 1932. Int. Y. M. C. A. Coll. 114 p. ms.

* 2302. Hughes, William L. The administration of health and physical education for men in colleges and universities. Doctor's, 1932. T. C., Col. Univ., New York City, Teachers college, Columbia university, 1932. 181 p. (Contributions to education, no. 541.)

Precepts #10 evaluated standards and policies in the administration of campus sanitation, health service, health instruction, required physical education, intramural athletics, and intercollegiate athletics for men in colleges and universities.

* 2303. Isardi, Thomas Guy. A comparative study of organic capacity and anthropometrical variations in physical types of sthenic, asthenic, and normal. Master's, 1932. New York. 43 p. ms.

Studies the strength index, physical fitness index, standing height, weight, sitting height, shoulder breadth, hip breadth, chest depth, and leg length of 116 undergraduate men of the department of physical education and health of New York University.

* 2304. Kauffman, Earl, jr. A study to determine present procedures in conducting the medical (health or physical) examinations in colleges. Master's, 1931. New York. 65 p. ms.

Data were secured from small, medium, and large colleges and universities in the United States by means of a questionnaire. Discusses the status of persons giving the examination, the basis of choice of examiners, when and how often the students are examined, and the amount of time consumed in examining each student.

2305. Kellam, Claud Holland. A physical education curriculum for boys in Brackenridge high school, San Antonio, Tex. Master's, 1932. Texas.

2306. Karahner, Helene. A study of the trends in the teaching of physiology. Master's, 1932. Southern California.

2307. Keyes, Ruth Frances. An appreciation of the necessary balance between the physical and mental elements in secondary and collegiate education. Doctor's, 1932. Boston Coll.

2308. Kuhn, May Cole. A study of the teaching of physiology in the American school. Master's, 1932. Southern California.

2309. Kunde, Norman Fredrich. The status of health supervision in public schools of Washington. Master's, 1932. Washington. 256 p. ms.

* 2310. Labarra, Earl. What does the grade school teacher of physical education expect of the supervisor of physical education? Master's, 1932. New York. 51 p. ms.

Studies the school system of Bethlehem, Pa., and shows that a large majority of the teachers wished the supervisor to order all kinds of instructional equipment and supplies, that demonstrations be given in all activities pertaining to the teaching of health and physical education, and that a health program be organized and furnished them.

2311. Law, G. C. A study of physical defects of University of Illinois students, with special reference to the members of the class of 1933 assigned to corrective physical education for four semesters. Master's, 1932. Illinois.

* 2312. Lee, Mary Alden Morgan. The relation of the knee jerk and standing steadiness to nervous instability. Doctor's, 1931. Chicago: *Journal of abnormal and social psychology*, 26: 212-28, July-September, 1931. (Reprinted.)

Describes a preliminary experiment with two subjects, a man and a woman to determine the variability of the knee jerk and steadiness under standardized laboratory conditions; an experiment conducted in February and March 1928 with 10 medical students selected as exhibiting different degrees of nervousness according to the ratings of their classmates, the tests used with these students were Knee Jerk, standing steadiness, and a salivary reflex, and a study held during March to June 1928, of 258 children in the third, fourth, fifth and sixth grades of the elementary school of the University of Chicago. Findings: True individual differences exist in the knee jerk and in the Romberg test in the organically sound population; there is considerable social agreement in the meaning of "nervous instability"; there is no evidence that neurotic tendencies are associated with an active knee jerk; the neurotic adult and child tend to be more unsteady than the phlegmatic in the erect position with eyes closed; there is no sex difference in children in either the amplitude of the knee jerk or in steadiness; within the age range of the children studied, there is a low inverse correlation between age and amplitude of the knee jerk, degree of unsteadiness, and questionnaire scores.

* 2313. Leland, Mary Louise. A method for determining posture standards with special reference to children in the second and third triennia. Master's, 1931. New York. 45 p. ms.

A total of 121 normally healthy children between the ages of 4 years and no months and 9 years and 11 months were studied, and from posture silhouettes and measurements of the children, two standards were set up, one for the average posture of children in the age group of from 4 through 6 years, and one for children from 7 through 9 years.

2314. Lewis, Morton Abraham. A survey of health education and practice in the schools for colored children and their communities. Master's, 1932. Ind. St. T. C. 44 p. ms. (Abstract in: *Indiana State teachers college. Teachers college journal*, 3: 294-95, July 1932.)

Studies the status of health education as administered in the schools for colored children in Vigo county, Ind., and shows that the attitudes of the teachers and of the parents are wholesome toward health instruction and its administration.

* 2315. Lijenstein, Qacar John. A job analysis of health and physical education in Pennsylvania. Master's, 1932. New York. 68 p. ms.

Data were secured from answers to a questionnaire received from 66 graduates in health education of the East Stroudsburg State teachers college employed in Pennsylvania. Physical education teachers are often required to teach subjects outside their field.

2316. McCarraher, John D. Survey of physical education and hygiene in country day schools for boys. Master's, 1932. Int. Y. M. C. A. Coll. 137 p. ms.

2317. McCollom, Francis Brown. Measurement of progress in corrective physical education. Master's, 1932. Southern California.

2318. MacCurdy, H. Leigh. The measurement of the physical capacity of secondary school boys. Doctor's, 1932. T. C., Col. Univ.

Attempts to construct a test that will be a valid and reliable measure of the physical capacity of the large muscle groups, which may be used to classify pupils into homogeneous groups for physical education activities. A total of 1,414 cases were used in the different phases of the study. The boys, aged 13-20, were in the physical education programs of the Gorton high school, and the Saunders trade school, Yonkers, N. Y. The experimental group was cosmopolitan in its make-up and included only American-born white boys. The experimental groups were subjected to a battery of varied tests.

A physical capacity index was worked out statistically. The physical capacity index proved to be a valid and reliable measure of the power of the big muscle groups; it does not measure specific athletic skill.

2319. **McGee, Nancy Waters.** Public health administration in Iowa. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

The public health services in Iowa are similar to those in other states where a number of unrelated agencies administer its program, resulting in a duplication of effort, division of responsibility, and lack of coordination.

• 2320. **McKinstry, Helen.** A study of estimated and actual success of graduates of a normal school of physical education. Master's, 1932. New York. 174 p. ms.

Data were secured from records made by the Central school of hygiene and physical education dating from the beginning of the school in 1919.

2321. **McMullen, William.** A survey of the teaching of physical education in western Kansas. Master's, 1932. Kans. St. T. C., Hays. 54 p. ms.

• 2322. **Macneil, John P.** The organization and administration of laboratory experience in teaching physical education. Doctor's, 1932. New York. 160 p. ms.

Criteria for the organization and administration of laboratory experience in teaching physical education were formulated and validated by 36 competent judges. A check list of current practices and policies in providing laboratory experience in teaching for prospective physical education teachers, was formulated and sent to all institutions offering professional curricula in physical education. Nearly half of the institutions preparing supervisors and administrators of physical education fail to provide special facilities and a program for laboratory experience in supervision.

• 2323. **Mattia, Enrique A.** Physical education and the boy. Master's, 1932. Int. Y. M. C. A. Coll. 327 p. ms.

2324. **Mendenhall, L. L.** A professional curriculum of physical education for men for the Iowa state teachers college. Master's, 1932. Iowa.

• 2325. **Messer, Guerdon Norris.** Critical analysis of the application of the Rogers physical fitness test to Williams college students. The establishment of revised normal strength indices for Williams college men. Doctor's, 1932. New York. 118 p. ms.

Attempts to determine whether the Frederick Rand Rogers physical fitness test and normal strength indices were applicable on the college age level for the purpose of grouping students into homogeneous groups for physical education activities. In 1930, 216 freshmen and 187 sophomores were given the Rogers tests. Data indicate that the Rogers normal strength indices were not valid for the Williams college students tested. A new set of norms, known as the Williams college norms, was established and proved to be more valid for the college age group.

2326. **Minnesota. University.** Qualifying examinations for prospective physical education teachers. Minnesota, 1932. 29 p. ms.

Background courses in theory and activity course content for elementary, secondary, and college levels.

• 2327. **Mitchell, William E.** A study of health programs in senior high schools. Master's, 1932. Penn. State. 100 p. ms.

Presents available information regarding the present status of the organization, administration, and content of health programs in senior high schools of western Pennsylvania. The health programs of 30 schools were studied. The health programs are not generally well balanced. More emphasis is placed on physical education than on any other phase of the health program. They contain little provision for corrective or remedial gymnastics. There is a lack of cooperative responsibility for them. Facilities and equipment in the health and physical education departments are inadequate.

* 2328. Mitterling, Ralph. The control of physical education activities, outside of school hours, by, or in conjunction with, the board of education: A study of 18 cities in the United States. Master's, 1931. New York. 74 p. ms.

Data indicate that the school provides physical education activities, outside of school hours, to some extent, but there is no outstanding example of complete control of physical education activities by the school, for the school age child, during the entire year.

2329. Morgan, Lucy Shields. Microbiology as presented in a university course in health education. Master's, 1932. Tennessee. 225 p. ms.

2330. Murphy, Mildred Travis. Physical defects and impairments of school children. Master's, 1932. Peabody. 93 p. ms.

Too many children in the United States are suffering from physical defects and impairments which may be detected, prevented, and possibly corrected by the classroom teacher. Methods, examination forms, and suggested lessons are given for the use of the untrained teacher.

2331. Muzzey, Dorothy. A comparison of the group progress of white and colored children in learning a rhythmic pattern. Master's, 1932. Iowa.

* 2332. Ocean, Samuel G. The establishment of a hygiene program integrated with trade subjects in industrial high schools, based on occupational conditions. Master's, 1932. New York. 140 p. ms.

Integrates the hygiene program with the printing, sedentary, auto-mechanic trades, safety education and poster aids for teaching health at the Murray Hill industrial high school.

2333. O'Neel, Franklin W. A behavior frequency rating scale for character and personality measurement in high-school physical education classes for boys. Master's, 1932. Iowa.

2334. Oosting, Ray. A study of the opinions and experiences of college graduates on questions relating to athletics and physical education. Master's, 1932. Int. Y. M. C. A. Coll. 53 p. ms.

2335. Osborn, Eleanor. Experiment in health education. Master's, 1932. Stanford.

2336. Owings, Chloe. A social hygiene research program. Minneapolis, University of Minnesota press, 1931. 14 p. (Studies in parental sex education. Paper 1.)

Gives a history of the origin of the research, the program, and findings of the research.

2337. ———. Some curricular practices in sex education. A survey and a program. Minneapolis, University of Minnesota press, 1932. 25 p. (Social hygiene bureau. Studies in parental sex education, paper 5.)

Interviews were held with 100 members of the faculty of the University of Minnesota on the outline of topics and subject materials in sex education which had been prepared. The survey wished to determine whether or not a course contained subject material on any of the topics of the outline; and whether or not such material was applied in the classroom to life situations involving the mating urge behavior. Of the 2,395 courses offered in the University, 101 were said by the persons interviewed to contain some of the subject material listed in the outline. No course or combination of courses gave adequate subject materials in sex education together with an effective application to life situations and relationships involving the mating urge.

2338. Palmer, Harold G. Physical achievement tests for classified groups in physical education. Master's, 1932. Iowa. 91 p. ms.

2339. Pettit, Jane F. A problem in curriculum construction in health education for the first grade. Master's, 1932. Iowa.

2340. Picard, J. L. A study of the equipment suitable for use in teaching activities in the field of physical education to boys in high schools of the North central association. Master's, 1931. Illinois. 124 p. ms.

2341. Pinckney, Jeanie M., Miller, Alice H., and Pettus, Nancy H. A health instruction guide for elementary school teachers to be used as a health education course of study in the Texas schools. Austin, University of Texas, 1932. 368 p.

Contains the guiding principles used in aiding teachers to understand the meaning and purposes of health education, and in adapting the best methods for teaching the elementary child, and includes the health curriculum as taught by these teachers.

2342. Potter, Merwin Elwood. Professional training in physical education in the state universities with a program for the University of Kentucky. Master's, 1932. Kentucky.

* 2343. Pritchard, Earle A. The organization and management of physical education, recreation and health education sources and materials in a local central office. Doctor's, 1932. New York. 89 p. ms.

A system of classification, notation, and cross-referencing was worked out, based on current office practice, and directions compiled for their operation.

2344. Prusha, F. B. A study of physical education in higher institutions of learning and in elementary and secondary schools of the United States. Master's, 1932. Illinois. 376 p. ms.

2345. Purcell, Edward H. Physical achievement tests for classified groups in physical education. Master's, 1932. Iowa.

* 2346. Rhoton, Paul. Health misconceptions of prospective teachers. Doctor's, 1932. Penn. State. State College, Pennsylvania State college, 1932. 80 p. (Penn State studies in education, no. 5.)

Attempts to ascertain the extent to which certain health superstitions, misconceptions, and scientifically unsound beliefs are subscribed to by graduates from different types of teacher-training institutions, and to make pertinent comparisons on the basis of type of training school, duration of the training period, type of training received, sex, and habitat. Data were secured from 2,379 subjects who were completing teacher-training courses in 27 schools. The study discovered a list of unwarranted health beliefs that may be used advantageously in the organization of units of health instruction material.

2347. Rice, Harold Martin. A laboratory manual in general physiology. Master's, 1932. Kans. St. T. C., Emporia. 85 p. ms.

2348. Richards, Frank. The physical examination practices in the classified schools of North Dakota. Master's, 1932. North Dakota.

2349. Roemer, Charliene. Abnormal posture and the use of dance movements for correction. Master's, 1932. Peabody. 327 p. ms.

Correction of posture is one of the largest demands upon physical education today in all our schools; the proper development of a corrective program for adolescent girls will go a long way toward reducing the number of physically abnormal girls who reach college; corrective dance movements should have a definite place in the corrective program for girls.

2350. Roop, Alonzo. Physical education through a homeroom intramural athletic program. Master's, 1932. Oklahoma. 70 p. ms.

2351. Roy, Katharine. The effect of diet on tooth structure. Master's, 1932. T. C., Col. Univ. 55 p. ms.

2352. Rundquist, Grace E. Outline of a course in teaching physiology and hygiene (University of Chicago, 1927). Master's, 1931. T. C., Col. Univ. 25 p. ms.

2353. **Busack, Harry N.** A study of corrective strengths of college freshmen to ascertain their norms and improvements during the year. Master's, 1932. Int. Y. M. C. A. Coll. 124 p. ms.

2354. **Bush, Rose Pennington.** To what extent is health education functioning in Manatee county, Fla.? Master's, 1932. Ind. St. T. C. 125 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 293-94, July 1932.)

The county health program includes personal hygiene, supervision and remedy of initial defects, supervision of infectious diseases, supervision for detection and remedy of such defects, disabilities, or diseases as may develop during childhood, as well as physiology, sanitation, foods, clothing, and physical education.

* 2355. **Sanders, J. Edward.** Safety and health in organized camps. Doctor's, 1931. Columbia. New York City, National bureau of casualty and surety underwriters, 1931. 133 p. (Educational series, vol. 8.)

Data were tabulated on 114 camps for the year 1929, and on 503 camps for the year 1930. Safety conditions for the year 1929 were compared with those for the year 1930, as were health conditions in the camps for the two years. Three groups of organizations are working towards the establishment of standards of safety and health in camp. There are three methods of control used in the various states: Camps are licensed by the Board of health; are rated by representatives of the state or local Board of health; and the system in which regulations are passed by State bodies and the enforcement is left to local health officers in the district in which the camp is located, no system of licensure or rating being provided.

2356. **Seltzer, Philip S.** A study of habitual posture. Master's, 1932. Int. Y. M. C. A. Coll. 79 p. ms.

2357. **Shepard, John Bixby.** The preparation and duties of the boys' physical education department heads in the Los Angeles senior high schools. Master's, 1932. Southern California.

2358. **Staley, S. C.** Physical education. Review of educational research, 2: 78-79, 94; February 1932.

2359. **Stark, Louis W.** Physical education and athletic administration of parochial schools and universities in the United States. Master's, 1932. Int. Y. M. C. A. Coll. 145 p. ms.

2360. **Starr, Helen M.** Comparison of posture grades. Minneapolis, University of Minnesota, 1932. 9 p. ms.,

Compares the three posture grades of 375 students who were completing two years of required physical education.

2361. ——— A study of student attitude toward required physical education. Minneapolis, University of Minnesota, 1931.

Questionnaires were given to all students taking required physical education. Findings: The majority of students favored a requirement. Students preferred individual to group sports. The majority of students stressed good posture as an objective in physical education.

2362. **Stoffer, Anna Yates.** A course of study in health education for the seventh and eighth grades of the college junior high school of Pittsburg, Kansas. Master's, 1932. Kans. St. T. C. Pittsburg.

2363. **Stroud, Dean C.** A study of the information on certain principles in hygiene possessed by grade and junior high school students as compared to the teaching program in a large school system. Master's, 1932. Iowa. 231 p. ms.

2364. **Sullivan, John Patrick.** Health education: a factor in helping the child meet modern health problems. Doctor's, 1932. Boston Coll.

2365. Sutcliffe, Charles Ernest. Problems of testing in physical education. Master's, 1932. Southern California.

2366. Swedberg, Arthur V. A professional curriculum of physical education for the small private college. Master's, 1932. Iowa.

2367. Thompson, John R. Present status of physical education in selected city elementary schools. Master's, 1932. Peabody. 182 p. ms.

A study was made of 42 selected city schools and 13 city courses of study. Physical education programs have been changed to meet the social conditions; health is the foremost aim included in the courses of study; most of the schools have similar programs outlined in their courses of study; there seems to be no distinction between aims and objectives of physical education given in the courses of study.

2368. Thornton, Myrtle L. Research activities in physical education. Master's, 1932. Colorado.

2369. Trevor, Everett A. The state of physical education in South Dakota high schools. Master's, 1931. South Dakota.

2370. Voltmer, E. F. Objectives of physical education. Doctor's, 1932. Iowa. 179 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38, new series no. 248, 1 p.)

Points out methods by which pupil attainment objectives may be reached and upon which programs of physical education in the United States can be based.

2371. Watson, Roscoe R. The school system as a center for a community recreation and physical education program in rural towns of southwest Iowa. Master's, 1932. Iowa. 82 p. ms.

2372. Wieneke, Kuhrt. A comparison of certain physical developments of freshmen athletes and nonathletes. Master's, 1932. Penn. State. American physical education association research quarterly, 3: 223-34, May 1932.

The 77 athletes studied were found to exceed in progress the 77 nonathletes in hand grip, leg and back strength; the difference in development of lung capacity was slight but was in favor of the athletes.

* 2373. Wiesner, Theodora H. A study of the effect of a given piece of exercise on auditory acuity. Master's, 1931. New York. 34 p. ms.

Auditory acuity tends to be affected by moderate exercise as shown by a study of the effect of slight fatigue due to physical exertion on the nervous system.

2374. Willeford, Mary B. Income and health in remote rural areas. A study of 400 families in Leslie county, Ky. Doctor's, 1932. T. C., Col. Univ.

Attempts to determine the income of a group of persons living in a remotely rural area of the Southern Appalachian mountains; to relate their income to the kind and amount of medical and nursing care necessary for health; to consider to what extent people living under such economic conditions can obtain this care out of their own resources; and to point out the educational implications of the situation.

See also 209, 449, 1262, 1294, 1486, 1543, 1837.

ATHLETICS

2375. Bieber, C. L. The relationship of the number of the undergraduate male student body to success in athletic competition. Master's, 1932. Iowa.

2376. Cooper, John A. The scholastic attainment of athletes and nonathletes in college as measured by objective tests. Doctor's, 1932. Penn. State.

Studies 150 athletes and a similar number of nonathletes who participated in no extracurricular activities and another 150 nonathletes who participated in other forms of extracurricular activities, in seven colleges of Pennsylvania. The achievement was measured by the test given in the Pennsylvania colleges by the Carnegie foundation for

the advancement of teaching in 1928. The findings were contradictory. On the whole, they showed no appreciable difference between athletes and nonathletes in scholastic attainment.

* 2377. Edmund, Willis H. The nation wide development of intramural athletics in representative colleges and universities. Master's, 1932. New York. 46 p. ms.

Data were secured from answers to a questionnaire sent to 79 representative colleges and universities. The intramural athletic movement is developing rapidly; colleges with fewer than 1,000 enrollment have a greater percentage of the enrollment in intramural and intercollegiate athletics than do the larger ones.

2378. Ellis, Arthur W. Study of football in relation to accidents. Master's, 1932. Int. Y. M. C. A. Coll. 79 p. ms.

2379. Ellis, Dorothy. A suggested program of neuro-muscular "stunts." Master's, 1932. Peabody. 651 p. ms.

Discovers that only a few schools teach "stunts", which is a new phase of the physical education activity program.

2380. Frost, Frank H. A study of athletics in England's secondary schools and universities. Master's, 1932. Peabody. 54 p. ms.

Finds that several English practices in athletics might be emulated to enforce athletics in American schools.

2381. Furth, Sol H. Determination of fitness for athletic competition of boys of secondary school age by means of a series of physiological tests. Master's, 1931. New York. 69 p. ms.

Attempts to determine fitness by means of Rogers' physical capacity tests and recovery of normal pulse rate and respiratory rate after exercise.

2382. Greene, Earl Blair. General strength as a factor in "general" athletic ability. Master's, 1932. Iowa.

2383. Gritz, Irving B. Uniform system of accounts for collegiate athletic associations. Master's, 1931. Okla. A and M. Coll.

2384. Harrison, Roy C. Current practices of state high-school athletic associations. Master's, 1932. Ohio. 130 p. ms.

2385. Hesser, James Matthew. Comparative analysis of Oklahoma agricultural and mechanical college athletes and nonathletes, academically and occupationally. Master's, 1932. Okla. A and M. Coll.

2386. Huck, C. A. Financing inter-school athletics in public high schools of Nebraska. Master's, 1932. Peabody. 70 p. ms.

2387. Hughes, Frank King. A comparative study of intramural sports for undergraduate men in midwestern and southern state colleges and universities. Master's, 1932. New York. 73 p. ms.

Compares the percentage of male enrollment in midwestern and southern schools who engaged in intramurals, and discusses the space available for the activities, the sources of support, and the sports participated in.

