BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1932-1933

Prepared in
THE LIBRARY DIVISION
by
RUTH A. GRAY

Bulletin, 1934, No. 7
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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
Office of Education,

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

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

George F. Zook,
Commissioner.

The Secretary of the Interior.
INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

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

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

The entries give the author, title, degree, and date when the thesis was completed, the name of the institution granting the degree, number of pages, and a brief descriptive note. The place and date of publication is given wherever possible. Annotations for a number of studies were made in this office, others were furnished by the persons reporting the studies.

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

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

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

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<td>6. Testing and research</td>
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The fields in which the largest number of theses and faculty studies have been reported were: Curriculum studies, administration of schools, secondary education, educational theory and special methods of instruction, teacher training and status of teachers, and educational history and biography, in the order listed. It is interesting to note that whereas a total of 940 more studies were reported for the school year 1932-33, the fields of greatest interest were the same as those for the school year 1931-32.

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

The library now has a collection of 1,300 masters' theses and doctors' dissertations in the various fields of education from 48 institutions. These studies have been deposited by the institutions granting the degrees, and in a number of cases by the authors of the studies.
Several institutions have stated that they are requiring all graduate students in education to have copies of their theses made for the Office of Education library, so that these studies may be available for interlibrary loan. The thesis collection is in constant use, both in Washington and through interlibrary loan throughout the country.

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

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

ABBREVIATIONS

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

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<td>Fordham university, New York, N.Y.</td>
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<tr>
<td>Georgia</td>
<td>University of Georgia, Athens, Ga.</td>
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<tr>
<td>Hamline</td>
<td>Hamline university, St. Paul, Minn.</td>
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<tr>
<td>Hampton</td>
<td>Hampton institute, Hampton, Va.</td>
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<td>Hawaii</td>
<td>University of Hawaii, Honolulu, Hawaii.</td>
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<td>Howard</td>
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<td>Illinois</td>
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<td>Indiana university, Bloomington, Ind.</td>
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<td>Ind. St. T. C.</td>
<td>Indiana State teachers college, Terre Haute, Ind.</td>
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<td>Iowa</td>
<td>State university of Iowa, Iowa City, Ia.</td>
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<td>Iowa-St. T. C.</td>
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<td>John Carroll</td>
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<td>Johns Hopkins</td>
<td>Johns Hopkins university, Baltimore, Md.</td>
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<td>Kansas</td>
<td>University of Kansas, Lawrence, Kans.</td>
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<td>Kans. St. T. C., Emporia</td>
<td>Kansas State teachers college, Emporia, Kans.</td>
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<td>Kentucky</td>
<td>University of Kentucky, Lexington, Ky.</td>
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<td>Louisiana</td>
<td>Louisiana State university, Baton Rouge, La.</td>
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<td>Louisville</td>
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<td>Maryland</td>
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<td>Mills</td>
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<td>ABBREVIATIONS—contd.</td>
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<td>Miss. St. Coll. for Women</td>
<td>Mississippi State college for women, Columbus, Miss.</td>
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<td>Missouri..............</td>
<td>University of Missouri, Columbia, Mo.</td>
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<td>Montana................</td>
<td>State university of Montana, Missoula, Mont.</td>
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<td>Nebraska..............</td>
<td>University of Nebraska, Lincoln, Nebr.</td>
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<td>New Hampshire.........</td>
<td>University of New Hampshire, Durham, N.H.</td>
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<td>New Jersey St. T. C...</td>
<td>New Jersey State teachers college, Trenton, N.J.</td>
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<td>New Mexico............</td>
<td>University of New Mexico, Albuquerque, N.Mex.</td>
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<td>N. Mex. Nor. Univ......</td>
<td>New Mexico normal university, Las Vegas, N.Mex.</td>
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<td>N. Mex. St. T. C.......</td>
<td>New Mexico State teachers college, Silver City, N. Mex.</td>
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<td>New York..............</td>
<td>New York university, New York, N.Y.</td>
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<td>N.Y. St. Coll. for Teach</td>
<td>New York State college for teachers, Albany, N.Y.</td>
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<td>New York State teachers college, Buffalo, N.Y.</td>
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<td>North Carolina........</td>
<td>University of North Carolina, Chapel Hill, N.C.</td>
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<td>N.C. St. Coll.........</td>
<td>North Carolina State college, Raleigh, N.C.</td>
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<td>University of North Dakota, University, N.Dak.</td>
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<td>University of Oklahoma, Norman, Okla.</td>
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<td>Okla. A. and M. Coll...</td>
<td>Oklahoma agricultural and mechanical college, Stillwater, Okla.</td>
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<td>Oregon................</td>
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<td>Peabody..............</td>
<td>George Peabody college for teachers, Nashville, Tenn.</td>
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<td>Peru St. T. C.........</td>
<td>Peru State teachers college, Peru, Nebr.</td>
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<td>Princeton.............</td>
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<td>Puerto Rico...........</td>
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<td>Puget Sound...........</td>
<td>College of Puget Sound, Tacoma, Wash.</td>
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<td>Reed..................</td>
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<td>Rutgers...............</td>
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<td>Smith................</td>
<td>Smith college, Northampton, Mass.</td>
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<td>South Carolina........</td>
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<td>South Dakota...........</td>
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<td>South. Methodist......</td>
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<td>Stanford..............</td>
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<td>St. T.C., Clarion......</td>
<td>State teachers college, Clarion, Pa.</td>
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<td>St. T.C., Montclair....</td>
<td>State teachers college, Montclair, N.J.</td>
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<td>Stetson..............</td>
<td>Stetson university, De Land, Fla.</td>
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<tr>
<td>Syracuse...............</td>
<td>University of Syracuse, Syracuse, N.Y.</td>
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</table>
### INTRODUCTORY NOTE