2388. Keeley, Henry A. The status of interscholastic athletics in the senior high schools of California. Master's, 1932. Southern California.

2389. Lewis, Burton P. Should interscholastic athletics in the State of New Jersey be abolished? Master's, 1932. Rutgers.

* 2390. Mansfield, Wendell D. Diagnosis of backfield and end play in football. Master's, 1932. New York. 232 p. ms.

2391. Mastin, B. G. Athletic injuries. Master's, 1932. Peabody. 145 p. ms.

Covers the treatment and prevention of ringworm; anatomy, diagnosis, treatment, and prevention of injuries.

* 2392. Meldrum, James G. The physiology of out-of-season and preseason training for college football. Master's, 1932. New York, 112 p. ms.

Discusses the systems of the human body involved in physical fitness for college football; the meaning of good physical condition; the determining of good physical fitness; physiological effects of exercise during the out-of-season training period; physiological effects of fatigue and their relation to physical fitness; physiological effects of emotional strains and their relation to physical fitness; physiological effects of dissipation during the out-of-season and preseason period; physical effects of certain activities during the out-of-season period; and conditions of the preseason training.

* 2393. Mock, Raymond G. The correlation of games won in basketball with offense, defense, and a combination of offense and defense. Master's, 1932. New York, 32 p. ms.

2394. Plummer, James. Financing football in Louisiana high schools. Master's, 1932. Louisiana.

2395. Powers, Frank Joseph. Football injuries in the colleges of the Pacific coast and Rocky Mountain areas. Master's, 1932. Southern California.

2396. Ritchey, Orville W. System of accrediting athletic officials (referees) in Nebraska. Master's, 1932. Nebraska, 53 p. ms.

2397. Thisted, Moses Nahum. A study of the relationship between participation in college athletics and vocational success. Doctor's, 1932. Iowa, 220 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38, new series no. 23, 2 p.)

Data indicate that alumni who had been successful in intercollegiate athletics are as successful or more successful than the nonathletic; that athletes played because of the pleasure they found in competitive sports; nonathletes felt that they did not have the time for organized athletics.

2398. Walton, Albert. The effect of age on motor abilities in athletes. Doctor's, 1932. Stanford.

Two groups were selected for this investigation, one of athletes from 18 to 24 and the other from 39 to 74 years old, who had been athletes. Six tests of the Stanford motor skills unit and two new tests were used. Results show that while there is a general age deficit in motor coordination, it is not a uniform decline. There is overlapping between the groups.

2399. Watson, Paul William. The status of interscholastic athletics in the high schools of Preston county, W. Va. Master's, 1932. West Virginia.

2400. Wood, Dwight L. The rating of athletic officials in Illinois. Master's, 1932. Iowa, 86 p. ms.

See also 449, 2302, 2334, 2350, 2359.

MENTAL HYGIENE

2401. Diamond, Max. A mental hygiene approach to character education. Master's, 1932. Coll. of the City of N. Y., 114 p. ms.

Attempts to prove that the principles of mental hygiene may be effectively applied to solving the problem, and that shifting the emphasis in the field of character education from religion and ethics to mental hygiene will bear more fruitful results.

2402. Jastak, Joseph F. Variability of psychometric performances in mental diagnosis. Doctor's, 1932. T. C., Col. Univ.

Compares well-behaved children in regard to the variability of results on certain distinct types of psychometric performances with behavior children in regard to the variability of results on the same test performances. Data indicate that mental instability or personality difficulties are capable of fairly accurate measurement by an evaluation of the discrepancies between vocabulary and performance ratings.

WOMEN

2403. **Alway, Lenore K.** The validity of physical education tests given entering freshmen women at Ohio State university, 1930-31. Master's, 1932. Ohio. 128 p. ms.

This study is based upon the results secured from tests given to the entering freshmen women in the fall of 1930 at Ohio State university. (Abstract.)

* 2404. **Baker, Mary C.** A study of certain items of achievement and physical capacity of college women. Master's, 1932. New York. 53 p. ms.

Gives the results of some achievement and strength tests given over a period of three years to both colored and white women in three colleges in Virginia. The tests used were the Roger's physical capacity and Alden proficiency.

2405. **Benton, Alice Adefine.** A study in costume for girls and women in physical education activities. Master's, 1932. Peabody. 133 p. ms.

2406. **Berryman, Grace.** Physical education in state manuals for high-school girls. Master's, 1932. Peabody. 138 p.

All states do not require the teaching of physical education; all states do not correlate health and physical education; 9 states advocate daily health inspection; of activities recommended for high-school girls in the suggested program, there were 9 used by at least 15 authorities.

2407. **Boulware, Lois.** A survey of the physical efficiency of freshmen women as indicated by the pulse-ratio. Master's, 1932. Iowa.

2408. **Boye, Bernice.** Comparison of the results of four physical tests given to 50 girls in the Englewood high school, Chicago, Ill. Master's, 1932. Northwestern.

* 2409. **Clarke, Madeleine F.** Some of the physiological effects of a girl's rules basket ball game with special emphasis on time. Master's, 1932. New York. 73 p. ms.

2410. **Curran, Charlotte B.** Physical examinations for women in undergraduate institutions. Master's, 1932. Colo. St. T. C.

2411. **Driftmeyer, Erna.** A study of individual differences in physical traits and in activity interests as related to physical education for high-school girls. Master's, 1932. Iowa.

* 2412. **Frazier, Emma B.** A survey of modern trends in adult attitudes toward girls' sports. Master's, 1932. New York. 97 p. ms.

Discusses changes in attitudes toward the participation of girls in various athletic sports.

2413. **Fread, Mary.** A survey of health education for high-school girls with recommendations for a course of study for the Indiana State training school. Master's, 1932. Ind. St. T. C. 98 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 288-89, July 1932.)

Data was secured from 63 high schools in all parts of the United States, showing that no one person is responsible for the program of health education, and that practices differ in the various schools studied.

2414. **Graybeal, Elizabeth.** Physical education in the University of Minnesota. Master's, 1932. Minnesota. 104 p. ms.

2415. **Higgins, Blanché.** A survey of the intramural programs of sports for high-school girls in 20 high schools in the Chicago area. Master's, 1932. Northwestern.

2416. **Lemon, Eloise.** A study of the relationship between certain measures of rhythmic ability and motor ability in college women. Master's, 1932. Iowa.

2417. **Loveridge, Helen Minerva.** Application of Judd's theory of generalization to teaching situations in physical education for ninth grade girls. Master's, 1931. Coll. of the Pacific.

2418. **Marx, Barbara V.** A study of play interests with special reference to physical education curriculum. Minneapolis, University of Minnesota, 1932. 171 p. ms.

Loosely organized, noncompetitive activities are more favored by girls and women of college age and beyond than highly organized, highly competitive activities. Swimming, golf, and tennis head the list of preferred activities.

2419. **Meiling, Bessie Iverson.** Amounts of athletic activity engaged in by women college students and by women college graduates of Brigham Young university. Master's, 1932. Brigham Young.

* 2420. **Noyes, Elizabeth.** A survey of existing methods of grading women in individual gymnastics in colleges and universities. Master's, 1932. New York. 48 p. ms.

Data were secured from 111 replies to a questionnaire received from directors of physical education in colleges and universities in the United States, indicating that 63 percent of the institutions reporting conduct classes in individual gymnastics, but lack a standard system for grading pupils.

* 2421. **Olsen, Edith.** The analysis of some of the factors that determine the correlation of height standing and height sitting with the onset of adolescence in girls. Master's, 1932. New York. 29 p. ms.

2422. **Pedersen, Lois.** Physical education for women in public junior colleges. Master's, 1932. Nebraska. 82 p. ms.

* 2423. **Schee, Blythe H.** A study of the swimming program for women physical education majors in the professional training institutions throughout the country. Master's, 1932. New York. 152 p. ms.

* 2424. **Searing, Eleanor V.** A study of the relation of physical fitness to the athletic ability of high-school girls. Master's, 1931. New York. 71 p. ms.

Attempts to determine the relationship between the physical fitness of high-school girls as measured by Rogers' tests and their athletic ability as measured by the teacher's judgment and their team status.

* 2425. **Weiss, Mercedes V.** A study of the effects of activity engaged in during the menstrual period upon fatigue (as measured by the ergograph). Master's, 1931. New York. 25 p. ms.

* 2426. **Wilkinson, Lula L.** The present status of physical education for women in Negro colleges and universities. A study of 38 colleges and universities. Master's, 1932. New York. 60 p. ms.

Data were secured from 38 Negro colleges and universities, with an enrollment ranging from 27 to 924. The study discusses gymnasium buildings and equipment, the required program, the outdoor program and facilities, the extracurricular program, and the administrative staff.

PLAY AND RECREATION

2427. **Andrews, George F.** Development of play and recreation movement in relation to India. Master's, 1932. Int. Y. M. C. A. Coll. 248 p. ms

2428. **Bell, Florence.** The development of public playgrounds. Master's, 1932. Peabody. 84 p. ms.

Shows that the playground has developed rapidly, has proven of value to the people by giving them recreational facilities, helped with doing away with child labor, and aided foreigners to become better American citizens.

2429. Byrkit, Elizabeth. The educational program of the National parks. Master's, 1932. Southern California.
2430. Caswell, Lucile. The relation of the spontaneous use of play materials to gain in motor control of 2- and 3-year-old children. Master's, 1932. Iowa.
2431. Desmond, Rev. Gerald Raymond. A study of the relation between stealing and recreation in 635 cases. Master's, 1931. Catholic Univ.
2432. Dimperio, Peter P. Juvenile delinquencies in relation to municipal playgrounds. Master's, 1932. Int. Y. M. C. A. Coll. 60 p. ms.
2433. Fosdick, Euphemia. The dance in high-school curriculum. Master's, 1932. American Univ. 60 p. ms.
- * 2434. Glickstein, Aaron. A study of the leisure-time habits of young workers and recreational possibilities: A study of present habits and recreational possibilities of students in the East New York continuation school. Master's, 1932. New York. 70 p. ms.
2435. Haynes, Leota America. A recreational survey of the State of Indiana. Master's, 1932. Indiana. 101 p. ms.
2436. Ku, Tsung Ying. Provisions for recreation in city planning. Master's, 1932. Stanford.
2437. McGrath, Thomas S. Sport and outdoor amusement in America from 1865 to 1875. Master's, 1932. Columbia.
- * 2438. Mignogna, Milton E. The selection of games for use in cases of cardiac insufficiency. Master's, 1932. New York. 63 p. ms.
2439. Mims, Jimmie. Annotated bibliography of the psychology of play. Master's, 1932. Peabody. 95 p. ms.
2440. Moffatt, Ruth Jennings. The dance in the life of the early Greeks. Master's, 1932. Peabody. 62 p. ms.
- Finds the dance is an emotional expression of an idea, dream, or wish through the medium of bodily movements; that the classic dance originated in Egypt and from there passed on to Greece; that the Greek dance was an outcome of a national desire for beauty and was an important part of nearly every public and private occasion.
2441. Nelson, Commodore Maury. The administration of playground activities of 163 elementary schools in Washington. Master's, 1932. Washington. 80 p. ms.
2442. Parker, Mildred. Tricks, stunts and optical illusions for recreational leaders. Master's, 1932. Peabody. 476 p. ms.
- Attempts to search out, organize, and classify material on stunts, tricks, and optical illusions which would be of value to recreational leaders or to anyone desiring such material for indoor social entertainment.
2443. Quig, Emily. The value of recreation in summer sessions. Master's, 1932. Rutgers.
2444. Raynor, Lois Willette. Organized recreation for girls. Master's, 1932. Columbia.
2445. Roberts, Mary Price. A study of children's play in the home environment. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 88. New series no. 248. 1 p.)
- Fifteen records were made and analyzed in the home environment of 10 children to discover relationships in various factors in play activities. Results would suggest: the reduction of the minutes of overt emotional disturbance and parentally inhibited

play activity, the amount of dangerous play, increasing the amount of manipulatory and constructive activity, and the reduction of the proportion of verbal controls which offered the child no choice of behavior.

2446. Roberts, O. E. A survey of recreational activities within six representative denominations. Master's, 1932. Peabody. 54 p. ms.

Shows the type of work promoted, facilities, and personnel employed in recreational activities carried on by the Methodist, Baptist, Catholic, Presbyterian, Latter-day Saints, and Episcopal denominations.

2447. Rohret, Agnes L. The institutionalization of recreation. Master's, 1932. Iowa.

* 2448. Schwendener, Norma. Game preferences of 10,000 fourth grade children. Doctor's, 1932. Columbia. New York City [Columbia university], 1932. 49 p.

By means of questionnaires, data were collected from administrators of the public-school systems of Springfield, Mass., Toledo, Ohio, Houston, Tex., Detroit and Kalamazoo, Mich., and Tampa, Fla. The 10,000 fourth grade children studied show no sex differences in choice of games, and show a remarkable agreement in their choice of games. The number of games preferred by the children was small.

2449. Spensley, Carol LaVerne. Organized activities suitable for a private camp for girls. Master's, 1931. South Dakota.

See also 289, 829, 1272, 1837, 2298, 2371, 2418, 2997.

SOCIAL ASPECTS OF EDUCATION

2450. Boyarsky, Benjamin. Sociological aspects of Jewish schools in the United States. Master's, 1932. Columbia.

* 2451. Chamberlain, Lucy J. Organizing community forces to meet social needs. A descriptive study of the methods employed by social groups in two rural counties in organizing community forces to meet social needs, together with an analysis of the methods used in collecting and recording the material. Doctor's, 1932. New York. 304 p. ms.

The case studies illustrate new types of community case records as kept in a rural county in the middle western section of the United States and in St. John's county, Fla.

2452. Cochran, Ethel L. A survey, in the light of social needs, of high-school and college instruction on marriage and parenthood and a prepared outline for such a course. Master's, 1931. Coll. of the Pacific.

* 2453. Durost, Walter N. Children's collecting activity related to social factors. Doctor's, 1932. T. C. Col. Univ. New York City, Teachers college, Columbia university, 1932. 115 p. (Contributions to education, no. 535.)

Determines the relationship which existed between collecting activity of children and other measurable social factors such as intelligence, economic and cultural background, social and emotional adjustment. An experiment was carried out in Lewiston, Maine, during the summer of 1931 with two groups of children. Data indicate a similarity between the sexes in collecting activities; there were evidences of unreliability in the questionnaire check list method, especially in the matter of average number of collections per child; no significant relationship can be found between collecting activity and economic status, cultural background, or social adequacy or inferiority.

2454. Elroc, Henry. A survey of the practices of local parent-teacher associations. Master's, 1932. Coll. of the City of N. Y. 77 p. ms.

The majority of persons, coming into contact with the work of the home and school movement, agrees that it is a valuable agency for aiding in the solution of many problems confronting the home and the school; organized and properly planned guidance of the work of the local parent-teacher associations must displace the present confusion as to the proper aims and objectives for these bodies.

• 2455. Emerson, Lynn A. History and present status of employment service in the Y. M. C. A. of New York City. Doctor's, 1931. New York. 247 p. ms.

Data were secured from annual reports of the New York City association since 1852; personal interviews with secretaries in the several branches; records of 5,816 men and boys served by the employment departments of six branches; reports of similar studies and records of employment services of other social agencies in the New York area; replies to a questionnaire of 400 men placed by the branches during 1929 and replies to 279 letters to employer-users of the service; and from all cities in the United States and Canada which provide organized Y. M. C. A. employment service.

2456. Evans, Dina Rees. Changes in social behavior and emotional attitudes of high-school students participating in dramatic art in the high school of Cleveland Heights, Ohio. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Tests applied to 75 high-school students showed: Individuals of the ascendant type showed better social adjustment, a revitalized interest in school work, and more desirable habits of conduct; submissive individuals gained in self-confidence; the behavior of the neurotic personalities, with but two exceptions, showed a marked gain in poise, self-control, and emotional balance; students in the average group showed better social and emotional adjustment; a few showed no change.

2457. French, Ethelinda. Changes in the American home. Master's, 1932. Peabody. 107 p. ms.

Surveys the physical changes in the home from the settlement of America to the present: Houses, interiors, effects of science and invention, and domestic economy.

2458. Hall, Irma M. The function of drive in education. Master's, 1932. Colorado.

2459. Hanlon, Katherine M. The foster home movement in the United States. Master's, 1932. Columbia.

2460. Hansell, Alice Mildred. The influence of the number of children upon the distribution of family expenditures. Master's, 1932. Iowa St. Coll.

• 2461. Hoffeditz, E. Louise. Family resemblances in personality traits. Master's, 1932. Penn. State. 53 p. ms.

A study was made of family resemblances in neurotic tendency, self-sufficiency, and dominance in 100 families containing at least two children of high-school age or older. The 456 members of the 100 families answered the questions on the Personality inventory. Data indicate that there is little agreement between family members. Sons and older children appear less neurotic and more self-sufficient than daughters and younger children.

2462. Johnson, Pearl Webb. The philosophical foundations of the concept of purpose. Norman, University of Oklahoma, 1932. 275 p. ms.

2463. Karpf, Maurice Joseph. The scientific basis of social work; a study in family case work. Doctor's, 1931. T. C., Col. Univ. New York City, Columbia university press, 1931. 424 p.

2464. Kiefer, Lena R. The social guidance of senior high school girls by means of group discussion. Master's, 1932. Ohio. 72 p. ms.

The study is a detailed and comprehensive description of two years of experimenting with group discussion as a technique for social guidance. The activity, which is known as the Charm school, is a part of the extracurricular program of the school.

2465. Kinter, Madaline. An analysis of some child-parent relationships. Master's, 1932. Columbia.

2466. Kniffin, Earl. Social problems in the families of high-school students in the central section of Oklahoma. Master's, 1931. Oklahoma A. and M. Coll.

2467. Leming, Bertha Olive. Social service department of the Indianapolis schools. Master's, 1931. Indiana.

2468. Landquist, Ruth. The family in the present social order. Doctor's, 1931. North Carolina.

2469. McCoy, Leo E. The trend of education of members of "Who's Who in America" as shown by volumes 1, 6, 11, and 16. Master's, 1932. Ohio. 40 p. ms.

2470. Marah, May Case. Life and work of the churches in an interstitial area. Doctor's, 1932. New York. 674 p. ms.

Determines the status of the various churches in the East Harlem section of New York City; and studies their influence on the various nationalities; the changes in home and economic conditions, and in religious beliefs; their methods of meeting their objectives and in serving the community, their problems, and the attitudes of young people to church.

2471. Miller, Evelyn. Certain factors contributing to cultural information. Doctor's, 1932. T. C., Col. Univ.

Aims to study the educative factors as represented by certain elements in the heredity, family background, environment, contacts with other people, travel, school training, study habits, recreations, and unique experiences in the lives of 50 women students making high scores and 50 women making low scores on a comprehensive test of information concerning science, fine arts, foreign literature, history, and the social studies.

2472. Reed, Dorothy. Leisure time in Little Italy. Doctor's, 1931. T. C., Col. Univ.

This is a comparative study of the leisure preferences of adolescent girls of foreign parentage living in a metropolitan community, to determine the presence or absence of differences in relation to behavior as a background for social educational planning. Data were secured from interviews with adolescent girls of Public school 168, Hunter high school settlement clubs, and an institution for delinquent girls, parents, teachers, social workers and "the Law."

* 2473. Betan, George A. Some environmental factors influencing the progress of children through the grades. Doctor's, 1932. New York. 91 p. ms.

Studies socio-economic status, emotional instability, and health habits in relation to grade and achievement progress in training schools, grades 3, 4, 5, 6, and 7.

2474. Robertson, Charles E. Community work in the Y.M.C.A. Master's, 1932. Int. Y.M.C.A. Coll.

* 2475. Borem, Silas O. A study of the home training of senior-high pupils. Doctor's, 1932. New York. 174 p. ms.

Compares reports of 1,191 senior-high pupils, divided into five ranks of school success, representing nine communities in four states, in relation to 120 selected home practices involved in the "seven cardinal principles" set up as educational objectives.

2476. Rowland, John Howard. The summer camp and its relation to the organization of personality from the standpoint of social psychology. Master's, 1931. Nebraska.

2477. Seyfarth, Frank George. Relation of the family to the church and the school in Sturgeon community in Boone county, Mo. Master's, 1931. South. Methodist.

2478. Shaus, Hazel Spencer. An experimental investigation of methods in parent education. Master's, 1931. Iowa.

The study was undertaken to compare the lecture method and the study-discussion method of teaching parents. Six child study classes of approximately 20 members each were organized in Davenport, Iowa, 3 of which were taught by the one method and 3 by the other. Factors such as reading material available, number of meetings, study helps provided, etc., were kept constant throughout the experiment.

2479. Simon, Dorothy Kavinoky. The effect of movies on children. Master's, 1931. Buffalo.

* 2480. Sonquist, David Emmanuel. Techniques for discovering the interests of Young men's Christian association applicants. The discovery and meaning of interests in program building. Doctor's, 1931. Chicago. New York City, Association press, 1931. 177 p.

A study was made of 439 members of the Young men's Christian association of Englewood, Ill. The study describes the development of the interest finder which could be filled out and interpreted with the applicant within the space of an hour. Scoring norms were worked out from the answers of 75 of the most active and influential members from the committees of management, program committees, and members of several years' standing, to the 301 items on the interest finder.

2481. Swieda, Mrs. Wanda G. A survey of research in problems of the family and marriage. Master's, 1932. T. C., Col. Univ. 67 p. ma.

Analyses 71 studies in problems of the family and marriage using research methods for collecting data, published during the period 1920-1930.

2482. Teeters, Negley K. Censorship as a control device regulating sex behavior. Doctor's, 1931. Ohio. 186 p. ma.

2483. Wubben, Horace J. Relationships of home, church, and school. Master's, 1932. Colorado.

See also 41, 119, 198, 295, 1516, 1568, 1795, 1973, 2298, 2374; and under Child study; Elementary education; Higher education; Junior high schools; Secondary education; Special subjects of curriculum; and Tests of social adaptation.

CHILD WELFARE

2484. Abramson, Harold. The influence of disease upon motor development during childhood. Master's, 1932. Columbia.

2485. Blee, Emily Lucretia. The child's understanding of motives. Master's, 1932. Columbia.

2486. Board, Mary Helen. Case studies of inattentive children. Master's, 1932. Peabody. 158 p. ma.

It was found that children were inattentive due to low mentality, poor health, home conditions, and type of school.

2487. Erwin, Doris. The amount, the distribution, and various accompanying conditions of the sleep of children of 2 months to 14 years of age. Master's, 1931. Iowa St. Coll.

2488. Farley, Gertrude Allen. Study in child thought, language, and logic. Master's, 1931. Coll. of the Pacific.

2489. Gates, Arthur L., and Scott, Adelin White. Characteristics and relations of motor speed and dexterity among young children. Pedagogical seminary and Journal of genetic psychology, 39: 423-54, December 1931.

Data were secured on 50 young children, mainly from 4.5 to 6 years of age in the kindergarten class of the Horace Mann school, by means of Stanford-Binet mental age tests, and ratings of four teachers on general motor speed and skill of each pupil, on 17 motor tests. The motor speed and dexterity tests used were poor indicators of intelligence.

2490. Gates, Louise Ward. An experimental study of the after effect of visually observed movement. Master's, 1931. Brown.

2491. Hansburg, Henry. The effect of emotional stimulations of fright and interest in producing changes in the intelligence quotient. Master's, 1931. Coll. of the City of N. Y. 79 p. ma.

2492. Hanson, Rose L. A study in children's use of money. Master's, 1932. Iowa.

• 2493. Heinrich, Dedeamona L. Dietary habits of elementary school children. An evaluation of the quantitative and qualitative adequacy of the daily food intake of 463 elementary school children of American, Jewish, and Italian parents living in urban and suburban New York City. Doctor's, 1932. New York. 144 p. ms.

The children studied were boys and girls ranging in age from 4 to 12 years, whose families lived on different economic levels. About 70 percent of the cases had the recommended amount of food for their ages; about 50 percent of the children eat only approved foods. The evening meal reflected racial food habits to a greater degree than the other meals.

2494. Herbst, Editha. An experimental study of social behavior stimulated in young children by certain play materials. Master's, 1932. Iowa.

2495. Hocking, Albert Edward. Early adolescent behavior. Master's, 1931. South Dakota.

2496. Kelting, Lillian. An investigation of certain feeding, sleeping, crying, and social behavior of young infants. Master's, 1932. Iowa.

2497. Milton, Hortense G. The play behavior of children classified on the basis of chronological age. Master's, 1932. Columbia.

2498. Natkins, Ruth. A comparison of originality in the imagination of normal children at different age levels. Master's, 1932. Columbia.

2499. Sangster, Charles Ford. Educational retardation of children exhibiting behavior disorders. Master's, 1932. Chicago. 180 p. ms.

Finds that intelligence is the outstanding difference, with many small differences between normal and retarded children in physical, mental, social, and behavior disorders.

2500. Sargent, Elise Hitt. A study of girls' welfare centers in the Los Angeles city schools. Master's, 1932. Southern California.

• 2501. Schmidt, George H. The relation of certain anthropometric characteristics to the weight of high-school boys. Doctor's, 1932. New York. 56 p. ms.

Determines the relation of the length of the total skeleton, depth and breadth of the torso skeleton, size of certain muscular tissues, and the thickness of the subcutaneous tissue to the total body weight of high-school boys. A total of 1,000 boys, ranging in age from 13 to 17 years, inclusive, were measured during the year 1931. The boys were from the Richmond Hill High school in New York City. It was found that the correlation of height with weight is not as high as some other skeletal characteristics. There is a shift in the importance of the weight and skeleton relationship from hip width to chest size as the person grows older.

2502. Shirley, M. M. The first two years, a study of 25 babies. Vol. 1. Postural and locomotor development. Minneapolis, University of Minnesota press, 1931. 227 p.

The infants studied were of a somewhat superior and social class. They were observed in the homes at intervals ranging from daily to biweekly towards the end of the period of observation. The results favor a maturation theory of the development of ability, and the existence of innate differences in motor skill is strongly suggested.

2503. Wallis, Ruth Sawtall. How children grow. An anthropometric study of private school children from 2 to 8 years of age. Iowa City, University of Iowa, 1931. 137 p. (University of Iowa studies. New series no. 208. Studies in child welfare, vol. 5, no. 1. August 1, 1931.)

The main group of children in this study attended private schools in New York City. The majority are from the City and Country school, a smaller group with fewer

measurements from the Horace Mann school, and 29 children from the Institute of child development of Columbia university. The records studied are mainly of two types, direct measurements taken on the living child and measurements made on roentgenograms of the same individuals. The number of New York private school children is 239, of whom 151 are from the City and Country school. Data indicate that a child, unless he is accelerated or retarded by change to a better or a worse environment or checked by severe illness, will continue to grow at an approximation of his original rate in relation to others of his racial and social group. The tendency of the human body is to grow with the various parts proportionate to one another in all stages from fetal life to maturity and for all parts to increase in harmony to total stature.

2504. Wilker, Marguerite. The behavior of children and adults. Course for parents and teachers. Ann Arbor, University of Michigan, 1931. 65 p.

This course of study is the result of experience with study clubs for four years. Most of the experimental work was carried on at Cornell university in connection with the nursery school of the New York State college of home economics. The study material was used by several hundred groups in New York State home bureau units, parent-teacher associations, the Child conservation league, the American association of university women, by classes in parent education at Cornell university, and several classes in child education at the University of Michigan.

2505. Williams, Mrs. Beulah Gray. Oral speech development of a child between the ages of 12 and 24 months. Master's, 1931. Indiana.

2506. Wyman, Mary May. Seasonal growth in height and weight among white and colored children. Master's, 1931. Chicago. 126 p.

The physical measurements of children of the white and Negro races in the schools of Louisville, Ky., were recorded by seasons, and the results compared with similar records in other studies.

See also: 276, 298, 2920.

MORAL AND CHARACTER EDUCATION

2507. Aznakian, Yeznique Charles. A historical sketch of the character education movement in the United States. Master's, 1931. T. C., Col. Univ. 91 p. ms.

Suggests that the present emphasis on character education is partly due to the secularization of education and partly due to a consciousness on the part of the educators that something is wrong with our educational systems as evidenced by social conditions.

2508. Blanchard, Birdsall E. A behavior frequency rating scale for the measurement of character and personality in high-school classroom situations. Master's, 1932. Iowa.

2509. Cullen, Ruth Wheeler. A study of modern trends in character education in public elementary schools as evidenced by courses of study of type cities and states. Master's, 1931. Loyola. 96 p. ms.

2510. Curnutt, John Monroe. A character education study as carried on in a Los Angeles junior high school. Master's, 1932. Southern California.

2511. Evans, William Kennedy. Character rating in the public high schools of Tennessee. Master's, 1932. Peabody. 98 p. ms.

Studies the practices used by senior high schools in determining, recording, and using the character ratings of their pupils, and comparing the practices with the recommendations of writers in the field.

2512. Flynn, Thomas Augustin. Character development in religious and nonreligious schools from the viewpoint of sanction. Master's, 1932. Boston Coll.

2513. Foot, Mary W. A psychological approach to the problem of character training in institutions of higher education. Master's, 1932. Columbia.

2514. **Geznique, Charles A.** A historical sketch of the character education movement in the United States. Master's, 1931. T. C., Col. Univ. 91 p. ms.

Indicates that the present emphasis on character education is due partly to the secularization of education and partly to a consciousness on the part of educators that something is wrong with our educational system as evidenced by social conditions.

* 2515. **Gill, Joseph Clarence.** The extent to which high-school papers aid in developing loyalty. Master's, 1932. Penn. State. 47 p. ms.

Attempts to determine the extent to which the high-school paper is being used to develop loyalty, the type of loyalty that is being encouraged, and the degree to which the different types of loyalty are being urged. Data were collected from 180 high-school papers from 29 states and the territories of Hawaii and Alaska. The high-school paper devotes 9.59 percent of its space to developing loyalty. The higher types of loyalty are being frankly cultivated, the vicious types are being urged to a slight extent.

2516. **Greenawalt, Irma May.** A study in appraisal of character adjustments. Master's, 1932. Cornell. 107 p. ms.

2517. **Hartshorne, Hugh.** Character in human relations. New York City, Charles Scribner's sons, 1932. 367 p.

Part 1 discusses the present situation in character education; part 2 deals with theories of character; part 3 discusses character as effective functioning; and part 4 deals with the method and organization of character education.

2518. **Haupt, Bertha V.** Character training in the first three grades of the elementary school. Master's, 1931. Louisiana.

2519. **Hayes, Lotta Louisa.** The Christ-pattern, an important factor in character education. Master's, 1932. Wichita. 115 p. ms.

2520. **McClumpha, Thomas.** Character education possibilities in a junior high school leaders corps. Master's, 1932. T. C., Col. Univ. 12 p. ms.

The success of a leader depends most upon ability to get support and response without hurting the feelings of his fellows.

2521. **Maller, J. B.** Conflicting ideals and their bearing upon character education. *Journal of educational research*, 25: 161-67, March 1932.

Determines the extent of agreement among educationists in regard to problems of moral conflict.

2522. ——— The measurement of conflict between honesty and group loyalty. *Journal of educational psychology*, 23: 187-91, March 1932.

Measures and analyzes children's behavior in a situation involving a moral conflict. Positive correlation was found between honesty and cooperation when no conflict is present. When there is a conflict, when children are given an opportunity to be deceptive in order to increase the score of their group, the more cooperative pupils were more frequently deceptive in their group work.

* 2523. **Martini, Augusta S.** The effect of a formal course in character training upon the leaders and trallers in the 1931 senior class of the Trenton senior high school. Master's, 1932. New York. 92 p. ms.

2524. **Meredith, Howard V.** The construction of a correspondence course in character education. Master's, 1932. Iowa.

2525. ——— and **Manry, James C.** A brief history of character education. Iowa City, University of Iowa, 1932. 81 p. (University of Iowa. Extension bulletin, no. 290, April 15, 1932.)

The study describes character education from the occupation of Canaan by the Hebrews to the present time.

2526. **Oje, Clifford Vernon.** The control and prevention of dishonesty in schools. Master's, 1932. Southern California.

2527. Olson, Willard C. The clinical use of behavior rating schedules. *Journal of juvenile research*, 15: 237-45, October 1931.

* 2528. Patterson, George S. Foresight in relation to character. A study of the ability of children to foresee and to judge the social consequences of their actions, and its relation to character. Doctor's, 1931. T. C., Col. Univ. Tokyo, Japan, Nichibel printing company, 1931. 99 p.

* 2529. Sander, Samuel C. An analysis of the content of high-school readings in German literature with a view to the determination of their potential contribution to moral education. Master's, 1932. New York. 116 p. ms.

2530. Shean, Sister Mary Wendelin. Student government as a means of character training. Master's, 1931. Loyola. 92 p. ms.

* 2531. Swab, James C. The reliability and validity of pupil estimates as a measuring tool. Master's, 1932. Penn. State. 82 p. ms.

A seventh grade section and an eighth grade section, each containing boys and girls, were used in the investigation. The members of each section ranked one another on the character traits, honesty, and courtesy; on the mental traits, brightness, and arithmetic ability as shown by their intelligence quotients and arithmetic grades; and on the physical traits, height, and age. It was found that the estimates by pupils were reliable and valid, and can be used as measuring tools.

2532. Symonds, Percival M. Diagnosing the personality of high-school youth. *School*, 43: 605-606, August 11, 1932.

2533. Thompson, Russell Irvin. Honesty education: an experimental study. Doctor's, 1932. Yale.

✓ 2534. Twomey, Marcella Ann. Children's concepts of truthfulness. Master's, 1931. Loyola. 103 p. ms.

2535. Watson, Goodwin. Measures of character and personality. *Psychological bulletin*, 29: 147-76, February 1932.

Reviews tests developed during 1932 and studies using character tests, published that year: includes a bibliography of 171 titles.

2536. Willis, Bessie L. A study of attitudes and moral judgments in certain home and school situations. Master's, 1932. Northwestern.

See also 145, 170, 184, 209, 345, 351, 427, 1796, 2579.

RELIGIOUS AND CHURCH EDUCATION

2537. Albert, Harold Raynal. A study of the correlation of the school advancement and the church activities of the high-school pupils of Brackenridge high school, San Antonio, Tex. Master's, 1931. Okla. A. and M. Coll.

* 2538. Andrews, Mary Edith. The genesis of the ethical teaching of Paul. Doctor's, 1931. Chicago. Chicago, Ill., University of Chicago, 1931. 20 p.

Indicates that his teachings were the product of his social experience.

2539. Austin, Orval H. The legal status of Bible reading and other religious influences in the public schools of the United States. Master's, 1932. Iowa.

2540. Bancroft, Zenas Daniel. A study of the concept of God as held by those of high-school age in a selected community. Master's, 1932. Southern California.

2541. Blakesley, Robert I. The use of the Bible in religious education. Master's, 1932. Columbia.

2542. Breck, John William Otho. Religious life and attitudes of high-school pupils. Master's, 1932. Indiana. 148 p. ms.

2543. Conry, Edward Bartholmew. Catholic education in the Diocese of Cleveland. Master's, 1931. John Carroll.

2544. Crayton, Alfred L. The Old Testament in Junior church school. Master's, 1932. Columbia.

2545. Deeter, Esther. Methods of effective Bible study. Master's, 1932. Columbia.

2546. Dorrenbach, Sister M. Josina. Religious poems for elementary schools. Master's, 1931. Marquette.

2547. Edwards, Earl Jackson. A mnemonic method of Bible study. Master's, 1932. Southern California.

2548. Einwechter, Sister M. Georgina. A study of a few of the religious costumes of women worn in the United States. Master's, 1931. T. C., Col. Univ. 75 p. ms.

In nearly every instance the religious habit is taken from the dress of the people of the country of the time of its foundation; in some cases it is the peasant costume, in others the widow's dress with slight changes. Some founders have taken the dress of the community where its first members were trained, changing the color and shape slightly, and some other founders have adopted the habit of one of the old religious orders with whom they were affiliated.

2549. Elliot, Ethel Mary. Coordinating instruction and introducing new methods in St. Paul's Episcopal church, Dayton, Ohio: A record of experimental work. Master's, 1932. T. C., Col. Univ. 53 p. ms.

2550. Ewald, Geraldine. Workers in religious education: Their Biblical knowledge and their attitudes toward religious principles and social ethics. Master's, 1932. Nebraska. 61 p. ms.

* 2551. Fidella, Sister M. A study of the vocabulary of some religion texts for the elementary school. Master's, 1932. Catholic Univ. Washington, D.C., Catholic education press, 1932. 42 p. (Catholic university of America. Educational research monographs, vol. 7, no. 3, June 15, 1932.)

Discovers by means of scientific analysis the degree to which vocabulary content of the books examined conform to modern requirements. The books studied were four books in "The Spiritual way" series by Mother Bolton and a series of three smaller volumes by Father W. R. Kelly.

2552. Fitzgerald, George Lakin. Episcopal schools for boys. Master's, 1931. Brown.

2553. Goerner, Virginia. Use of purposive stories in enriching junior worship services in the church school. Master's, 1931. South Methodist.

2554. Grafton, Thomas H. The relation of Biblical information to the ability to make ethical discriminations in first and second year high-school children. Master's, 1932. Northwestern.

2555. Hahn, Herbert W. The value of drama in religious education. Master's, 1932. Columbia.

2556. Harris, Everett Tomlinson. The integration of work with young people of the Seventh Day Baptist denomination. Master's, 1932. Yale.

2557. Hayes, John Wesley. The junior church in the Negro community. Master's, 1932. Wichita. 98 p. ms.

2558. Hertzler, Silas. Attendance in Mennonite schools and colleges, 1930-31. 1931. Goshen, Ind. Goshen college.

2559. Hiatt, Russell Frederick. A history of religious education in the church of the United Brethren in Christ. Master's, 1932. Yale.

2560. Huff, Mary B. A method of constructing a kindergarten curriculum in religious education for underprivileged children. Master's, 1932. American Univ. 126 p. ms.

2561. Jennings, Sarah Brown. Score card for measuring Biblical material for church school curricula. Master's, 1932. Southern California.

2562. Kendall, David O. Toward an understanding of the Church's problem of Christian education for adults. Master's, 1932. Columbia.

2563. Lawton, Alice Stockton. The development of the curriculum of Southern Baptist Sunday schools. Master's, 1932. Peabody. 100 p. ms.

* 2564. Lindholm, Paul B. The development of the Christian hymn and its contributions to the church. Master's, 1931. New York. 136 p. ms.

2565. Ludwig, Sylvester Theodore. The rise, development, and present status of the educational institutions of the Church of the Nazarene in the United States. Master's, 1932. Wichita. 75 p. ms.

2566. McGavran, Donald A. Education and the beliefs of popular Hinduism. Doctor's, 1932. T. C., Col. Univ.

Indicates that Mohammedans, Hindus, and Christians are remarkably alike in belief about popular Hinduism; schooling is accompanied by decrease in adherence to the beliefs of popular Hinduism; as between intelligence and school experience, school experience is the larger factor in the change of beliefs; that there is a marked swing amongst Hindu secondary school students toward views which are acceptable to Christians; and that the differences between all groups, except mission school Hindus and mission middle school Christians are significant.

2567. Mead, James C. Activities and responsibilities of church school workers in 25 Protestant churches. Master's, 1932. Northwestern.

2568. Midworth, Alice E. Worship in the church school. Master's, 1932. Columbia.

2569. Morris, Virgil Dixon. Forces which have produced the Board of Christian education. [Master's] 1932. South, Methodist.

2570. Oakley, Saradale. Old Testament narratives in a modern religious education curriculum. Master's, 1932. Peabody. 96 p. ms.

* 2571. Okada, Gosaku. The significance of Dr. John Dewey's philosophy for religion. Master's, 1931. New York. 65 p. ms.

Describes Dewey's life; his main works; his conception of philosophy, knowledge, reality, truth, and value; his attitude towards historical religion; his conception of religion; the way his philosophical views are related to his religious views; and the merits and defects of his views.

2572. Olsen, Edward G. Anti-Semitism and Protestant Sunday school teaching. Master's, 1932. Columbia.

2573. Pak, Maria H. Outline of program of religious education for Ewha college. Master's, 1932. Peabody. 130 p. ms.

Outlines a 4-year course on religious education for Ewha college, Seoul, Korea, based on an understanding of the needs and capacities of the students.

2574. Prugh, Sarah M. Present status of parish directors of religious education in the Protestant Episcopal church with respect to parishes served, training, activities, and problems. Master's, 1932. Northwestern.

2575. Reynolds, Clarence William. Religion and religious agencies at 13 selected student centers. Master's, 1932. Yale.

2576. Salisbury, Jessie Wilder. The influence of Christianity on education. Master's, 1932. Southern California.

2577. Shechtman, Aaron. The teaching of the Bible in the 3-year Congregational Hebrew school. Master's, 1932. Northwestern.

2578. Smith, Maidee. The amount and usage of New Testament material in the junior course closely graded church school courses. Master's, 1932. Northwestern.

2579. Stryker, Veda. Relationship between Biblical comprehension, knowledge of moral and ethical concepts, and some phases of conduct among students of the E. Mitchell school. Master's, 1932. Northwestern.

* 2580. Tate, Edward Mowbray. Church school curricula and education for Protestant church unity. An analysis of religious education materials used by six denominations in training children for church membership, in the light of denominational pronouncements favoring the movement for church unity. Doctor's, 1932. Columbia. Philadelphia, Pa., James M. Armstrong, 1932. 95 p.

The denominations studied were: Congregational and Christian, Disciples of Christ, Methodist Episcopal, Methodist Episcopal South, Northern Baptist Convention, and Presbyterian, U.S.A. A study was made of church school texts, denominational periodicals for teachers, junior and intermediate society programs, and some week-day school courses. Data indicate that the church school reaches most of the boys and girls, but that its materials make little provision for practical training in cooperation.

2581. Taylor, George Farrand. The use in religious education of the psychological approach to religion and theology. Master's, 1932. Columbia.

* 2582. Tippett, Donald H. A comparative study of racial opinions held by certain religious and educational groups. Master's, 1932. New York. 75 p. ms.

2583. Todd, Rolla B. Religious education in the secondary schools of Texas and other States. Master's, 1932. Texas.

2584. Vernon, Walter Newton, Jr. Young people's movement in the Methodist church. [Master's] 1931. South, Methodist.

2585. White, Paul C. The nature and outcome of worship. Doctor's, 1932. Northwestern.

2586. Wilson, Grace H. The religious and educational philosophy of the Young women's Christian association. New York City, Teachers college, Columbia university, 1932. 175 p.

A historical study of the changing religious and social emphases of the Young women's Christian association of the United States of America as they are related to changes in its educational philosophy and program and to observable trends in current religious, educational, and social thought.

2587. Yinger, Ruth M. Relationship between Biblical information, religious activities and personality adjustments. Master's, 1932. Northwestern.

2588. Young, Nellie Catherine. The advance and development of the program of training teachers in religious education, with a detailed study of the 10-year period from 1921 to 1931. Master's, 1932. Butler. 222 p. ms.

See also 53, 145, 185, 2446, 2470, 2483, 2512, 2940, 3032.

MANUAL AND VOCATIONAL TRAINING

2589. Alderson, Glenn. Trends in the industrial arts teacher training curricula for the past 10 years. Master's, 1932. Iowa St. Coll. 52 p. ms.

This is a study of the industrial arts teacher-training curricula of 20 teacher-training institutions and state colleges. In comparing the present with 10 years ago, in general more educational subjects are being taught than special manipulative skill's.

2590. Bilderback, C. S. Fifteen years of the Smith-Hughes law in Illinois, 1917-1932. Master's, 1932. Chicago. 100 p. ms.

Traces the development of vocational education in Illinois as influenced by the Smith-Hughes law, compares the development of the pre-Smith-Hughes period with that of the Smith-Hughes period, and makes a critical analysis of present conditions in the State.

2591. Bjornstad, Lloyd E. Supervision of industrial education in Minnesota. Master's, 1932. Minnesota.

2592. Bolle, Harry. A study of the qualifications and activities of high-school teachers of industrial arts in the state of Illinois. Master's, 1932. Northwestern.

2593. Bolman, James. A method of teaching certain industrial arts in junior high school and a practical working course of study. Master's, 1932. Washington. 190 p. ms.