#### INSTITUTIONS—contd.

<table>
<thead>
<tr>
<th>Institution</th>
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<tr>
<td>Tenn.</td>
<td>University of Tennessee, Knoxville, Tenn.</td>
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<td>University of Texas, Austin, Tex.</td>
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<td>Texas St. Coll. for Women</td>
<td>Texas State college for women, Denton, Tex.</td>
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<td>Utah</td>
<td>University of Utah, Salt Lake City, Utah.</td>
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<td>Utah St. Agr. Coll</td>
<td>Utah State agricultural college, Logan, Utah.</td>
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<td>Vanderbilt</td>
<td>Vanderbilt university, Nashville, Tenn.</td>
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<td>Vermont</td>
<td>University of Vermont, Burlington, Vt.</td>
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<td>Wabash</td>
<td>Wabash college, Crawfordsville, Ind.</td>
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<td>Walla Walla</td>
<td>Walla Walla college, College Place, Wash.</td>
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<tr>
<td>Washington</td>
<td>University of Washington, Seattle, Wash.</td>
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<td>Washington Univ</td>
<td>Washington university, St. Louis, Mo.</td>
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<td>Wells</td>
<td>Wells college, Aurora, N.Y.</td>
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<td>Wesleyan</td>
<td>Wesleyan university, Middletown, Conn.</td>
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<td>West Va</td>
<td>West Virginia university, Morgantown, W.Va.</td>
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<td>West Tex. St. T. C</td>
<td>West Texas State teachers college, Canyon, Tex.</td>
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<td>West. Ky. St. T. C</td>
<td>Western Kentucky State teachers college, Bowling Green, Ky.</td>
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<td>Western Reserve</td>
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<td>West. St. Coll</td>
<td>Western State college, Gunnison, Colo.</td>
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<td>West. St. T. C</td>
<td>Western State teachers college, Kalamazoo, Mich.</td>
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<td>University of Wichita, Wichita, Kans.</td>
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<td>William and Mary</td>
<td>College of William and Mary, Williamsburg, Va.</td>
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<td>Wisconsin</td>
<td>University of Wisconsin, Madison, Wis.</td>
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<td>Wittenberg</td>
<td>Wittenberg college, Springfield, Ohio.</td>
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<tr>
<td>Wyoming</td>
<td>University of Wyoming, Laramie, Wyo.</td>
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<tr>
<td>Yale</td>
<td>Yale university, New Haven, Conn.</td>
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</table>
BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1932-1933

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

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

EDUCATION — HISTORY

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


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


Describes the internal life of the colleges, their administration, curriculum, extracurricular activities and discipline.


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


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


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


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


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


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


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


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


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


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


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


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


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


44. Hardy, Thomas E. The development of education in Cook county, Texas, from 1848 to 1831. Master's, 1932. South. Methodist.


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


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


Describes the Latin grammar school; the history of the academy; the high school before 1878; the free high school under state aid, 1873-1896; later history of the academy, 1875-1930; the development of the high school since 1896.


Describes the growth of the University from its founding in October 1836, to the present time.


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


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


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


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


Traces the development of public education in Lafourche parish from the establishment of the first public school to the present time and gives the stages in the development of the county unit plan as changes took place in the type of administrative control.

71. Mock, Albert. The private academy movement in Indiana from 1850 to 1900. Doctor's, 1933. Cincinnati.


76. Miller, Anna M. History of education in Middlesex county. Master's, 1933. Rutgers.


Studies teacher qualifications, equipment, finance, attendance, salaries, length of school terms, use of libraries, Negro education from 1884 to 1930.


Describes the origin and growth of education in Hawaii from the arrival of the first party of American missionaries in March 1820 to the overthrow of the Hawaiian monarchy in January 1893.