2594. Booker, Leonard Rowland. A study of the efficiency and economic value of certain loomfixing classes in cotton mills of South Carolina. Master's, 1932. Tennessee. 198 p. ms.

2595. Bowman, Ernest L. Content and method in the teaching of blueprint reading for five selected building trades. Doctor's, 1932. Ohio. 275 p. ms.

2596. Caswell, William E. Selecting the units for the secondary school industrial arts program. Master's, 1932. Ohio. 58 p. ms.

2597. Chavous, Arthur M. A study of vocational education at Wilberforce university. Master's, 1932. Ohio. 149 p. ms.

2598. Crankshaw, Harold G. Studies in vocational printing education. Master's, 1932. Cornell. 87 p. ms.

Report of various testing programs in Empire state school of printing and in Washington, D. C., public schools.

2599. Crawford, Harry Huston. The status of instruction in aviation in public secondary schools in the United States. Master's, 1932. Southern California.

2600. Crawford, J. C. Industrial education problems peculiar to the rural school. Master's, 1932. Okla. A. and M. Coll.

2601. Cunningham, F. M. Common errors in elementary wood-shop technique. Master's, 1932. Iowa St. Coll. 64 p. ms.

2602. Dickman, Hilmer C. An experiment in two methods of industrial arts teaching. Master's, 1932. Ohio. 52 p. ms.

Compares the results of "self-directed" study with the results of "teacher-directed" study in solving mechanical assembly problems. In problems of assembling mechanical things, pupils learn as effectively when left to their own resources and initiative as when they are specifically instructed.

2603. Early, James Marshall. An analysis of practices in administering vocational education in 55 city school systems of the North central associations of colleges and secondary schools. Master's, 1932. Iowa St. Coll. 110 p. ms.

2604. **Falgren, Leon E.** A study of grading or marking in industrial arts courses. Master's, 1932. Ohio. 160 p. ms.

2605. **Fink, Charles.** Judgments of alumni concerning the vocational value of the courses offered by three technical high schools in Chicago. Master's, 1932. Northwestern.

2606. **Glover, Ira Russel.** The status of practical and manual arts in secondary curricula with special reference to the desirability of its introduction in the small high schools of West Virginia. Master's, 1932. West Virginia.

2607. **Greene, Frank T.** The status of industrial arts in the secondary schools of Virginia, West Virginia, and North Carolina. Master's, 1932. Iowa St. Coll. 62 p. ms.

This is a study of schools for Negroes exclusively.

2608. **Hanson, Murill H.** An analysis and the determination of trends of teaching combinations and salaries of teachers of industrial arts in Iowa, 1922 to 1932. Master's, 1932. Iowa St. Coll. 53 p. ms.

Data were obtained from Iowa educational directory, 1922, 1924, 1926, 1928, 1930, and 1932. Data indicate a great need for administrative training for industrial arts teachers, that salaries are decreasing, and that they are becoming more uniform.

2609. **Jaques, W. T.** A case study of the graduates of the industrial education curriculum at the University of Illinois. Master's, 1932. Illinois. 174 p. ms.

2610. **Jennings, Royal F.** Current changes in automotive service occupations. Master's, 1932. Minnesota.

2611. **Kibler, George Warner.** Training of industrial education teachers in Texas. Master's, 1931. South. Methodist.

2612. **Korn, Charles E.** Industrial arts for girls in the middle west. Master's [1932]. Iowa St. Coll. 24 p. ms.

Studies industrial arts offered for girls in secondary schools of eight middle western states, exclusive of home economics and commercial subjects.

2613. **McGinnis, Robert Sidney.** An evaluation of the industrial curriculum of the city public schools of Greeley, Colo. Master's, 1932. Colo. St. T. C.

2614. **McGinnis, Scott Jefferson.** Procedure for training trade teachers. Master's, 1931. Okla. A. and M. Coll.

2615. **McGuire, Ernest J.** Opportunities offered for vocational training in institutions in Tennessee. Master's, 1932. Peabody. 156 p. ms.

Collects and summarizes data concerning public and private educational institutions of the State of Tennessee that offer specific vocational training courses and issue bulletins regarding the work offered.

2616. **McLane, Eldridge F.** Vocational practices in the junior and senior high schools of Florida: Present status and probable trend. Master's, 1932. Florida. 88 p. ms.

2617. **Mays, A. B.** Industrial arts. Review of educational research, 2: 74-75, 93, February 1932.

2618. **Michael, Roy A.** Trade and industrial education in western Missouri. Master's, 1932. Colo. St. T. C.

2619. **Miller, Charles Cephas.** A comparison of the training required for draftsmen in the industries of East Chicago, Ind., with the training now offered in East Chicago high schools. Master's, 1931. Iowa St. Coll.

2620. **Monroe, Lynne C.** The effect of recognition upon various forms of tool representation. Master's, 1932. Iowa St. Coll. 89 p. ms.

2621. Mulvaney, Sherman A. Reliability of certain essay examinations in industrial arts. Master's, 1932. Iowa St. Coll. 85 p. ms.

2622. Nave, Charles Hobert. The schools and industries of Kingsport, Tenn., in relation to vocational training. Master's, 1932. Tennessee. 74 p. ms.

2623. Neill, Theodore Roosevelt. The mathematics involved in the teaching of industrial arts. Master's, 1931. Iowa St. Coll.

2624. Patterson, Howard V. Observation and practice teaching in industrial education. Master's, 1932. Minnesota.

2625. Pease, Everett G. An analysis of the training and experience of 98 industrial arts teachers. Master's, 1932. Iowa St. Coll. 98 p. ms.

A study was made of the college training, universities from which they came, the degrees received, major interests, Smith-Hughes men, years of teaching experience, types of teaching experience, and trade experience of 98 industrial arts teachers, and of those who have written books.

2626. Peet, Vincent Cooper. Methods of teaching general aeronautics in the public secondary schools of Southern California. Master's, 1932. Southern California.

2627. Petry, Walter S. Junior and senior high school industrial arts class trips, policies, practices, and trends in Columbus, Ohio. Master's, 1932. Ohio. 70 p. ms.

* 2628. Proctor, Milton D. Two-year terminal curricula in the coal mining industry. Doctor's, 1932. New York. 262 p. ms.

The three questionnaires used in this study dealt with the financial status of parents of high-school seniors; the present intentions of high-school seniors regarding further education and their interest in 4-year and 2-year curricula; the amount of training that should be required for each job or position in the coal mining industry, the relative importance of general courses in the six major fields, and the relative importance of specialized courses in the six major fields.

2229. Richardson, F. W. Vocational education and guidance in the high school of Byers, Tex. Master's, 1931. South. Methodist.

2630. Robinson, K. Lois. A study of occupational therapy and its interrelation with subsequent vocational rehabilitation. Master's, 1932. Southern California.

2631. Schell, Henry Theodore. Comparative cost of teaching industrial arts in Iowa. Master's, 1931. Iowa St. Coll.

2632. Shartle, Carroll Leonard. The development and standardization of a selection test for troublemen. Master's, 1932. Columbia.

2633. Simon, Harold Charles. Movement toward vocationalization of secondary education in the United States. Master's, 1931. South. Methodist.

2634. Smith, Homer J. One thousand problems in industrial education: A list of titles appropriate for term papers and theses by graduate students and for practical research projects by men active in administration and supervision. Minneapolis, University of Minnesota press, 1931. 90 p.

2635. ——— and Hunt, DeWitt. Bibliography on measurement in industrial education. Epsilon pi tau review, 74-87, 1931.

2636. Torgerson, Roland M. Unit operations in junior high school woodwork. Master's, 1931. Minnesota.

2637. Trische, Andrew. A critically evaluated and classified bibliography on industrial education. Master's, 1932. Penn. State.

2638. Van Oot, Benjamin Henry. The prediction of optimum qualifications for apprenticeship in certain allied trades. Doctor's, 1931. T. C. Col. Univ.

Devises a method of selecting for apprenticeship in a group of 19 trades allied to ship-building candidates of optimum qualifications for training in order that reasonable assurance may be had that those who are selected will function effectively in the respective trades into which they are entered.

2639. Waldeck, Philip S. Content of junior high school general metal. Master's, 1932. Washington. 91 p. ms.

2640. Weidemann, C. C. Machine calculation of T-scores. 1931. University of Nebraska, Lincoln. 15 p. ms.

Job analysis of the problem of calculation of T-scores relative to the Monroe calculator. Findings: T-scores by the machine may be calculated about 10 per minute.

* 2641. Winning, Frederica Julia Gerwin. Changes in women's occupations. Doctor's, 1932. New York. 284 p. ms.

Discusses women in occupations from early civilizations to the twentieth century; women in occupations in the United States; and New York City and its educational opportunities for women.

See also 205, 209, 228, 256, 724, 861, 952, 1255, 1341, 1358, 1881, 1435, 1465, 1494, 1556, 1522, 1529, 1535, 1706, 1917, 2332, 2674, 2973, 3048, 3050.

AGRICULTURAL EDUCATION

2642. Bateman, John Wesley. Method of rating the efficiency of departments of vocational agriculture in Louisiana. Master's, 1931. Louisiana.

2643. Beard, Walter L. Some factors to be considered in locating departments of vocational agriculture in the high schools of Louisiana. Master's, 1932. Louisiana.

2644. Brimmer, Gifford Carl. The personnel of agricultural evening classes in Iowa and eastern Nebraska. Master's, 1932. Iowa St. Coll. 51 p. ms.

2645. Brook, P. C. A manual for colored teachers of vocational agriculture in Alabama. Auburn, Alabama polytechnic institute, 1932.

2646. Bruner, Thomas W. A study of the place of residence and choice of vocation of former vocational agricultural students in Kansas high schools. Master's, 1932. Kans. St. Coll.

2647. Butts, John L. A program for agricultural education in Dade county, Fla. Master's, 1932. Florida. 125 p. ms.

2648. Carlisle, Ralph Cary. Making a long-time program in vocational agriculture for Sneads community. Master's, 1932. Florida. 60 p. ms.

2649. Cox, Guy. A study of the newspaper articles relating to vocational agriculture in Florida. Master's, 1932. Florida. 75 p. ms.

2650. Cunningham, Robert Earl. A study of a group of agricultural college news releases with a view to develop type releases. Master's, 1932. Okla. A. and M. Coll.

2651. Gammage, James Veale. Some determining factors in the high and low rating of departments of vocational agriculture in Louisiana. Master's, 1932. Louisiana.

2652. Geiger, Albert James. A study of the farm shop instruction in the vocational agriculture schools of Florida. Master's, 1932. Florida. 106 p. ms.

2653. Getman, Arthur K., and Weaver, W. Jack. Outline of content for vocational agriculture. Albany. University of the State of New York, 1931. 54 p. (Bulletin, no. 963. November 1, 1931.)

This bulletin was prepared for the guidance of teachers of agriculture in the selection of content of instruction for vocational pupils enrolled in full-time and part-time classes in agriculture. The outlines of content are presented in the form of teaching units in which instruction may center about the managerial and-operative activities of pupils.

2654. Gfeller, Clarence J. Development of agricultural education under the Smith-Hughes act. Master's, 1931. Stanford.

2655. Glenn Huzie Atwood. Some effects of vocational agriculture in Lunenburg county. Master's, 1932. Va. Poly. Inst. 121 p. ms.

2656. Groseclose, Henry C. Handbook for future farmers. Baltimore, Md., French-Bray printing company, 1932. 32 p.

Job analyses for 14 activities were developed.

2657. Guyer, Roy J. Anthropometric study of students at Connecticut agricultural college. Master's, 1932. Int. Y. M. C. A. Coll. 49 p. ms.

2658. Haynes, Everett H. Annual work book for vocational agriculture teachers in Louisiana. Master's, 1932. Louisiana.

2659. Horn, George Elbert. Developing Tennessee boys through activities in future farmers of America. Master's, 1932. Peabody. 50 p. ms.

2660. Huddleston, Willis Jennings. Influences causing improved farming practices in Putnam county, Tenn. Master's, 1932. Peabody. 61 p. ms.

2661. Huntsinger, Homer O. The survey method of teaching vocational agriculture. Master's, 1932. Wyoming. 109 p. ms.

2662. Jacobs, Volna Gustavus. Farmers' correspondence with the Iowa agricultural experiment station as a guide to the content of Iowa agricultural evening school course. Master's, 1931. Iowa St. Coll.

2663. John, Macklin E. The relation of vocational agricultural training to choice of occupations and to activity in rural organizations. Master's, 1932. Iowa St. Coll.

2664. Johnson, Alex Ralph. The organization, instruction, and results of evening classes in poultry production. Master's, 1932. Florida. 52 p. ms.

2665. Knight, Fred Key. How to organize and conduct an evening class in citrus culture. Master's, 1932. Florida. 85 p. ms.

2666. Leever, Dale V. A comparison of the Smith-Hughes and the Los Angeles plan of teaching animal husbandry under urban conditions. Master's, 1932. Southern California.

2667. Love, Harry Morgan. Qualifications for success in teaching agriculture. Master's, 1932. Va. Poly. Inst. 162 p. ms.

2668. Murray, John Henry. Factors influencing discontinuance of vocational agriculture in Oklahoma high schools. Master's, 1932. Okla. A. and M. Coll.

2669. Older, Frank Edwin. Teacher training in agriculture for elementary schools. Master's, 1932. Southern California.

2670. Oliver, Julius Allen. Factors related to success in the teaching of vocational agriculture in the Negro schools of Virginia, North Carolina, and South Carolina. Master's, 1932. Iowa St. Coll. 104 p. ms.

2671. Ferrin, Charles. A consideration of certain aspects of an agricultural curriculum for the Chaffey junior college and Union high school district. Master's, 1932. Claremont. 57 p. ms.

2672. Regnier, Roger E. A study of material and method used for teaching soils in vocational agriculture classes. Master's, 1932. Kans. St. Coll.

2673. Sanders, H. W. Supervised farm practice—planning. Blacksburg, Virginia polytechnic institute, 1932. 29 p. ms.

* 2674. Schmidt, G. A. Vocational education in agriculture in federally aided secondary schools: a study of its instructional and training phases. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 96 p. (Contributions to education, no. 534.)

Data were secured from educators in various fields of education, especially from teachers of vocational agriculture. Findings: Thirteen factors characterizing an effective vocational training program were established. They characterized conditions far in advance of the conditions generally found. In practically every instance, the vocational agriculture course was very rigid in its requirements, and was administered just as was the academic course in the secondary schools.

2675. Smart, John A. A study of the use of individualized instruction in vocational agriculture. Master's, 1932. Va. Poly. Inst. 73 p. ms.

The purpose of the study was to develop a contract form for individual student use; to experiment by a parallel group procedure with one class as a check, and to try it out with 14 classes in Pittsylvania county under four teachers of agriculture. Individualized instruction seemed to be superior to instructors and pupils.

2676. Strube, Paul Edman. Content for high-school farm shops. Master's, 1932. Ohio. 84 p. ms.

2677. Wakefield, George N. Training for leadership through future farmers of America. Master's, 1932. Florida. 94 p. ms.

See also 122, 1507, 1537, 1711, 1753, 1790, 2018, 2075, 2700.

HOME ECONOMICS

* 2678. Adams, Grace B. A survey of clothing expenditures of continuation school students. Master's, 1932. New York. 80 p. ms.

2679. Allison, Helen C. A study of the duties and responsibilities of some girl graduates from the commercial department, Central high school, Oklahoma City, Okla. Master's, 1932. Colo. Agr. Coll.

2680. Anlauf, Lena Mae. Home economics clubs in high schools of the southwest. Master's, 1931. Okla. A. and M. Coll.

2681. Atkinson, W. N. The fundamental sociological concepts found in x sources dealing with the family. Master's, 1932. Iowa.

2682. Bancroft, Clara Marie. Vocational education in home economics in the all day schools of Ohio. Master's, 1931. Ohio.

This study shows the expansion and development of the vocational home economics program in the all-day schools of Ohio over a period of 12½ years. From 1918 to 1930 the number of schools increased from 6 to 80 with proportionate increases in enrollment in the schools and number of teachers employed and moneys expended. The development of the curriculum and the type of equipment used has been in accord with modern trends in home economics education.

2683. Barker, Beattie Emily. A study of individual assignment teaching as compared with class instruction by problem method in two beginning high-school clothing classes. Master's, 1932. Colorado.

2684. Barnes, Bess. A study of the relationships between the intelligence ratings of girls taking home economics in the San Marco, Tex., high school and their achievements as measured by objective, practical, and problem measurements. Master's, 1932. Colo. Agr. Coll.

2685. Barnes, Mary Goodykoontz. A course of study in home economics for high schools in Iowa having a 1-year economics program. Master's, 1932. Iowa.

2686. Bitner, Anita Joynt. A study to determine what part of the subject matter included in the proposed course in home management is knowledge ordinarily obtained by high-school pupils through life experiences. Master's, 1932. Nebraska.

2687. Blasler, Florence E. Home economics education courses in the 72 institutions approved for teacher training by the Federal board for vocational education. Doctor's, 1932. Minnesota. 352 p. ms.

Presents characteristics of typical teacher-training situation and certification requirements; topics regarding the importance of which teacher trainers, state supervisors, and alumnae agreed; topics regarding which two of three groups agreed; topics considered by alumnae as having been inadequately treated; influence of experience, type of position held and institution from which they graduated upon alumnae reaction.

2688. Bradshaw, Ruth Lois. The relations among aptitude test scores, scholastic averages, personality ratings, student teaching grades, and superintendent's ratings of 200 home economic students at Iowa State college. Master's, 1932. Iowa St. Coll. 54 p. ms.

2689. Brown, Clara M. An evaluation of the Minnesota rating scale for home economics teachers. Minneapolis, University of Minnesota press, 1931. 29 p.

Study of data collected from teacher-training institutions, state supervisors of home economics, and superintendents in several states in the middle west from 1928 to 1931. Data included ratings of teachers based upon 1928 edition of the Minnesota rating scale, marks in special methods and in supervised teaching, intelligence ratings and honor-point ratios.

2690. Burk, Merle. Problems in related art for home economics classes in secondary schools: A manual for teaching related art. Master's, 1932. Iowa.

2691. Byars, Jenny Woodward. Recent developments in the field of institutional management in relation to the instruction in institution management at Iowa State college. Master's, 1932. Iowa St. Coll.

*2692. Carter, Helen Mae. Development of the home project in the home economics program, 1908 to 1932 with special reference to Louisiana. Doctor's, 1932. New York. 134 p. ms.

Data were secured by a study of the literature on the subject; a study of previous investigations; personal letters from state supervisors of home economics; mimeographed material from state supervisors of home economics; study of the annual reports of the Louisiana home economics division of the Federal board for vocational education for the years 1925-1931, inclusive; and home project record books from Louisiana schools. Data indicate that the home project is extensively used in the home economics program; and that there is a degree of similarity in the projects carried on in the various states.

2693. Carter, Mrs. Vivienne Fowler. Home economics work for seventh and eighth grade girls in Indiana based upon activities performed during summer vacation. Master's, 1932. Indiana. 116 p. ms.

2694. Chambers, Virginia. A study of the needs in Kansas for training of high-school girls for direct wage earning in institutional work, with a suggested course of study. Master's, 1932. Kans. St. Coll.

2695. Childs, Iva Emmett. Analysis of homemaking problems of women who left high school before graduation. Master's, 1932. Southern California.
2696. Cole, Nellie Asbill. Analysis of activities basic to a course in modes and manners. Master's, 1932. Southern California.
2697. Collins, Carrie Lee. A comparison of the effectiveness of pictures and charts with actual products as objective devices in teaching foods. Master's, 1931. Iowa St. Coll.
2698. Crum, Jeannette Hill. An analysis of food choices in relation to nutritive value and cost in junior high school lunchrooms. Master's, 1932. Washington.
2699. Dahlen, Alice. The relationships among student teaching grades, personality ratings, and personality test scores of 176 home economics students at Iowa State college. Master's, 1932. Iowa St. Coll. 40 p. ms.
2700. Davenport, Frances. Cooperative relationships of teachers of vocational home economics and agriculture. Master's, 1932. Louisiana.
2701. Davis, LaVesta Ellen. An economic and social study of representative home management houses in the United States. Master's, 1932. Kans. St. T. C. Pittsburg.
2702. Davis, Mildred L. A dietary study in the cooperative dormitories for women at Iowa State college. Master's, 1932. Iowa St. Coll.
2703. Day, Florence Pyla. How a selected group of home economics teachers begin their classes. Master's, 1932. Kans. St. Coll.
2704. De Luca, Jennie Rosa. A study of the values derived from clothing courses offered to high-school girls in New Orleans. Master's, 1932. Colorado.
2705. Essex, Grace Althea. A comparison of the training, environmental conditions, and activities of vocational home economics teachers and teachers of general home economics in secondary schools of Ohio. Master's, 1931. Ohio.
- Data from high-school principals' reports for the year 1929-30 on file in the State department of education and from answers to questionnaires obtained from general and vocational home economics teachers. Findings: All home economics teachers of the groups studied meet state requirements adequately. The median salary for general teachers is lower than for vocational teachers. More out of class duties are assigned to vocational teachers than to general teachers. Vocational teachers establish home contacts.
2706. Flemington, Clara N. Space and equipment for the teaching of home economics in high schools. Master's, 1932. Minnesota.
2707. Graham, Bessie B. A study of the home use made of the clothing work taught in the junior and senior high school in Louisville, Colo., in 1930-31. Master's, 1932. Colo. Agr. Coll.
2708. Grant, Lois Irene. Subject combinations required of Oklahoma home economics teachers. Master's, 1931. Okla. A. and M. Coll.
2709. Griffin, Gertrude Louisa. Use of homemaking facilities in secondary schools. Master's, 1931. Kentucky.
2710. Griffin, Hallie Katterjohn. Supervision of home projects in home economics. Master's, 1932. Kentucky.
2711. Grunkemeyer, Winifred. A study of the needs and interests in clothing of the homemakers of San Benito, Tex. Master's, 1932. Colo. Agr. Coll.

2712. **Hankins, Nellie Turner.** The present status in California of teaching foods classes in correlation with the high-school cafeteria. Master's, 1932. Southern California.

*2713. **Henderson, Carrie M.** Home economics for boys, a survey of the work in the public schools, colleges, and universities of the United States. Master's, 1932. New York. 118 p. ms.

Attempts to determine the extent of teaching home economics to boys and men throughout the United States, the comments of these men and boys on the work, appraisals of it by teachers who have taught it, and the growing demand for the subject.

2714. **Henderson, Grace Mildred.** Rural homemaking practices in Salina county, Kans., as a basis for a home economics extension program. Master's, 1931. Chicago.

2715. **Horch, Doris Merrill.** A curriculum study with special emphasis upon home economics subject matter to be included in the education of boys in the junior and senior high schools. Master's, 1932. Ohio.

2716. **Humphreys, Alice W.** A study of certain leisure-time activities and financial practices in the homes of Minnesota high school girls. Master's, 1931. Minnesota.

2717. **Huston, Hazel H.** Study of home activities of junior high school girls, a comparison of city and rural groups—300 diaries. Master's, 1931. Ohio.

2718. **Inman, Mary Frances.** A study of the home experiences of girls entering first year vocational homemaking classes in small high schools in Colorado. Master's, 1932. Colo. Agr. Coll.

2719. **Johnson, Eleanor Mildred.** A critical study of various methods for determining the nutritional status of college women. Master's, 1932. Washington.

2720. **Johnson, Merian B.** The relation of personality trait ratings and aptitude test grades with the student teaching grades of 450 students in home economics education at Iowa State college. Master's, 1932. Iowa St. Coll.

2721. **Kean, Ruth Mundinger.** Louisiana materials used in the teaching of home economics. Master's, 1931. Louisiana.

2722. **Keefer, Hazel Vivian.** The development of the home economics curricula of Iowa State college from 1869 to 1913. Master's, 1932. Iowa St. Coll. 102 p. ms.

2723. **Kilgore, Daisy H.** Evidences of interest resulting from the use of two methods of teaching adult home management classes in Lincoln, Nebr. Master's, 1931. Iowa St. Coll.

2724. **Leighton, Ingovar.** A plan for the organization of home economics clubs in Kansas high schools. Master's, 1932. Kans. St. Coll.

2725. **Loyd, Ruth.** A comparison of two methods of teaching foods classes in high school. Master's, 1932. Iowa St. Coll.

2726. **Lynes, Hazel Alma.** Organization of unit courses for adult classes in homemaking on the problem basis. Master's, 1932. Kans. St. Coll.

2727. **McArthur, Laura J.** A study of the home and family situation of the high-school girl. Master's, 1932. Minnesota. 144 p. ms.

2728. **McCulley, Jessie T.** A comparison of the effectiveness of individual and group work for seventh grade girls in a foods laboratory. Master's, 1931. Iowa St. Coll.

2729. **MacDonald, Gertrude.** A study of girls' home membership problems. Master's, 1932. Southern California.
2730. **McKnight, Gladys M.** The function of the home economics clubs in Kansas. Master's, 1932. Kans. St. T. C., Pittsburg.
2731. **Marcussen, C. K.** The development and present status of home economics education in the land-grant colleges and universities of the United States. Master's, 1932. Illinois.
2732. **Martin, Blanche.** A study of home economics teaching in junior colleges in Georgia. Master's, 1931. Ala. Poly. Inst. 30 p.
2733. **Mathea, Fay Mahan.** Courses in home problems and family relationships for secondary school boys. Master's, 1932. Southern California.
2734. **Mendenhall, Elma.** Time records of home economics pupils in two Cincinnati, Ohio, high schools. Master's, 1932. Iowa St. Coll. 84 p. ms.
2735. **Moncrief, Irene.** Teaching home economics. Master's, 1932. Peabody. 50 p. ms.
Study of the work of 100 girls in nine high schools during year of 1931-32. Girls took the initiative in selecting projects; greatest number of projects selected were in clothing, foods, and home improvement; greatest values received by girls from projects was the development of skills; greatest value received by the home was that the project grew out of a normal home situation.
2736. **Mucus, Francis Kristian.** A suggested food cost control system for the Iowa State college memorial union. Master's, 1932. Iowa St. Coll.
2737. **Nesbitt, Doris.** The organization and evaluation of problem series for selected objectives in home relationship for high-school course. Master's, 1932. Iowa St. Coll. 74 p. ms.
2738. **Nofsker, Mrs. Julia Frank.** A study of home economics education in the public schools of Wisconsin. Master's, 1932. Wisconsin.
2739. **Owens, Elnora.** Home activities and housing conditions of Negro girls in the rural secondary schools of Virginia as an index of their curricular needs. Master's, 1932. Iowa St. Coll.
2740. **Park, Martha Ann.** Some values of the school lunch as a project for the teaching of foods in the homemaking course. Master's, 1931. Iowa St. Coll.
2741. **Payne, Mrs. Roseda Berry.** Investigation into the buying experiences of fifth and sixth grade girls at Jackson school. Master's, 1932. Cincinnati.
2742. **Peppard, Lillian Loser.** Procedures for teaching a course in textiles. Master's, 1932. Southern California.
2743. **Perry, Fay Van Ness Tilden.** A study of foods tests for use in the secondary school. Master's, 1932. Southern California.
2744. **Peterson, Bertha Bowman.** A survey of home economics in schools for the deaf, and the marital and occupational status of their alumnae with a view to curriculum development. Master's, 1932. Minnesota. 76 p. ms.
2745. **Phillips, Mae Bell Arrington.** Factors which influence girls against election of home economics in West Virginia State college. Master's, 1931. Iowa St. Coll.
2746. **Richardson, Lucy.** Opportunities for teaching the arts related to homemaking. Master's, 1932. Louisiana.

2747. Roberts, Vega Brugman. Some vocational possibilities for women trained in home economics. Master's, 1932. Southern California.
2748. Robertson, Bella Catherine. A study in the construction of guide sheets for a course in ninth grade home economics. Master's, 1931. Kansas St. Coll. 124 p. ms.
2749. Rodden, Mrs. Myrtle McCormack. Home economics work for seventh and eighth grade girls in Indiana based upon the home activities performed during the school year. Master's, 1932. Indiana. 152 p. ms.
2750. Rogers, Katherine Elizabeth. A study of home economics in the junior high schools and senior high schools of Lexington, Ky. Master's, 1932. Kentucky.
2751. Ross, Addie Lee. Development of the vocational home economics program for Negroes in Mississippi. Master's, 1932. Iowa St. Coll. 49 p. ms.
2752. Ryan, Lorena M. Trend in home economics enrollment in colleges and universities from 1915-1930. Master's, 1932. Iowa St. Coll. 109 p. ms.
2753. Slater, Mary Evelyn. The value of home management houses. Master's, 1932. Kentucky.
2754. Smurthwaite, Georgiana Hope. A suggested organization of a foods and nutrition program based upon the interests and needs of a selected group of farm bureau women. Master's, 1931. Kansas St. Coll. 95 p. ms.
2755. Stone, Marie Gladys. Community needs and conditions in relation to home economics. Master's, 1931. Okla. A. and M. Coll.
2756. Straley, Ruth Reynolds. Suggestions for a home economics curriculum based on a community survey. Master's, 1932. Claremont. 130 p. ms.
2757. Stribling, Emily. Home economics tests for Tennessee high schools in the subjects of first year foods and first year clothing. Master's, 1931. Tennessee.
2758. Strowig, Nell McCrumb. A course in clothing and home problems for the junior high school. Master's, 1932. California.
2759. Sullivan, Grace May. Home economics in Negro secondary schools of Kentucky. Master's, 1932. Iowa St. Coll. 68 p. ms.
2760. Taylor, Ruth. A study of certain factors of present development of home economics in the Tennessee high schools. Master's, 1931. Tennessee.
2761. Thein, Lillian. An analysis of the content objective and organization of State courses of study in home economics. Master's, 1932. Iowa St. Coll. 99 p. ms.
2762. Thomas, Sibyl. Homemaking objectives for 10th and 11th grade boys. Master's, 1931. Iowa St. Coll.
2763. Thompson, Alice E. A study of the practices in the homes of high-school girls in Minnesota relative to the care and repair of clothing. Master's, 1931. Minnesota.
2764. Thornton, Grace G. Problems and methods of research in home economics. Master's, 1932. Colorado.
2765. Tubbs, Margaret Grace. National survey of the education of teachers in home economics. Master's, 1932. Colo. St. T. C.
2766. Wachter, Mary K. A plan for teaching home economics in the small secondary school. Master's, 1932. Colorado.

2767. **Wadley, Rena Elizabeth.** A comparative study of dress selection. [Master's] 1932. Peabody. 142 p. ms.
- A study was made of dress selection in the Springhill high school, Webster Parish, La.
2768. **Walker, Rosa.** Unit courses for adult classes in homemaking. Master's, 1931. Tennessee.
2769. **Walsh, Madeline F.** Home economics examinations for Tennessee high schools in the subjects of second year foods and second year clothing. Master's, 1932. Tennessee. 109 p. ms.
2770. **Warner, Ida M.** Comparison of scholastic averages, school activities, and subsequent vocation of girls electing and those not electing home economics in Cape Girardeau high school. Master's, 1932. Iowa St. Coll. 78 p. ms.
2771. **Whittaker, Martha Rebecca.** Cost of home economics in state high schools of Tennessee. Master's, 1932. Peabody. 123 p. ms.
2772. **Wiese, Marie Cecelia.** Factors which influence girls for or against the election of home economics in the senior high school in Santa Monica, Calif. Masters, 1931. Iowa St. Coll.
2773. **Williamson, Mary Lois.** Pupil accomplishment in foods classes taught by student teachers and by regular teachers. Master's, 1932. Iowa St. Coll. 51 p. ms.
2774. **Williamson, Ruth Yotive.** Student teaching grades and certain factors in home, in elementary, and high-school training. Master's, 1932. Iowa St. Coll. 76 p. ms.
- * 2775. **Winn, Marcia Lovett.** A critical analysis of five popular women's magazines with special emphasis on articles pertaining to the home. Master's, 1932. Penn. State. 77 p. ms.
- The study was made in order to gain an objective understanding of the amount, nature, and character of homemaking articles in the average woman's magazine, and to learn to judge intelligently which magazines can be used advantageously in home economics departments.
2776. **Wright, Luella M.** Teaching practices and difficulties of 20 home economics teachers trained at Iowa State college. Master's, 1931. Iowa St. Coll.
2777. **York, Mary E.** The effect of high-school training on collegé achievement in home economics. Master's, 1932. Iowa St. Coll.
2778. **Young, Irene.** A study of the responsibilities of the high-school home economics teachers of Kansas in the serving of food for school and community functions. Master's, 1932. Kans. St. Coll.
2779. **Yousee, Alline.** Status of vocational home economics in certain southern states. Master's, 1932. Peabody. 204 p.
- Includes 11 states and shows that vocational home economics broadens the field of preparation for homemaking.
- See also 1790, 2066.

COMMERCIAL EDUCATION

2780. **Aebly, Helen F.** A survey of commercial education in the secondary schools of Wyoming. Master's, 1932. Colo. St. T. C.
2781. **Allen, Irma Thomas.** The status of typewriting in the junior high schools of California. Master's, 1932. Southern California.
- * 2782. **Bader, Louis.** Survey of course construction for sales training in the electrical industry. Doctor's, 1932. New York. 222 p. ms.
- This is a study of more than 1,000 salesmen and sales supervisors to discover what they thought they lacked in their training as salesmen.

2788. Bransford, Thomas L. Psychological aspects of the time factor in speed typewriting. Master's, 1931. American Univ. 77 p. ms.
2784. Brown, Harvey F. The status of junior business training in the public junior and senior high schools of Wisconsin. Master's, 1932. Iowa.
2785. Burcham, Elizabeth Annie. An investigation to determine the adequacy and efficiency of the Glendale high school commercial curricula. Master's, 1932. Southern California.
2786. Church, Jane. Business skills and information needed by every individual as determined by an investigation of the actual experiences of laymen. Master's, 1932. Colo. St. T. C.
- * 2787. Clancy, Anne Catherine. The evolution of shorthand as a school subject. Master's, 1932. Boston Univ. 86 p. ms.
Describes the meaning and beginning of shorthand, its use in prehistoric times, by the Romans and early Christians, the decline of the use of shorthand with the decline of the Roman empire, the rebirth of shorthand, the development of shorthand and typewriting, its introduction into the schools and colleges.
2788. Clevenger, Earl. Status of commercial education in selected high schools of Oklahoma. Master's, 1931. Okla. A. and M. Coll.
2789. Cocanower, C. D. A study of the commercial teacher-training facilities of Ohio. Master's, 1932. Ohio. 95 p. ms.
2790. Colby, Hayden H. An evaluation of the instruction in salesmanship in secondary schools. Master's, 1932. Iowa. 68 p. ms.
2791. Cornell, Mettie. Trends in the high-school commercial curriculum. Lincoln, University of Nebraska, 1932. 105 p. ms.
2792. Dempsey, Audrey Virginia. Training methods used by commercial teachers in preparing students for the Colorado State contests in commercial subjects. Master's, 1932. Colo. St. T. C.
2793. Drohan, Sister Athanasia. Salesmanship course in the high school—its scope and advantages. Master's, 1932. Boston Coll.
2794. Ewell, Willie Evelyn. A survey of commercial education in the Smith-Hughes high schools of Mississippi. Master's, 1932. Colo. St. T. C.
2795. Ferguson, Lafe Watson. Study of commercial education in Louisiana high schools. Master's, 1931. Louisiana.
2796. Fogg, Mary B. The business girls' secretaryship in the Y. W. C. A. Master's, 1932. Minnesota.
2797. Fullenwider, Francis Chalmer. The aims and curricular organization of commercial education on the junior college level. Master's, 1932. Southern California.
2798. Gerstle, Elinor, and Tefft, Lois. Business knowledges and skills everyone should have as determined by a tabulation of the business experiences of 174 laymen. Greeley, Colorado State teachers college. 1932.
2799. Glasheen, Winifred U. A study of commercial education in Holyoke senior high school. Master's, 1932. Smith. 100 p. ms.
2800. Good, Harry Irvin. An analysis of the preparation, duties, and responsibilities of heads of commercial departments in high schools. Master's, 1931. Buffalo.

2801. Grant, Martha. A study of graduates of Tulsa high school with stenographic majors for the years of 1925-1930. Master's, 1932. Colo. St. T. C.

2802. Gray, Maude Trump. Need of four years of collegiate training for secretarial and clerical service. Master's, 1932. Okla. A. and M. Coll.

2803. Griggs, Marshall C. The improvement of speed and accuracy in typewriting. Master's, 1932. Washington Univ. 63 p. ms.

* 2804. Hamilton, Charles W. What is the status of office practice and secretarial training in New York State public high schools outside of New York City. Master's, 1932. New York. 60 p. ms.

Data were secured from 43 cities of various sizes, in New York State, by answers to questionnaires. There is almost no uniformity of practice in setting up courses in office practice. The objectives of the course seem to be to correlate previous work, build character, develop ability to work with people, learn new devices, and to give practical experience.

2805. Hare, Mildred. Commercial education and a modern trend. Master's, 1932. Maryland.

2806. Hawkins, George Allen. A study of the equipment used and desired in the commercial departments of the large senior high schools of the state of Ohio. Master's, 1932. Ohio. 157 p.

Finds out the present quantity of equipment, and that desired by teachers in large high-school commercial departments in Ohio; the machine skills considered desirable and necessary, and the relative rank of importance to the major machine skills, estimated by representative business men; and correlate these variables. Replies were received from 489 businesses. Conclusions: Correlation of about 70 percent exists between present quantity of different types of commercial equipment found, and the relative ranks of importance of these types; calculating machine, duplicating machine, and filing system instruction are underestimated and undertaught in schools; business men differ in opinion concerning proper commercial practices in schools; commercial teachers are undertrained in the field of machine instruction.

* 2807. Haynes, Benjamin R. Elementary business training in the public junior high schools of the United States. Doctor's, 1932. New York. 297 p. ms.

Data were secured from answers to a questionnaire received from 811 junior high schools scattered over the United States; and from a critical examination of the written statements from teachers, administrators, and others interested in commercial education. Of the 811 schools, 434, or 53.51 percent teach elementary business training; and 377 schools, or 46.49 percent do not teach it.

2808. Helmstadter, Carl W. Some trends in commercial education in Nebraska high schools. Educational research record, 4: 99-102, February 1932.

Data were secured from questionnaires mailed to each school offering one or more technical commercial subjects, or offering two or more nontechnical subjects; a study of the records at the State house for the years, 1923-24, 1924-25, and 1927-28; and a résumé of the literature in the field. Findings: Thirty and four-tenths percent of all the high schools in the state are teaching commercial subjects; the commercial curricula are uniform in certain aspects, but vary widely in others; schools as small as 50 in enrollment in high school were found to have commercial curricula; there is variation with reference to the grade in which the various subjects are given; the most commonly taught commercial subjects are: Typewriting, bookkeeping, and shorthand; it is not common practice to grant commercial certificates to graduates of the commercial curriculum.

2809. Herrell, Ethel Crowley. Methods of teaching typewriting in secondary schools. Master's, 1932. Southern California.

* 2810. Higgins, James Leo. A survey of commercial education in public secondary schools in Connecticut. Master's, 1932. Boston Univ. 128 p. ms.

Replies to a questionnaire were received from 7 academies and 1 school of higher grade; from 20 junior high schools; and from 11 6-year secondary schools, 61 4-year

schools in Connecticut. Nearly 50 percent of the pupils in secondary schools are enrolled in commercial departments. A considerable majority of commercial graduates neither continue their education nor are placed in business positions. Shorthand, typewriting, and bookkeeping constitute the core subjects of the courses.

2811. Hills, Clarissa. An experimental study to ascertain the value of awards in typewriting. Master's, 1932. New Hampshire. 80 p. ms.

* 2812. Hubley, Edna M. An investigation to determine emphasis needed in the teaching of Gregg stenography. Master's, 1932. New York. 102 p. ms.

Studies statistically the errors made in the vocabulary contained in four transcription tests given in May 1931 in different cities and towns of the United States and Canada.

2813. Jones, Harold J. A technique for the development of the trait of initiative in secondary school typewriting classes. Master's, 1932. Iowa.

2814. Jones, Marion Bradley. Reading rate and comprehension as determining factors in the selection of pupils for junior high school typewriting classes. Master's, 1932. Southern California.

2815. Kelly, Catherine Margaret. A study of representative courses in commerce in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

2816. Kelsey, Robert G. A study of the commercial curricula of the public high schools of the State of Illinois. Master's, 1932. Colorado.

* 2817. Kuntz, Arthur. Learning difficulties of students in first term bookkeeping in the Theodore Roosevelt high school. Master's, 1932. New York. 120 p. ms.

A detailed special study of types and frequencies of bookkeeping errors made by 1,500 students in the first term of high school. Findings: The frequent errors were due to usual causes of poor preparation, attendance, poor ability, and unwillingness to work.

2818. Larabee, L. S. Survey of commercial education in Tennessee approved high schools, 1926-1931. Master's, 1932. Peabody. 88 p. ms.

Comparative study of the status of commercial education in Tennessee over the past five years, 1926-1931. It was found that the teaching personnel and the quality of work done compared favorably with other departments in high schools of Tennessee.

2819. Lauritsen, Marie. A critical examination of research in methods of teaching shorthand transcription. Master's, 1932. Iowa.

2820. Liftin, Max. The Smith versus the Rational method of teaching typewriting. Master's, 1932. Coll. of the City of N. Y. 54 p. ms.

Chiefly on the basis of an initial accuracy test based on the Fritz-Eldridge method, two groups of 54 subjects each were equated. One group was then taught by the Smith method, while the other group was instructed by means of the Rational method. The groups continued under the respective methods for a period of eight weeks. At the conclusion of the experimental period the groups were retested for accuracy and speed. Conclusions: There was no significant difference between the groups on the final test. Apparently then, the Smith and Rational methods are equally efficient.

2821. Martin, Melrowe Merrimus. An experiment to test the value of graded material for use in beginning typewriting. Master's, 1932. California. 90 p. ms.

* 2822. Morrissey, Mary V. A study of the commercial pupils of the Benjamin Franklin junior high school of Yonkers, N. Y., for the improvement of instruction in elementary business training. Master's, 1932. New York. 98 p. ms.

2823. Nordgren Lilly M. Experimental comparison of beginning students' writing on standard and noiseless typewriters. Master's, 1931. Stanford.

2824. Norton, Howard Magruder. Commercial teachers of Louisiana high schools. Master's, 1932. Louisiana.
2825. Nugent, Winifred Anna. The status of elementary business training in the junior and senior high schools of California. Master's, 1932. Southern California.
2826. Paine, Margaret Z. Evaluation of clerical activities performed for the schools by secondary shorthand and typing students. Master's, 1932. Iowa. 70 p. ms.
2827. Parker, Evelyn May. A survey of the teaching of salesmanship in secondary schools and sales organizations. Master's, 1932. Southern California.
2828. Parker, G. H. The effectiveness of the word-unit method of instruction in typewriting. Master's, 1932. Iowa.
2829. Roberts, Ruth L. Technique for determining instruction materials for the teaching of office machines. Master's, 1932. Iowa.
2830. Ryan, Mary Agnes. An analysis of transcription errors of second year shorthand pupils and an evaluation of certain remedial measures. Master's, 1931. Buffalo.
2831. Schiff, Sidney J. A statistical analysis of the Cleveland civil service test for junior stenographer. Master's, 1932. Western Reserve. 109 p. ms.
2832. Schoenleber, Lilly. A procedure for error analysis in secondary school typewriting. Master's, 1932. Iowa.
2833. Scivicque, Beatrice Estelle. The practical value of the commercial curriculum of John McDonough girls' high school of New Orleans, La. Master's, 1932. Colorado.
2834. Smith, LeRoy O. Tendencies of collegiate business training in the United States. Master's, 1932. Denver. 119 p. ms.
2835. Steen, Thomas W. Commercial industries in private secondary schools and colleges. Master's, 1932. Northwestern.
2836. Teed, Mabel Utley. The determination of the placement value of a commercial occupations survey. Master's, 1932. Southern California.
2837. Thompson, June Etta. A syllabus for business correspondence based on an analysis of business letters and findings of previous studies. Master's, 1932. Colo. St. T. C.
2838. Tyson, Noel Lewis. An experiment in teaching typewriting by correspondence. Master's, 1932. Colo. St. T. C.
2839. Wall, Erwin. An analysis of the duties of heads of commercial departments in secondary schools. Master's, 1932. Iowa.
- * 2840. Whitley, Sarah Louise. A study of specific factors in the socio-economic backgrounds, in the abilities, in the attitudes, and in the educational experience of a group of students in the Packard commercial school. Master's, 1931. New York. 50 p. ms.
- Attempts to discover the extent to which success in secretarial work, including typewriting and shorthand can be predicted by the use of standard tests, and to determine the factors in the backgrounds of students that are likely to be associated with successful work in school and in business.
2841. Wise, Vance L. Fundamental business knowledges and skills. Master's, 1932. Colo. St. T. C.

2842. Worthington, William James. A study of the vocational and avocational values of bookkeeping gained from high-school study as applied to actual business experience and the fulfillment of aims and objectives of business education. Master's, 1932. Southern California.

See also 248, 444, 1400, 1466-1467, 1485, 1577, 1609, 2055, 2155.

PROFESSIONAL EDUCATION

2843. Anstaett, Herbert E. Practice collections for courses in cataloging and related subjects in accredited first year library schools. Master's, 1932. Columbia.

2844. Carson, Arthur L. A study of the activities of agricultural missionaries relative to program of training needed. Doctor's [1932]. Cornell. 594 p. ms.

2845. Chaffey, Judith. A study of certain tests with special reference to their value for the prognosis of success in nurses' training. Master's, 1931. American Univ. 65 p. ms.

2846. Davis, John W. Analysis of colleges of engineering in New England, Middle Atlantic, East North Central, and East South Central states for purposes of educational guidance of high-school students. Master's, 1932. Ohio. 369 p.

2847. Dittes, Florence Grace. A study of the accredited schools of nursing in Tennessee. Master's, 1932. Peabody. 80 p. ms.

2848. Eurich, Alvin C. A preliminary report on the study of marks in mechanical engineering. Minneapolis, University of Minnesota, 1932. 122 p. ms.

2849. Foster, Frank C. Field work and its relation to the curriculum of theological seminaries. Doctor's, 1932. T. C., Col. Univ.

A study to ascertain what constitutes field work in relation to the curriculum of theological seminaries. Thirty-eight institutions were visited where 25 percent of students are engaged for more than 28.5 hours each week in outside work.

2850. Jarrell, Sister Helen. A comparative study of the state board failures in materia medica of students in the schools of nursing in the United States. Master's, 1931. Loyola. 181 p. ms.

2851. Johnson, Ray Marion. Religious life of students in theological seminaries. Doctor's, 1932. Yale.

2852. Kennedy, May. The relation of traits of students in schools of nursing to their success. Master's, 1932. Chicago. 97 p. ms.

2853. McKnight, John Paul. Educational requirements for the ministry of the American churches. [Master's] 1931. South. Methodist.

* 2854. Morris, William Stephen. The seminary movement in the United States: Projects, foundations, and early development, 1833-1866. Doctor's, 1932. Catholic Univ. Washington, D.C., Catholic university of America, 1932. 119 p.

Describes the projects and foundations as they occurred in the various dioceses, and considers some special features to be found in the seminaries of that time.

2855. Ringheim, Alice Cornelia. Nursing and pre-nursing curricula in junior colleges. Master's, 1932. Southern California.

2856. Salyer, Rufus Coleman. An investigation in the prediction of success in the School of engineering at the University of Washington. Master's, 1932. Washington. 55 p. ms.

See also 1747.

EDUCATIONAL AND VOCATIONAL GUIDANCE

2857. **Baller, Stuart.** Instruments for selecting telephone operators. Master's, 1931. Nebraska.

The study deals with 100 operators.

2858. **Barnhart, Jesse Leonard.** A study of the functioning of guidance in grades 7-12 of the rural schools of Huron county, Ohio. Master's, 1932. Ohio. 75 p. ms.

Finds that the 1-room schools offer no guidance training, that the centralized schools offer little direct guidance.

2859. **Blough, Telford B.** A study of the vocational preferences of 2,233 boys and girls from kindergarten to the 12th grade. Master's, 1932. T. C. Col. Univ. 83 p. ms.

Includes stated occupational preferences of 1,130 boys and 1,103 girls, pupils in the Ferndale, Dale, and Westmont schools, Johnstown, Pa., tabulations, etc.

2860. **Brame, Scott M.** Post high school survey of the graduates of Bolton high school, Class of 1924. Master's, 1932. Louisiana.

* 2861. **Brinker, Robert Durie.** A study of the vocabulary content of vocational guidance textbooks. Master's, 1931. George Washington. 175 p. ms.

The material used was derived primarily from three ninth grade vocational guidance textbooks which were recommended by vocational guidance counsellors in the larger cities of the United States, as being widely in use. The purpose of the study is to determine the words which vocational guidance textbook writers deem important in an acquaintance with the fields of occupational activity. It was found that there are many highly technical words and professional terms which have a very low frequency of occurrence, in ninth grade vocational texts. Much of the vocabulary is much too highly specialized and is drawn from purely technical nomenclatures.

2862. **Brown, William J.** Permanence of vocational choices of the secondary school pupils of Logansport, Ind., 1930-32. Master's, 1932. Ohio. 145 p. ms.

2863. **Buchanan, Roy I.** A comprehensive plan of counseling for a large rural high school. Master's, 1932. California. 111 p. ms.

Attempts to study the actual situation in Napa, a typical rural high school, enrolling 600 to 700 students; and to canvass the bibliographical material; then, on a basis of above, to suggest a suitable program that might be adapted to a large rural high school.

2864. **Chandler, Roland F.** A guidance program for North Attleboro, Mass., high school. Master's, 1932. New Hampshire. 58 p. ms.

2865. **Clarke, Elizabeth Mar.** Changes in vocational choices of students. Master's, 1932. Chicago. 63 p. ms.

About 50 percent of the freshmen in college know definitely the work they will enter after college; 15 percent are considering the work they will do after graduation, and the rest are not certain or definitely change their vocational choices during college. Teaching is the most frequently chosen vocation.

* 2866. **Conrad, Sara M.** A study of the work carried on in the third and fourth class schools of Pennsylvania in guidance. Master's, 1932. Penn State. 45 p. ms.

Data were secured from replies to a questionnaire received from 205 schools in the third and fourth class districts of Pennsylvania. Student guidance was found to be a growing problem commanding increased recognition and study by administrative and teaching staffs in the secondary schools. Detailed techniques in guidance are being developed.

2867. **Crawford, Albert Beecher, and Clement, Stuart Holmes.** Choice of an occupation. New Haven, Conn., Yale university, 1932. 495 p.

This study, which was planned for the use of students at Yale university, takes up the qualifications and opportunities in various professions and businesses, with the earnings in the different fields.

2868. Cunliffe, Rex B., and others. *Guidance practice in New Jersey*. New Brunswick, N.J., Rutgers university, 1932. 81 p. (Rutgers university bulletin, series 8, no. 10a, April 1932. Studies in education, no. 2)

Attempts to determine what guidance activities are most emphasized, or reported most often by the secondary schools of New Jersey; the distinguishing characteristics of the guidance programs offered by the various types of secondary schools; the relationship between school size and the nature of the guidance program; the provision made in diversified programs for meeting the needs of major economic and social groups; and the provisions made for guidance definitely vocational in nature and for the coordination of all guidance activities. Findings: New Jersey secondary schools emphasize most activities of the educational guidance type and least those of a definitely vocational guidance kind; the junior high schools offer more guidance activity and a better-balanced program than do the 4-year high schools; the medium sized 4-year high schools offer more activity and a better balanced program than do the very large or the very small schools; the nature of the 4-year high-school program is determined by school size rather than economic interest; few schools make any provision in the curriculum for teaching sound concepts of and intelligent attitudes toward the world of industry; few schools make provisions for placement or follow-up; in most of the schools the counselors give one-quarter or less time to counseling; the control of the guidance activities rests largely with the principal.

2869. Daniel, J. L., Jr. *Postgraduate careers of high-school pupils*. Master's, 1931. Louisiana.

2870. DeGraw, Bessie. *High-school department of Nashville agricultural normal institute; a survey*. Master's, 1932. Peabody. 123 p. ms.

2871. Delancy, Elmer Orwell. *A study of certain personal information, activities, interests, and educational and vocational plans of 60 grade 7B pupils*. Master's, 1932. Penn. State. 48 p. ms.

Data were secured by personal interviews with 60 boys and girls on a self-analysis form of 73 questions on personal record, present activities and interests, and occupational plans.

2872. Eutaler, Theodore Robert. *A study of the eighth grade graduates of Roane county, Tenn., 1927*. Master's, 1932. Tennessee. 120 p. ms.

2873. Everline, Florence Miriam. *A study of the occupational choices of 124 "A9" pupils*. Master's, 1932. Southern California.

2874. Fordyce, Charles. *Measuring devices for selecting Y. M. C. A. secretaries*. 1931. Nebraska.

A study of the aptitudes essential for secretarial efficiency and the devising and giving of psychological tests which reveal these qualities in the candidate. Findings: The scores have a high correlation with the known efficiency of the secretaries of the various associations in Nebraska.

2875. Garretson, Walter C. *Personal traits, knowledge, and skills considered in reference to employment in Terre Haute industries*. Master's, 1932. Ind. St. T. C. 112 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal. 3: 282-83, July 1932.

Determines that local industries do not demand more than common or grade school training for employment in the factory or shop industries.

2876. Gerberich, J. B. *Validation of a state-wide educational guidance program for high-school seniors*. School and society, 34: 606-10, October 31, 1931.

2877. Henry, A. DeWitt. *Study of vocational guidance practices in Oklahoma high schools that are members of the North central association of colleges and secondary schools*. Master's, 1931. Okla. A. and M. Coll.

2878. Hoon, Howard Chester. *The status of vocational guidance in the junior high schools of Southern California*. Master's, 1932. Southern California.

2879. Hunter, George. Guidance plan for the Dunsmuir high school. Master's, 1931. Stanford.
2880. Juhl, Erma E. A preliminary study of vocational guidance and placement at the University of Kentucky. Master's, 1931. Kentucky.
2881. Larson, Frits Herbert. Critical treatment of status and functions of guidance in certain secondary schools. Master's, 1932. Nebraska. 121 p. ms.
2882. Mayer, Flora. Life guidance of the high-school pupil. Master's, 1932. New Hampshire. 72 p. ms.
- 2883. Menger, Clara. Significance of vocational choices of school children and college students. Doctor's, 1932. T. C. Col. Univ. New York City, privately printed, 1932. 178 p.
- Collects vocational choices for more than 19,000 youths from the third grade through the senior year in college. Finds that boys chose a greater number of occupations than did girls; vocations chosen by retarded children covered a wider range than those chosen by accelerated youths; except for the choice of farming and nursing, rural youths chose similar occupations to urban youths; and that for the most part vocational choices are ill-considered because of lack of information about occupations and due to social attitudes.
2884. Miller, Clarence D. Tentative vocational choices and subsequent careers of 183 secondary school boys. Master's, 1932. Ohio. 233 p. ms.
2885. Murray, Raymond T. Applications of the principles of vocational guidance in vocational rehabilitation. Master's, 1932. Coll. of the City of N. Y. 142 p. ms.
2886. North, Elizabeth. Occupations of graduates of high schools in three Kentucky counties. Master's, 1932. Peabody. 60 p. ms.
2887. Overholt, Clyde Walter. A study of vocational interests of boys and girls in six townships of Ingham county, Mich. Master's, 1932. Mich. St. Coll. 89 p. ms.
2888. Paulin, James Harrison. Procedure for guidance in secondary schools, based on a study of guidance program of the Chaffey union high school and the Upland junior high school. Master's, 1932. Claremont. 131 p. ms.
2889. Quandt, William C. Vocational placement for junior wage earners. Master's, 1932. Stanford.
2890. Billing, George. A guidance program for the schools of Shelby county, Ohio. Master's, 1932. Ohio. 112 p. ms.
2891. Rutledge, Warner G. High-school attendance and vocational choice. Master's, 1932. Peabody. 87 p. ms.
2892. Scudder, Joy William. An analysis of the important factors contributing to effective pupil guidance in a junior high school. Master's, 1932. Southern California.
2893. Shibley, Herman L. Analysis of colleges and universities in Ohio, Indiana, and Michigan, for the purpose of educational guidance of high-school students. Master's, 1932. Ohio. 707 p. ms.
2894. Sommerfield, Matilda G. The relation of personality traits to vocational interests. Master's, 1932. Columbia.
2895. Sparling, Edward J. Do college students choose vocations wisely? Doctor's, 1932. T. C., Col. Univ.
- Determines the amount of information which a large group of college students possess about the vocations which they have chosen; the amount of pertinent information

about himself which each student possesses; his economic environment that may have vocational significance, and the degree to which he has followed accepted procedures in balancing the requirements of the vocation against his qualifications. A study was made of 1,011 students in Long Island university, of whom 888 had chosen a vocation, and 123 had not chosen a vocation.

2896. Steiner, Anna Pearl. Counseling in junior and senior high schools. Master's, 1932. Washington. 86 p. ms.

The senior high schools in Seattle have a girls' and boys' advisory system and the junior high schools are divided between a girls' and boys' advisory system and a system of one counselor for both boys and girls.

2897. Strang, Ruth. The role of the teacher in personnel work. New York City, Teachers college, Columbia university, 1932. 832 p.

Presents methods and information useful in the identification and solution of students' problems, and describes and discusses techniques which will aid the teacher in her contacts with students and with specialists.

2898. Swain, Howard E. Guidance plans operative in New Hampshire secondary schools. Master's, 1932. New Hampshire. 45 p. ms.

2899. Sweet, Mabel-Ella Brown. The validation of an orientation test. Master's, 1932. Southern California.

2900. Wilson, Nathaniel M. An evaluation of the administration of educational and vocational guidance in typical junior high schools. Master's, 1932. Colorado.

2901. Zimmerman, Harold M. Guidance through the junior high school homeroom organization. Master's, 1932. Oklahoma. 66 p. ms.

See also 162, 689, 1417, 1468-1469, 1667, 2629.

EDUCATION OF RACIAL GROUPS

2902. Allen, Cecil H. Educational survey of Cherokee Indian school, Cherokee, N. C. Cullowhee, N. C., Western Carolina teachers college, 1931. 5 p. ms.

A total of 657 tests were given to 380 Indian children from the first through the ninth grades, which showed them to be from one half to three years retarded in reading, with the greatest retardation in the upper grades.

2903. Anderson, Hobson Dewey. A social study of the Alaskan Eskimo. Doctor's, 1932. Stanford.

A study of the social and economic condition of the Alaskan Eskimos to determine whether education offered by the government is applicable to their needs; stresses the importance of the village school; outlines objectives which should be the aim of the curriculum.

2904. Brown, Alice C. An analysis of the intelligence of Indiana. Master's, 1932. Colorado.

2905. Cole, Nellie E. The personal attitudes of high-school pupils in Colorado towards alien nations and peoples. Master's, 1932. Colo. St. T. C.

2906. Crouch, William Ward. Missionary activities among the Cherokee Indians, 1767-1838. Master's, 1932. Tennessee.

Includes an account of attempts to educate the Cherokee Indians.

2907. Crump, Mrs. Benjie L. The educability of Indian children in reservation schools. Doctor's, 1932. T. C., Col. Uni., Durant, Okla. Southeastern State Teachers College, 1932. 58 p. (Southeastern State teachers college, Contributions to education no. 3.)

The problem was to determine the educability of Indian children of the five civilized tribes of Oklahoma in the first three grades in Government reservation schools. Three individual intelligence tests were administered to the 250 full-blood Indian children in

the reservation schools. Data indicate that the average IQ of the 250 Indian children is 90 on the Stanford-Binet test. The Indian is found to possess enough native intelligence to show him capable of great improvement along educational lines.

2908. Ellis, Christina. The intelligence and school achievement of Mexican children in relation to their socio-economic status. Master's, 1932. Texas.

2909. Ervin, Bertha Jewell. Development of education among the Cherokee Indians. Master's, 1932. Okla. A. and M. Coll.

2910. Flowers, Marvin P. Education among the Creek Indians. Master's, 1931. Okla. A. and M. Coll.

2911. Gonzales, Aurora Marjorie. A study of the intelligence of Mexican children in relation to their socio-economic status. Master's, 1932. Texas.

2912. Gould, Betty. Methods of teaching Mexicans. Master's, 1932. Southern California.

2913. Jacks, Hazen D. Government relations with the Comanche Indians. Master's, 1932. Wichita. 127 p. ms.

2914. Keyser, Edith. A comparative study of overstatement among students of different races. Master's, 1932. Southern California.

2915. Klineberg, Nette V. Bilingualism and intelligence in 10-year-old Italian girls. Master's, 1932. Columbia.

2916. Lais, Ward William. The status of education for Mexican children in four border states. Master's, 1932. Southern California.

2917. Levy, Adeline B. A qualitative study of the growth of some personality traits in Jewish children resulting from racial interaction. Master's, 1932. Columbia.

2918. Macon, Winnie. Certain differences between Indian children and white children on the ninth and tenth grade level. Master's, 1932. Kansas.

2919. Maddux, Hazel. Some conditions which influence the Mexican children in Greeley, Colo., and its vicinity. Master's, 1932. Colo. St. T. C.

2920. Morris, Laura. Social and economic phases of Pueblo culture as related to child welfare. Master's, 1932. American Univ. 64 p. ms.

2921. Neely, Margaret Terrell. The reactions of a group of Mexican school children to relatively unfamiliar vegetables. Master's, 1931. Iowa St. Coll.

2922. O'Bryant, Horace. The Cuban child in Division Street school, Key West, Fla. Master's, 1932. Florida. 85 p. ms.

2923. Powers, Myron Elgin. Telle attempts of two racial groups to retain their social inheritance. Master's, 1932. Washington. 82 p. ms.

Traces objectives of Japanese national education and noted application to local attempt to retain social heritage. Notes the general objectives of Jewish education in America and the relation of those objectives to the attempt made in the Seattle Talmud Torah to preserve the Jewish heritage. Findings: Japanese language school is not nationally pro-Japanese. Judaism is gradually losing out, Jews being absorbed in American society. There is a marked similarity between Japanese and Jewish educational objectives. Moral training is emphasized by Jews and Japanese.

2924. Smith, Owen Dale. A comparison of the performances of full-blood Indians, sedentary and nomadic, on achievement and on language and non-language intelligence tests. Master's, 1932. Denver. 448 p. ms.

Otis classification test and the Pintner nonlanguage test were administered to the pupils of the fourth to ninth grades, inclusive, at the Santa Fe United States Indian school and to those of the fourth to eighth grades, inclusive, at the Albuquerque United

States Indian school in an attempt to measure the difference that may exist in educational attainments and in intelligence between sedentary and nomadic Indians. A second purpose of the study was to determine, if possible, how nearly nonlanguage tests may be worthy of that appellation. A third purpose was to determine full-blood Indian norms for the Pintner nonlanguage test.

2925. Snider, John Henry. A study of Indian education in Pawnee county, Okla. Master's, 1932. Oklahoma. 97 p. ms.

2926. Thomson, Ruth Haines. Events leading to the order to segregate Japanese pupils in the San Francisco public schools. Doctor's, 1932. Stanford. This study covers the periods of the Chinese situation, 1849-1906; the Japanese situation, 1885-1924; the school situation, 1850-1906; the labor situation, 1849-1906; and the political situation, 1849-1907.

2927. Wolfson, Harry. The history of Indian education under the Federal government from 1871-1930. Master's, 1932. Coll. of the City of N. Y. 158 p. ms.

See also 160, 1143, 2450, 2472, 2493.

NEGROES

* 2928. Burford, Lorenzo S. The social and economic status of Negro high school students in northeastern North Carolina. Master's, 1932. Hampton. 50 p. ms.

Discusses the social and economic conditions in the homes of 558 Negroes in eight public high schools in northeastern North Carolina during the school year 1930-31. The students studied were in the first year or the fourth year of the high schools.

2929. Butler, John Harold. An historical account of the John F. Slater fund and the Anna T. Jeanes foundation. Doctor's, 1932. California. 502 p. ms.

2930. Byrd, James Alexander. A study of the vocational-industrial interests of Negro boys in the secondary schools of Dayton, Ohio. Master's, 1932. Ohio. 86 p. ms.

2931. Byrne, David D. A comparison of white and Negro schools of Montgomery county, Tex. Master's, 1932. Colorado.

* 2932. Daniel, Robert P. A psychological study of delinquent and nondelinquent Negro boys. Doctor's, 1932. T. C. Col. Univ. New York City, Teachers college, Columbia university, 1932. 59 p. (Contributions to education, no. 546.)

Ascertains the differences in character and personality traits between groups of delinquent, behavior-problem, and nonproblem Negro boys. A study was made of 100 delinquent boys from the State reform school in Virginia, 80 boys in the public schools of Richmond who were considered as problem cases, and 120 nonproblem boys who were classmates of the problem boys. In the three groups the boys were predominantly from the fifth grade. Seven tests were given to all the groups between November 4 and December 4, 1931. Data indicate that the delinquents differ from nondelinquents in the things they do and the way they feel, chiefly in degree rather than in kind; results indicate a value in the use of objective personality and character measures in the discovery of personality symptoms of delinquency tendencies which should be the basis of an attendant individual diagnosis and adjustment procedure.

* 2933. Erwin, T. C. A comparison of 5-point pupils with non-5-point pupils in the Negro elementary schools of Newport News, Va. Master's, 1932. Hampton. 38 p. ms.

The 5-point standard of health covers vision, hearing, teeth, throat, and weight. The study compares the scholastic achievement of the two groups for the four school years starting September 1927, and describes the methods used in improving the physical condition of many of the pupils.

2934. Ferguson, Willie Leonora. A reading survey of Negro homes of Beaumont, Tex. Master's, 1932. Peabody. 74 p. ms.

A survey of books, periodicals, and newspapers in the homes of a Negro junior high school of Beaumont, was made. Of the 131 homes, 121 contained a Bible; 75, dictionaries, and 13, encyclopedias. Besides Bibles and dictionaries, there were 47 sets of books; 456 miscellaneous books, and 392 newspapers and periodicals.

2935. Flannigan, Clara Frances. A study of the occupational adjustments of a selected group of colored high-school students. Master's, 1932. Catholic Univ.

* 2936. Foreman, Clark. Environmental factors in Negro elementary education. Doctor's, 1932. Columbia. New York City, W. W. Norton and company, 1932. 96 p.

Stanford achievement tests in reading and arithmetic were given to Negro children in the third and sixth grades in 16 southern counties between October 1929 and May 1931. A total of 589 schools were visited and 10,023 tests given. Data indicate that the educational achievement of Negro pupils is greatly influenced by their environment, including the school and community; and that as the environments of the Negro pupils approaches that of the white children from whom norms of achievement were derived, the achievement of the Negro pupils approaches the norm.

2937. Grace, Alonzo Gaskell. The effect of Negro migration on the Cleveland public-school system. Doctor's, 1932. Western Reserve. 197 p. ms.

2938. Horne, Frank Smith. The present status of Negro education in certain of the southern states, particularly Georgia. Master's, 1932. Southern California.

2939. Huggins, Willis. The contribution of the Catholic church to the progress of the Negro. Doctor's, 1932. Fordham. 131 p. ms.

2940. Hughley, Judge Neal. Negro religion and modern education. Master's, 1932. Columbia.

2941. Jefferson, K. A. The Jeanes program for school and community organization in Mississippi. Master's, 1931. Iowa St. Coll.

2942. Lane, Harry Badger. The present status of secondary education for Negroes in Texas. Master's, 1932. Southern California.

2943. Moore, Pleasant. The status of the Negro public elementary schools of Kentucky. Master's, 1931. Ind. St. T. C. 86 p. ms. (Abstract in: Indiana State teacher's college. Teachers college journal, 3: 266, July 1932.)

Finds that the Negro children did not get an equal opportunity with the white children to secure an elementary education in 1929-30, and that the type of education given them was not suited to their needs, and that the compulsory attendance law was not enforced.

2944. Newsome, James E. The status of the Negro high-school principal. Master's, 1932. Ohio.

2945. Orkin, Helen Irene. The National association for the advancement of colored people. Master's, 1932. Columbia.

* 2946. Robinson, Eugenia Irene. A diagnostic study of deficiencies in the sophomore class of Sterling high school, Greenville, S.C. Master's, 1932. Hampton. 67 p. ms.

Studies, statistically, the test scores made on the Pressey diagnostic tests in English composition, Otis intelligence test, Monroe standardized reading test; and studies intensively 12 pupils equally distributed as to sex and rank in scores made on these tests and on the Pressey-Richards tests in American history, Tressler English minimum

essentials tests, Hill test, in civic attitudes, Illinois standardized algebra tests, and Whipple's high-school and college reading test, in order to formulate a program for eliminating the deficiencies discovered in reading and English in Sterling high school.

2947. Smith, Leland George. The early Negroes in Kansas. Master's, 1932. Wichita. 90 p. ms.

2948. Toney, Lee Allen. A study of parent-teacher associations in the Negro schools of West Virginia. Master's, 1931. Ohio. 100 p.

2949. Turpen, N. C. Physical and instructional facilities of Negro high schools in Tennessee. Master's, 1932. Peabody. 90 p. ms.

The study covers the State of Tennessee.

* 2950. Yarbrough, W. H. Economic aspects of slavery in relation to southern and southwestern migration. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 112 p. (Contribution to education, no. 101.)

Analyzes some economic aspects of slavery which tended to differentiate more and more strongly the westward migration in the slave states from that in the free states.

2951. Yates, Charlotte. The influence of New York City environment upon the intelligence test scores of 12-year-old Negro girls. Master's, 1932. Columbia.

See also 19, 560, 2026, 2269, 2314, 2331, 2404, 2426, 2470, 2506, 2557, 2645, 2670, 2739, 2751, 2759.

EXCEPTIONAL CHILDREN

2952. Armstrong, Caroline. A study of procedures in opportunity "B" rooms in socializing maladjusted pupils. Master's, 1932. Southern California.

2953. Beaman, Florence N. An experimental curriculum for special classes. Master's, 1932. Northwestern.

* 2954. Featherstone, William B. The curriculum of the special class, its underlying principles. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 157 p. (Contributions to education, no. 544.)

The study lays down the basic principles upon which the curriculum must be built in classes for the mentally handicapped.

2955. Gailey, Helen. A comparative study of B1 room and a transition room to determine factors which help to place a child in the transition room. Master's, 1932. T. C., Col. Univ. 39 p. ms.

* 2956. Macadam, M. Agness. A study of the factors contributing to the unadjustment of pupils in the ninth grade. Master's, 1932. New York. 57 p. ms.

Analyzes the factors in personality, achievement, social, health, and vocational experiences of the child which might condition unadjustment.

See also 205, 266, 303, 480, 847, 1002, 1190, 1213, 2163, 2278, 2560.

GIFTED CHILDREN

2957. Dransfield, J. Edgar. A technique for the administration of enrichment to superior children. Doctor's, 1932. T. C., Col. Univ.

Complete instruction units were compiled which supplied directions, references, objectives, and guiding questions to stimulate thinking, contained check tests at logical sections; were self-administering and sufficiently long to occupy the spare time of the superior pupils for at least a semester. The study was conducted in nine schools

selected so as to cross-section the types of schools in operation from the rural school to the large junior high school, located in communities varying from selected rural and foreign industrial to the wealthy, cultured city. The technique is within the range of time and effort of the typical classroom teacher, recitation time of superior pupils can be reduced in one or more specific subjects without injury to their regular studies; total time required is comparatively small; obviates the necessity of withdrawing of superior children from their social unit to form classes.

2958. Kramer, Harm. Present practices in training provided for gifted children in selected cities of the United States. Master's, 1932. Northwestern.

2959. Moeser, Geneva. A study of 100 accelerated pupils in a junior high school. Master's, 1932. Northwestern.

2960. Odell, Charles W. Provisions for mentally atypical pupils. Urbana, University of Illinois, 1931. 73 p. (University of Illinois bulletin, vol. 29, no. 6, September 18, 1931. Bureau of educational research bulletin no. 59.)

Aims to present the results of a study of provisions for mentally superior and inferior pupils in a number of school systems in the State of Illinois. Replies to a questionnaire were received from 160 principals of township or community high schools and superintendents of elementary or elementary and high-school systems with enrollments of 300 pupils or more. Data indicate that few elementary systems of fewer than 500 pupils and high schools of fewer than 300 are doing much along this line, but that a large majority of both enrolling 1,000 or more pupils are making some such provisions.

2961. Petrovitch-Niégosch, Helena Grace. Procedures in teaching an ungraded class of superior pupils in the upper elementary school. Master's, 1932. Southern California.

* 2962. Regensburg, Jeanette. Studies of educational success and failure in supernormal children. Doctor's, 1931. T. C., Col. Univ. New York City, Columbia university, 1931. 150 p. (Archives of psychology, no. 129.)

This is a study of 139 supernormal children of the Bureau of children's guidance of New York City for the period 1922 to 1927.

2963. Wootten, Mrs. Elvira. Problems of the gifted child. Master's, 1932. Stetson. 60 p. ms.

SUBNORMAL CHILDREN

2964. Bentley, Mabel L. A comparative study of normals and subnormals in their play and fear problems. Master's, 1932. Michigan. 139 p. ms.

2965. Branaman, Georgia Stoetzel. A survey of private care of the feeble-minded in Los Angeles county. Master's, 1932. Southern California.

2966. Broomhead, Elizabeth. Mechanical ability in subnormal boys; a preliminary survey. Master's, 1932. Columbia.

2967. Bush, Grace. Reading interests of sixth grade children of low mentality. Master's, 1931. George Washington. 228 p. ms.

2968. Doncaster, George Humm. Mental disorders in siblings. Doctor's, 1932. Southern California.

2969. Gerbich, Gertrude Adams. The education of semi-dependent subnormal children in Washington. Master's, 1931. George Washington. 52 p. ms.

Follow-up survey of 34 atypical children in Washington, D.C. Findings: The present method of training atypical children does not enable these atypical children to make a satisfactory life adjustment.

2970. Howard, Frank M. The mental development of the feeble-minded. Master's, 1932. Rutgers.

2971. Kopp, Gertrude Sylvia. Qualitative and quantitative differences in the drawings of the emotionally unstable as compared with the normal child. Master's, 1932. Columbia.

2972. Ratcliffe, Bonnie B. The after-school adjustment of specially trained subnormal children. Master's, 1932. Oklahoma. 226 p. ms.

2973. Wilt, Willard Henry. Practical arts education for mentally retarded boys. Master's, 1932. Southern California.

2974. Woolman, Mrs. Eleanor Morgan. The use of a newspaper as a motivating and an integrating influence in a retarded group. Master's, 1932. Ohio. 179 p. ms.

A study of a mentally retarded group between the ages of 14 and 17 years. Findings: Their reading ability improved, etc.

See also 316, 480, 527, 586, 2980.

PROBLEM AND DELINQUENT CHILDREN

2975. Andrews, Roxie M. The principal and problem children. Master's, 1932. Michigan. 154 p. ms.

* 2976. Babcock, Marjorie E. A comparison of delinquent and nondelinquent boys by objective measures of personality. Doctor's, 1932. Columbia. Honolulu, 1932. 74 p.

By the use of certain self-rating measures and other personality tests a total of 158 delinquent boys were compared with 178 nondelinquent boys similar in age, intelligence, and social status. The boys were from New York City, Rochester, N.Y., and Whittier, Calif. Data indicate that delinquent boys cannot be clearly differentiated from nondelinquent boys by any of the measures used; the delinquent boys tend to show a slightly greater personality maladjustment; the delinquent groups are more easily disturbed by change from activity to another similar activity than are the nondelinquent.

2977. Bailey, Elba N. High-school delinquency. Master's, 1931. Stanford.

2978. Barrington, John S. Historical development of the treatment of the truant and delinquent in Ohio. Master's, 1932. Ohio. 200 p. ms.

Literature and Ohio laws quite thoroughly searched that pertained to the subject, from 1803-1932. Findings: The early history of Ohio revealed nothing that showed that the juvenile delinquent was treated any different than the adult. In 1850 the Cincinnati house of refuge was opened and then followed the Boys industrial school at Lancaster in 1856, the Cleveland industrial school 1857, and the Girls industrial school at Delaware 1869. The next forward step was the passage of compulsory education laws in 1877 and rewritten and made more effective in 1889. Then finally came the passage of the Juvenile court laws, which are working so admirably today.

2979. Bowers, Deloss Harrison. The Los Angeles county juvenile court. Master's, 1932. Southern California.

2980. Burkey, Ruth Elizabeth. A follow-up study of 97 defective delinquent girls. Master's, 1932. Ohio. 50 p. ms.

2981. Caldwell, Margaret E. The relationship between truancy and adult delinquency. Master's, 1932. Columbia.

2982. Casselberry, William Sturgeon. Symptomatic factors in delinquency. Doctor's, 1932. Stanford.

Discusses the factors symptomatic of delinquency; classification, prediction, and a scientific basis for treatment. Tests given 53 nondelinquent and 329 delinquent boys from 16 to 21, in the Preston school of industry, show 85 percent of the latter appeared to have adjustment possibilities. An objective method for examination of delinquent boys from 16 to 21 is developed which secures valuable results.

* 2983. Courthial, Andrée. Emotional differences of delinquent and nondelinquent girls of normal intelligence. A study of two groups paired by

chronological age, intelligence, and environment. [Doctor's, 1931] Columbia. New York City, Columbia university, 1931. 102 p. (Archives of psychology, no. 133.)

A group of delinquent girls of normal intelligence ranging in chronological age from 14 years, 3 months to 17 years, 11 months were paired by chronological age, intelligence, cultural environment, and occupational level of father with a group of nondelinquent girls. Two tests of emotionality, a test of moral knowledge, a test of deceptive behavior, a test for measuring resistance to suggestion, a persistence test, and a questionnaire referring to the recreational activities of the girls were given both groups of girls. Data indicate that delinquent girls experience more conflicts with their environment, are less well adjusted socially, and suffer more under feelings of physical discomfort than do nondelinquent girls; they possess about the same amount of moral knowledge as nondelinquents, and both groups are more or less alike in regard to the approval or disapproval of things conventionally called "good" or "bad." Delinquent girls seem to have the same kind and amount of recreational opportunities at home as the nondelinquents, and come from the same cultural and economic milieu.

2984. Dahl, Virgil Dewell. The geographical distribution of juvenile delinquency in Los Angeles county. Master's, 1932. Southern California.

2985. Harmon, Mrs. Helen Williams. A school history of delinquent children in Franklin county. Master's, 1932. Ohio. 61 p. ms.

2986. Holland, Elizabeth Jean. Ordinal placement of problem children. Master's, 1931. South. Methodist.

2987. Hoopes, Leslie Ward. Problems of special schools for unadjusted boys within the school district. Master's, 1932. Southern California.

2988. Judson, Maude Alice. A study of an activity program for the purpose of investigating its motivating potentialities for the rehabilitation of maladjusted school children. Master's, 1932. Southern California.

2989. Kimball, Dorothy Madison. An investigation of certain psychological factors as contributory causes of juvenile delinquency. Master's, 1932. Southern California.

2990. Korb, Helen Lydia. The parent as a factor in juvenile delinquency. Master's, 1932. St. Louis. 45 p. ms.

* 2991. Loofbourow, Graham C. Test materials for problem behavior tendencies in junior high school boys. Doctor's, 1931. California. Berkeley, University of California press, 1932. 62 p. (University of California publications in education, vol. 7, no. 1, p. 1-62.)

Data were secured on boys of junior high school grade located in the junior high schools of San Francisco, Berkeley, and Oakland, supplemented by a group of boys of junior high school grade in the Whittier State school at Whittier, Calif. Tests of social attitudes, vocabulary, virtues, and morbid attitudes were given the boys in these schools. Data indicate that the tests used differentiate reliably between problem and control groups, regardless of the criteria used in selecting the groups.

2992. Maller, J. B. Broken homes and juvenile delinquency. Social forces.

A study of the relationship between juvenile delinquency and broken homes. Among delinquents the proportion coming from broken homes was significantly larger than among normal children.

* 2993. O'Malley, Kathleen E. A psychological study of a group of delinquent girls. Master's, 1932. New York. 59 p. ms.

2994. Orner, Arthur T. A preliminary investigation into the basal metabolism of problem boys. Master's, 1932. Ohio. 129 p. ms.

Twenty-one problem boys from the Ohio bureau of juvenile research were given metabolism tests, medical and social case histories were collected. No relationship was found between intelligence and metabolism. A very significant inverse relationship between basal metabolism and dynamometer hand pressure.

2995. **Beusser, John L.** Personal attitudes of delinquent boys: A study of certain social and psychological factors in the lives of 400 delinquent boys in Iowa. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Ascertain the extent to which certain attitudes which bear on the relation of the self to society are associated with delinquency in boys from 12 to 18 years of age. Three groups were studied; 423 from a training school for boys, 419 from the public schools in representative towns in the state; and a special group of 60 boys who were on probation in four cities in the state. The first- and last-named groups were composed of delinquent boys. All boys in the three groups were given a test of personal attitudes. Influences of factors as age, intelligence, grade classification, home background, and residence in the training school were traced. Results show that the training school boys as a group are more critical of the attitudes of the average boy; they feel themselves nearer to the ideal than do the public-school boys when considered as a group. The personal attitudes of the training school boys, according to the test, were unchanged by residence in the institution.

2996. **Secor, Mabel Roberts.** A study of truancy and juvenile delinquency in Jersey City. Master's, 1932. Columbia.

2997. **Shea, Mary Rita Doyle.** Recreational activities of problem girls and their nonproblem sisters. Master's, 1932. Catholic Univ.

* 2998. **Shumaker, Norbert M.** The behavior problem child in the Catholic school. Doctor's [1932], Catholic university of America, Washington, D.C. Washington, D.C., Catholic university press, 1932. 90 p. (Catholic university of America. Educational research monographs. Vol. 7, no. 2, May 15, 1932.)

Data were secured from the file record book of the Department of child guidance of the Toledo Catholic charities for the two years of 1930 and 1931. Three groups of figures were given; Group 1 represents children of the elementary school level for the years 1930-31; group 2 covers pupils who were in secondary schools during those years; and group 3 gives figures for 1929, omitting the distinctions between elementary and secondary levels. A plan is outlined for the education of the behavior problem child.

2999. **Snoddy, Jennings Lavert.** A survey of the methods used in adjusting the truant boy in the Los Angeles schools. Master's, 1932. Southern California.

3000. **Sprague, Willard S.** The nature of the disciplinary problems of boys in a New York City high school. Master's, 1932. Coll. of the City of N. Y. 67 p. ms.

The disciplinary problems of the school were studied by examining the records of 969 boys and the teachers' reports to the principal. The data were examined from the point of view of age, IQ, and socio-economic status of each type of offense. The classroom incidence of offenses and the question of habitual offenders was intensively gone into. The factor of the teacher in the behavior problem was approached through the analysis of the types of cases reported by the various teachers.

3001. **Swanson, Clarence Reuben.** Administrative considerations in the handling of unadjusted boys in senior high school with special reference to discipline. Master's, 1932. Southern California.

3002. **Trompeter, Sara.** The remedial treatment of truancy in the New York City schools. Master's, 1932. Coll. of the City of N. Y. 58 p. ms.

Surveys the various bureaus organized by the Board of education in the City of New York for the remedial treatment of truancy and nonattendance. The agencies considered are the Bureau of attendance, the New York parental school, the visiting teacher department, and the Child guidance clinic. Data on organization, principles of operation, case records, and statistics were secured from primary sources. Literature on truancy, the visiting teacher movement, and educational guidance were also studied. Conclusions: The author suggests the extension of community centers and the centralization of the work of all the bureaus under the Bureau of attendance, Compulsory education, and Child welfare.

3003. **Wallace, Thomas Avery.** The municipal playground, a factor in juvenile delinquency. Master's, 1931. New York.

3004. **Wilhelmi, Dion James.** A study of 50 juvenile delinquents of Sicilian parentage known to the juvenile court of Chicago from January 1, 1928, to March 1, 1931. Master's, 1931. Loyola. 82 p. ms.

3005. **Williams, Katherine Jane.** Methods of remedial treatment for mal-adjusted school children. Master's, 1932. Chicago. 69 p. ms.

Studies the methods of psychiatric and child guidance clinics in this country.

See also 1356.

PHYSICALLY HANDICAPPED CHILDREN

* 3006. **Anderson, Roy N.** The disabled man and his vocational problem. Doctor's, 1932. T. C., Col. Univ. New York City, Institute for the crippled and disabled, 1932. 102 p.

Makes a minute study of the specific handicaps of individuals correlated with the various types of occupations in which they have been engaged. Data for the orthopedic cases studied were secured from the Employment center for the handicapped in New York City, for the years April 1917 to April 1930. A total of 97 disabilities were listed. The men were employed in 635 different occupations. Stability was uniform, although there was a tendency for the men with the most serious disabilities to remain on the job longer than the men with the less serious disabilities. Earnings ranged from \$5 to \$64 a week, with the median in the interval of \$15 to \$19 a week. It was found that these men had a far greater vocational versatility than is usually attributed to such cases. Their earnings are only slightly below those of comparable, nonhandicapped workers. The study shows that physically handicapped persons are not liabilities, but are social assets.

3007. **Beckwith, Sylvia Irene.** The organization and administration of classes for deaf children. Master's, 1932. Southern California.

3008. **Blake, Sarah Honan.** Stuttering: Its causes and age of incidence. Master's, 1931. Loyola. 87 p. ms.

3009. **Caldwell, Floyd Franklin.** A comparison of blind and seeing children in certain educational abilities. Doctor's, [1931]. California. New York City, American foundation for the blind, 1932. 28 p. (Abstract.)

All of the blind pupils enrolled at the California school for the blind who could read and write Braille readily were compared with all of the low seventh grade in the junior high school department of the Oakland high school on the results obtained on the Stanford achievement tests, on the reading tests 1, 2, and 3, forms A and B. Blind children require from three to three and one-half times as long as do seeing children to complete the tests. Achievement of the blind compares favorably with that of the seeing when ample allowance is made for the speed handicap. The blind are found to be 5 years and 3 months older than the seeing children used in the experiment, which indicates that the blind children have required about three years longer to reach the level of achievement indicated on the tests than the seeing children have required to reach approximately the same level.

3010. **Cohron, Mary M.** A history of State care of the blind and deaf in Tennessee. Master's, 1932. Tennessee. 144 p. ms.

3011. **Crozier, Ada B.** A survey of spinal defects in children of Indianapolis schools. Master's, 1932. Butler.

3012. **Green, Ida C.** Stammerers and their social adjustment as shown by means of eight case studies. Master's, 1931. Coll. of the Pacific.

3013. **Henrikson, Ernest Hilmer.** A study of breathing and vocal disturbances of stutterers. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

This study is concerned with voice and breathing dysfunctions which occur during stuttering. The records of the propositional speech during stuttering indicated a marked lack of organized interactivity between the functioning of breathing and voice

producing mechanism. The data indicate that there may be some general patterns in the relationship of the dysfunctionings present during stuttering.

3014. Hickman, Lois Virginia. A comparison of certain sound wave characteristics of stutterers and nonstutterers. Master's, 1932. Iowa.

3015. Holland, B. F. A study of the reactions of seeing, blind, and deaf children to questions on the Otis classification test, 1931-32. Austin, University of Texas, 1932.

3016. Johnson, Wendell. The influence of stuttering on the personality. Iowa City, University of Iowa, 1932. 140 p. (University of Iowa studies. Studies in child welfare, vol. 5, no. 5. First series no. 224, April 1, 1932.)

The problem is approached by a study of the stutterer's attitudes and adaptations relative to school, home, vocational, and social situations. The case study method was employed, featuring case histories, speech clinic examinations, autobiographies, personal interviews, and intimate observation of the 80 stutterers ranging in age from 7 to 42 years.

3017. Jones, Maurine King. A study of the abilities and attitudes of handicapped children. Master's, 1932. Oklahoma. 52 p. ms.

3018. Lemmon, Raymond A. The status of the education of speech defectives in public schools in the United States. Master's, 1931. Ohio. 70 p.

3019. MacKane, Keith. A comparison of the intelligence of deaf and hearing children. Doctor's, 1932. T. C., Col. Univ.

Studies 130 deaf subjects, consisting of 42 children from an institutional school, and 88 from a public day school. Three types of tests were given the children. Hearing children were matched with the deaf, on the basis of sex, chronological age, nationality of parents, racial origin, and socio-economic status, and were given the same tests as the deaf children. The two groups were compared on the basis of mean group performance, variation within the groups, and by determining the estimate of reliability. Performance tests find the hearing superior to the deaf. The hearing boys do not appear to be as proportionately superior to the deaf boys, as the hearing girls are to deaf girls. The Drever-Collins performance scale and the Pintner nonlanguage mental test measure different things. The same deaf children may be less than a year retarded in their responses to the performance scale, and be two years below the hearing in their responses to the nonlanguage test.

3020. Mays, Mildred A. A survey and experimental study of stuttering as found among Knoxville city school pupils. Master's, 1932. Tennessee. 243 p. ms.

3021. Merry, Ralph Vickers. Problems in the education of visually handicapped children. Doctor's, 1932. Harvard. Cambridge, Mass., Harvard university, 1933. 243 p. (Harvard studies in education, vol. 19.)

3022. Ness, Agnes Mary. A comparison of the response and stimulation methods in the re-education of speech defectives. Master's, 1932. Iowa.

3023. Onstott, Howard C. Method and approach in speech correction. Master's, 1931. South. Methodist.

3024. Ragland, Rosalie. Case study of speech difficulties among pupils of primary grades. Master's, 1932. Peabody. 189 p. ms.

Nineteen case studies of speech-defective children in the first, second, and third grades of Tarbox elementary school, Nashville, Tenn., were considered. These children came under classification of dyslalia functional and organic defects of articulation. One case was cured; all showed improvement except one; with exception of two, it was thought that all eventually could have been cured by the use of the phonetic method.

3025. Smith, Grace B. A personality study of handicapped children. Master's, 1932. Oklahoma. 150 p. ms.

See also 205, 239, 469, 478, 500, 552, 609, 1018, 1110, 1232, 2438, 2744.

EDUCATION EXTENSION

* 3026. Adams, Birdie F. A selected annotated bibliography of adult and parental education. Master's, 1932. N. M. St. T. C. 103 p. ms.

3027. Ames, Burton Weber. A study of correspondence instruction based on 11 years of university extension at the University of Florida. Master's, 1932. Florida. 121 p. ms.

3028. Bancroft, Roscoe Bowman. Maintenance of attendance in adult education. Master's, 1932. Southern California.

3029. Bollman, Mark Brooks. Illiteracy in Connecticut, 1930. Master's, 1932. Yale.

3030. Carey, George Henry. The compulsory continuation school. A necessary educational institution in a democracy. Master's, 1932. Boston Coll.

3031. Carrigan, Joseph Edward. The effect of extension education on the seasonal surplus milk problem in Addison county, Vt. Master's, 1931. Vermont.

3032. Cochard, Thomas Sylvester. Adult religious education in New Haven. Master's, 1932. Yale.

3033. Darling, Mary R. Americanization of the foreign-born in Greeley, Colo. Master's, 1932. Colo. St. T. C.

3034. Dushoff, Leo I. Evening public schools of Philadelphia. Master's, 1932. Pennsylvania. 140 p. ms.

* 3035. Haysome, Marius. World workers' educational movements, their social significance. Doctor's, 1931. T. C. Col. Univ. New York City, Teachers college, Columbia university, 1931. 596 p. (Studies in history, economics and public law, no. 838.)

3036. Jackson, Paul Riley. Content of courses and methods of instruction in the continuation schools of California. Master's, 1932. Southern California.

3037. Kotinsky, Ruth. Education and the problems of adult life. Doctor's, 1932. T. C., Col. Univ.

The main function of adult education is to help adults manage their social affairs, it has a vital relationship to the schooling which precedes it. The problems of youth, age, and their relationships can be alleviated through adult education. The adult education movement has underestimated and misconceived its function. Education for leisure cannot be separated from education for labor.

* 3038. Kriegel, David. A determination of the new industrial forces and their effects on apprenticeship education in the United States since the World War. Master's, 1932. New York. 82 p. ms.

Trends in apprentice education were found to be: More cooperation of employers, unions, and the public-school system; greater responsibility shouldered by the public schools; education and training for a greater variety of trades; broader curriculum training for citizenship; increase in the number of centralized trade schools to effect better cooperation with employers and unions; and basic training and education rather than specialized training for specific work, in order that workers may better adjust themselves to changing conditions in industry.

3039. Lamb, Clarence Alfred. A course of study in printing and related subjects for continuation-school classes. Master's, 1932. Southern California.

3040. Reich, W. R. A study of workers' education in the United States as carried on by labor colleges and summer schools for industrial workers. Master's, 1932. Illinois. 60 p. ms.

* 3041. Silberberg, Irma L. *The School of Wisdom, an experiment in adult education.* Doctor's, 1932. New York. 217 p. ms.

A study was made of the School of Wisdom of Count Keyserling in Darmstadt, Germany. The underlying educational principles on which the School of Wisdom was founded are: individual treatment with the aid of intuition, the power of personal inspiration, and the power of suggestion. The principles are applied in all phases of the work of the school. The School of Wisdom has a broad program; is democratic from the social standpoint, but is designed primarily for those who would become leaders; its methods are experimental.

3042. Stevens, Willard W. *Elimination from the evening school classes of the J. Sterling Morton township high school at Cicero, Ill.* Master's, 1931. Iowa St. Coll.

3043. Tsao, Yimson, Hein. *Status, organization, and significance of university extension in the United States.* Doctor's, 1932. California. 144 p. ms.

See also 30, 865, 1334, 1354, 1422, 1480, 1814, 2445, 2524, 2562, 2664, 2678, 2726, 2768, 2838.

EDUCATION OF WOMEN

* 3044. Acheson, Eunice Mae. *Personal and professional characteristics of a selected group of deans of women.* Doctor's, 1932. T. C., Col. Univ. Chicago, Ill., University of Chicago press, 1932. 211 p.

The purpose of the study was to analyze the personalities of a selected group of "successful" deans of women and their relationships with their students. The deans studied were from all types of colleges: 15 from non-state colleges and universities, 14 from state and city teachers colleges and normal-schools, 8 from women's colleges, and 7 from state universities and colleges. Data were secured from 2,228 seniors who filled out questionnaires dealing with the favorable or unfavorable evaluations of their contacts with their dean of women; from questionnaires filled out by the deans and their presidents; and from tests given them to measure personality, emotional stability, adjustability to life and its problems, fair mindedness, social intelligence, and general intelligence. These deans seem to be a well-balanced, intelligent, fair-minded and socially inclined group of women. They are able to keep abreast of the world and to understand modern youth; have sympathy which inspires students to have confidence in their dean; think straight; take a personal interest in each student; are impartial in all dealings with students and others.

3045. Anderson, D. Mignon. *Clothing expenditures of 90 high-school girls.* Master's, 1931. Iowa St. Coll.

3046. Andrews, Elizabeth Gordon. *A study in personnel of 1,633 students in Florida State college for women, 1930-31. Tallahassee, Florida State college for women, 1931.* 12 p. (Bulletin, vol. 24, no. 4, December 1931.)

The study takes up the birthplace of parents and students, education of parents, paternal occupations, professions, religion, number of children in family, place of students in family, age of students, vocational choices of college women, subjects of interviews.

* 3047. Bird, Norma. *Relationships between experience factors, test scores, and efficiency, as shown by a study of four selected groups of women office workers.* [Doctor's, 1931. Columbia.] New York City, Columbia university, 1931. 51 p. (Archives of psychology, no. 126.)

The aims of this study are: To analyze women office workers into groups based on type of work done; to study the groups analyzing their likenesses and differences; to determine the criteria of success for these clerical positions; to study tests which will differentiate successful from unsuccessful workers; to study significant experience factors as found on experience records; to study test results and experience factors as correlated with efficiency in office work. The groups of workers studied were: file clerks, typists, ledger clerks, and stenographers. They were divided as follows: 80 file clerks, 100 typists, 80 ledger clerks, and 100 stenographers. Data indicate that in general intelligence scores had little direct relation to the success of the clerk. Factors other than intelligence are largely operative in determining the success of a clerk. There are

two essentials for wise selection in placement as well as for promotion and transfer: (1) definite knowledge of physical and mental requirements of the job; and (2) definite knowledge of physical and mental characteristics of the individual.

3048. Cooke, Robert Locke. Trade and industrial education for girls and women in California. Doctor's, 1932. California. 274 p. ms.

Surveys existing opportunities and needs for trade and industrial education for girls and women at the secondary level, with a discussion of the basic considerations which should underlie a state program of education of this type in California, with suggestions for further extension of the present program.

3049. Dinsmore, Bessie Jane. The scholastic records and subsequent vocations of girls enrolled in the Owatonna, Minn., high school home economics courses from 1920-1930. Master's, 1931. Iowa St. Coll.

3050. Gaston, Mabel. A comparative study of women industrial arts students in the Treuton, N.J., State teachers college. Master's, 1932. T. C., Col. Univ. 35 p. ms.

3051. Gilbert, Claire Erin. An experiment in the development of certain personality traits in ninth grade girls in Grove high school, Paris, Tenn. Masters, 1931. Iowa St. Coll.

3052. Keys, Alice. A comparison of fraternity and nonfraternity women. [1931.] Lexington, University of Kentucky.

3053. Klepinger, Mary Katherine. Problems of 50 senior college girls involving home and social relationships. Masters, 1931. Iowa St. Coll.

3054. Long, Vera Jeffers. Dean of girls in high school. Master's, 1931. South. Methodist.

3055. Manship, Jessie Elizabeth. The incomes and expenditures of single women on college faculties. Masters, 1932. Iowa St. Coll.

3056. Threlkeld, Dean Hilda. A personnel study of 40 junior college girls. Master's [1931]. Kentucky.

* 3057. Wilson, Grace H. Development of the Young women's Christian association within its environment. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 156 p. (Contributions to education, no. 554.)

The purpose of the study was to discover the changes in religious and social thought and emphasis, and the corresponding changes in educational philosophy and method that have occurred in the national program of the Y.W.C.A. during the past 25 years, and to discover how these changes have been related to observable trends in current religious thought, current educational philosophy, and current social situations.

LIBRARIES AND READING

3058. Allez, George C. A time study of the activities of the librarians of Wisconsin teachers colleges. Master's, 1932. Columbia.

3059. Barron, Mary. Senior high school reading lists based on a study of the reading interests, capacities, and needs of foreign children of Hibbing, Minn. Master's, 1932. Ohio. 104 p. ms.

3060. Brock, Delpha Fern. Leisure reading of junior and senior high school students. Master's, 1932. Indiana. 129 p. ms.

3061. Brooks, Alice B. The integration of library instruction with the high-school social studies. A library "job-analysis" of 12 courses of study. Master's, 1932. Columbia. (Abstract in: American library association. School library yearbook, no. 5: 121-44.)

3062. Gable, Jessie E. Factors affecting the choice of books by pupils of the intermediate grades. Master's, 1932. Denver. 140 p. ms.
3063. Carnovsky, Leon. The reading needs of typical student groups with special attention to factors contributing to the satisfaction of reading interests. Doctor's, 1932. Chicago.
3064. Clapp, Helen Wylie. What fourth grade children of Fayette county, Ky., read. Master's, 1932. Kentucky.
3065. Clark, Vira Esther. Home reading interests of junior high school pupils. Master's, 1931. Chicago. 136 p. ms.
Books which children read vary with sex, grade, age, ability, and intelligence.
3066. Crudup, E. A. An analysis of articles in the Journal of chemical education. Master's, 1932. Peabody. 67 p. ms.
Study limited to the signed articles that have appeared in the Journal of chemical education. Analysis made to determine the types of educational problems which are dealt with in the journal. The writers in the Journal of chemical education were found to be primarily interested in nine kinds of educational problems, among them: Curriculum, grading, problem working and mathematics, teaching methods and devices, teacher training; greatest emphasis was placed on teaching methods and devices.
3067. Currin, Althea Mabelle. Instruction in the use of books and libraries. Master's, 1932. Western Reserve. 85 p. ms.
3068. Dalglish, Alice. First experiences in literature. New York City, Scribner's sons, 1932. 162 p. (Series on childhood education.)
A study of the various types of literature for children from 18 months to 8 years, how literature functions in their lives, and the best manner of presentation.
3069. Daniel, Grace McMullan. Reading interests of high-school pupils. Master's, 1931. Louisiana.
3070. Davis, Paul F. Free reading versus required reading. Master's, 1932. West Va.
3071. Dickerson, Visa Maude. Free-reading in the teaching of English literature. Master's, 1932. Southern California.
3072. Dobkin, Eva Zeitlin. American children's magazines 1789-1932; a brief historical and critical view. Master's, 1932. Columbia.
3073. Downing, Wylmah. A selected list of library books for second grade. Master's, 1932. Peabody. 43 p. ms.
3074. Duboff, Anna. An evaluation of children's books on Indian life. Master's, 1932. Colo. St. T. C.
3075. Eulich, Alvin C. The amount of reading and study among college students. Minneapolis, University of Minnesota, 1932. 17 p. ms.
This study attempted to determine the amount of time various groups of college students spend in reading and study and the number of pages read in a given amount of time. The results reveal in general a fairly high relationship between the time spent and pages read, insignificant class and sex differences, and a negligible relationship between the amount of reading and either intelligence or scholarship.
3076. ———. The extent to which the library is being used. Minneapolis, University of Minnesota, 1932. 11 p. ms.
This study as one aspect of a larger investigation has shown that books in history, education, general literature, and economics comprise the major portion of library circulation. Furthermore, there appears to be a definite and almost perfect relationship between the rank order of subject-matter categories in terms of the number of books placed on reserve and the number circulating.

3077. ———. Seasonal variation in the use of the library. Library quarterly.

The data included in this report were derived from the library study made during the year 1930-31. In general, the results show periodic peaks in the use of the library.

3078. ———. The significance of reading in the library. School and society, 30: 92-96, July 16, 1932.

Some of the significant results derived from this study of library reading may be summarized as follows: (1) The relationship between the amount of library reading and intelligence is negligible; (2) students who spend some time reading in the university library have a significantly higher scholarship average than those who do not; (3) the degree of relationship between the total amount of reading or amount of reading in the library and either intelligence or scholarship is significant.

3079. Flynn, Bernice Anne. The organization of a free reading list for junior high school English. Master's, 1932. Southern California.

3080. Fowler, Allie. Classification of books for teaching art education in elementary schools. Master's, 1932. Peabody. 80 p. ms.

3081. George, Edna. A study of voluntary reading in Everett junior high school. Master's, 1932. Peabody. 105 p. ms.

3082. Grannis, Edith E. H. Library records of teacher-training institutions including records of books and other materials, finance, staff, and service. Master's, 1932. Columbia.

* 3083. Hennig, Ruth M. E. Investigation of "Courses of study in the use of libraries" in high schools. Master's, 1932. Boston Univ. 100 p. ms.

In an attempt to determine the degree of knowledge of books and libraries the average high-school student possesses, a set of questions was given to 39 grade 11 students who had had no library instruction. A total of 112 replies to a questionnaire on training in the use of libraries, was received. Data indicate that teaching the use of books and libraries is steadily progressing. A course is outlined to meet the demands of students in a 4-year high school, where no previous library training has been given.

3084. Henry, Oral V. The mathematics needed for intelligent reading of periodicals and journals. Master's, 1932. Washington. 90 p. ms.

Analysis of mathematics found in the American, Ladies' home journal, Saturday evening post, Popular science monthly, and New York times. Findings: It was found that the greatest need is for knowledge of mathematical terms, especially geometric and arithmetical. Other important phases are: (1) Graphical methods; (2) ratios; (3) percentage; (4) foreign money.

3085. Henshaw, Francis H. A scheme of service for public libraries. Master's, 1932. Columbia.

3086. Hunt, Roy C. A study of the reference materials in high-school libraries of Kansas. Master's, 1932. Colorado.

3087. Johnson, Palmer O., and Eulich, Alvin C. The library facilities of four groups of land-grant institutions. Minneapolis, University of Minnesota, 1932. 35 p. ms.

3088. Jones, Charles. A study of the optional and required reading of college students. Master's, 1932. Arkansas. 90 p. ms.

3089. Lagro, Greta. An investigation of library conditions in state accredited high school of Alabama. Master's, 1932. Columbia.

* 3090. Lewis, Elizabeth. Magazine reading interests of high-school students: A survey of the periodical literature read in the Roslyn high school and a comparison with other studies of a similar character made elsewhere. Master's, 1932. New York. 81 p. ms.

3091. Lingenfelter, Mary B. The indexing of American educational periodicals published during the first three quarters of the nineteenth century. Master's, 1932. Columbia.

3092. Lyle, Guy B. The selection of civil engineering journals in the college engineering library. Master's, 1932. Columbia.

3093. McClenahan, Stella E. The growth of school libraries in America. Master's, 1932. Colo. St. T. C.

3094. Matt, Harold D. A survey of the industrial arts libraries in junior and senior high schools with an enrollment of 200 or more, located in the eastern half of Iowa. Master's [1932]. Iowa St. Coll. 128 p. ms.

It included the industrial arts libraries in junior and senior high schools with an enrollment of 200 or more, located in the eastern half of Iowa.

3095. Melvin, Mrs. Belva L. The school library and the teaching of junior high school geography. Master's, 1932. Nebraska. 83 p. ms.

3096. Michigan. University. A buying guide for elementary school libraries with an appended list of books for nursery school and kindergarten children, based on the titles selected for the University of Michigan elementary school library. Ann Arbor, University of Michigan press, 1932. 93 p.

The books were not graded in the belief that the fewer age or grade labels put upon books, the more general and effective will be their use by the whole group of boys and girls concerned.

3097. Newland, Eveus. A study of allusions to science in magazines. Master's, 1932. Colo. St. T. C.

3098. Owens, Lawrence W. Survey of books, magazines and papers in Mize, Miss. Master's, 1932. Peabody. 58 p. ms.

A study of books, magazines, and papers inside the corporate limits of Mize, Miss., a town with a population of 426. Findings: Total books 4,154, magazines 91 copies, 63 copies daily newspapers, 60 copies of other papers and periodicals.

3099. Pepper, Margaret R. An analysis of early professional books for teachers. Master's, 1931. George Washington. 54 p. ms.

3100. Petersen, Lena Marie. Free reading in the junior high schools of Los Angeles. Master's, 1932. Southern California.

3101. Pollock, Josephine. A study of the utilization of the Iowa curriculum standards in evaluating current literature. Master's, 1932. Iowa.

3102. Pringle, Adeline Helen. An evaluation of the book review as a means of stimulating children's library reading. Master's, 1932. New York. 90 p. ms.

3103. Randall, William M. The college library. A descriptive study of the libraries in 4-year liberal arts colleges in the United States. Chicago, Ill., University of Chicago press, 1932. 165 p.

Covers the financial aspects of college libraries, buildings, staff, size and growth of book collections, content of the book collections, miscellaneous techniques and routine, and college library standards.

3104. Reeves, Pearl V. The reading interests of senior normal training students in Iowa. Master's, 1932. Northwestern.

3105. Robb, Kathryn. Some standards by which to judge children's books. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

In this study it is found that children's literature in different periods of history has been influenced by the adult attitudes toward children, and that children's stories are

determined by this attitude. The same standards by which the literary value of adult books are established can be applied to books intended for children.

3106. Schnebly, Ellsworth. A reading list for students in rural high schools. Master's, 1932. Colo. St. T. C.

3107. Shoemaker, John A. The nature and extent of use of library facilities in the elementary schools of Susquehanna county, Pa. Master's, 1932. New York. 49 p. ms.

3108. Skakell, Effie Jewell. Organization and administration of the high-school library with special reference to teaching pupils its use. Master's, 1932. Texas.

3109. Slauson, Celeste M. Comparison of the service of the study hall library and the separate library in the junior high school. Master's, 1932. Columbia.

3110. Snyder, James Foley. A study of high-school libraries in Kentucky. Master's, 1931. Chicago. 109 p.

A survey study to determine how well the libraries of the schools of Kentucky have met the standards of the Association of colleges and secondary schools of the southern states.

3111. Sommers, Luther B. Use of periodicals in high schools. Master's, 1932. Peabody. 77 p. ms.

Questionnaires from 900 southern association high schools and 133 state accredited high schools were studied; questions were answered by 3,070 students; and experiment was conducted three months in Homestead high school, Homestead, Fla.

3112. Stinson, Ruth Etta. The evaluation of methods of reporting on outside readings in high-school English. Master's, 1932. Oklahoma. 86 p. ms.

3113. Stout, Doris C. An evaluative study of the use of books in a modern elementary school program. Master's, 1932. Ohio. 78 p. ms.

3114. Thorson, Orrin Lucian. The voluntary reading of the pupils in a 6-year high school. Master's, 1931. Chicago. 115 p.

Deals with the nature and extent of voluntary reading done by high-school pupils under a reorganized plan of instruction.

3115. Toser, Marie A. Study-work library manual. Master's, 1932. Colorado.

3116. Veal, Rosa Cornelia. Physical make-up of recent library books for young children. Master's, 1932. Peabody. 108 p. ms.

3117. Viehe, Lucile. The library in the demonstration school. Master's, 1932. Ind. St. T. C. 157 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 286-87, July 1932.)

Suggests a model library for a demonstration school of a teachers college, based upon information of actual working conditions that now exist.

3118. Wilson, Helen Elizabeth. The method and extent of realization of the aims of recreational reading. Master's, 1932. Southern California.

3119. Woodworth, Rachel. School library publicity in senior high school newspapers. Master's, 1932. Columbia.

3120. Young, Catherine. The history of the Texas State library. Master's, 1932. Texas.

3121. Zeleny, Florence. An analytical and experimental study of the reading abilities of students of the St. Cloud teachers college. Master's, 1932. Minnesota. 192 p. ms.

See also 106, 224, 283, 450, 467, 628, 687, 853, 890, 902, 961, 1338, 1785, 2178, 2212, 2272, 2375, 2934, 2967.

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