80. Osborne, James Inlay and Gronert, Theodore Gregory. Wabash college, the first hundred years, 1832-1932, being the story of its growth from its founding in the wilderness to the present day. Crawfordsville, Ind., R. E. Banta, 1932. 395 p. (Wabash College)


Studies the history of education from the opening of a one teacher school in 1882 through the mission schools, academies, neighborhood schools for Indians, to the present school system which was established in 1907.


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


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


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


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


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


Describes the early tribal schools of the Chickasaw Nation, subscription schools, the State school system, and the Oklahoma school for the deaf.


Survey the development and activities of the Alliance Française with special reference to its educational work.


Attempts to portray the methods of teaching used by 19 emminent college and university teachers from the Middle Ages through the nineteenth century.


115. Wright, Luella M. Literature and education in early Quakerism. Iowa City, University of Iowa, 1933. 60 p. (University of Iowa studies, new series, no. 244. Humanistic studies, vol. 5, no. 2, February 1, 1933)

Surveys the chief aims of the early Friends in publishing their tracts and for establishing a literature marked by similarities in content and in stylistic features; and a study of their plans for a more popular type of education than existed at that time. The study covers the period from 1650 through 1725.
116. Barnard, Justin Fred. Great educators we should know and teach. Master’s, 1933. Colo.St.T.C.


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


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


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


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


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

GENERAL AND UNITED STATES


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


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


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

Discusses the effects of the depression on education.


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

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

11

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


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

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

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

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


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


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


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


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

SURVEYS


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


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

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


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


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

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

Presents a brief history of the development of college surveys; attempts to discover what college surveys propose to study; to indicate the apparent values of college surveys; to discover the areas studied by surveys; to discover the general trend of the recommendations made by surveys concerning the various college problems; and to indicate the weaknesses of college surveys and to make proposals for their improvement.
166. Hubbs, Clyde Elam. An administrative survey for the schools of the Poplar district in California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)


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


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

175. Skaggs, Romulus. An educational survey of Boone's Creek school and community (Tenn.) Master's, 1933. Tennessee. 155 p. ms.


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


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


FOREIGN COUNTRIES


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


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


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


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


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

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


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


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

Shows the organization for technical education in Soviet Russia and the way the organization functions.


Shows that the secondary school curriculum must be built up around the major educational aims of health improvement, economic development, social consciousness, spiritual self-realization, creative living, individual specialization in technical culture, and the mastery of techniques of modern life.


Studies the flexibility, range and intensiveness of the courses in 48 schools in Tientsin, Peiping, and Shanghai, and finds that the Shanghai schools were superior in the number of courses offered and the number of elective courses offered, but that Tientsin offered the greatest number of hours of instruction per course.


Discusses the contribution of humanism, its rise and development, effect, spread, and gives a critical evaluation of these principles.


Finds that most Chinese chemical terms of today are logically worked out, systematically organized, and expressively symbolized.


Attempts to determine what influences played a part in the conception of the "Escola Moderna", which was opened in Barcelona, Spain, in 1901; what special conditions of the environment made it possible; and what was new and original in Ferrer's ideas and plans; to determine his influence on education in Spain and in other countries; and to ascertain what constructive values and lessons can be derived from his experiment.


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


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


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


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


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


INTERNATIONAL EDUCATION


EDUCATION—THEORIES AND PRINCIPLES

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


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


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


Surveys educational literature from the time of the ancient Greeks.


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


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


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


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


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


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


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


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


264. Harris, P. E. John-Dewey as pioneer in the newer discipline of the child. Understanding the child, 3: 23-24, 31, June 1933. (University of Pittsburgh)


Discusses education as a need and function of society, democracy in education, our educational limitations, and the philosophy of education.


267. Kurke, George S. What phases of the educational philosophy of Plato, Aristotle, Quintilian, Comenius, Locke, and Rousseau are applicable to the junior high school? Master's, 1933. New York. 103 p. ms.


Discusses the life and works of Binet; the psychological foundations for his psychology; his methods of pedagogical research; Binet as an educator; his contribution to the physical, psychological, and socio-pedagogical welfare of the child; and his influence on experimental education.


Shows the relationships which have existed between the politics, religion, philosophy, and the education of man through all the ages.


Discusses Trumbull's opinions on elementary, secondary, and college education, and on the education of women.


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

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

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

282. --- Problems in the technique of teaching. Minneapolis, Minn., Burgess publishing company, 1933. 186 p. (Hamline university)

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


Examines the foundations of Dewey's development, instrumentalism, relation of philosophy of education in Dr. Dewey's system, review of "Democracy and education", and evaluation.


Describes, analyzes and discusses the plan.


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


291. Sperle, Diana Henrietta. The case method technique in professional training. A survey of the use of case studies as a method of instruction in selected fields and a study of its application in a teachers college. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 98 n. (Contributions to education, no. 571)

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

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


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


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


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


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


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

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


SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

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

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


**HOMOGENEOUS GROUPING**


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

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

310. **Dickinson, Virginia.** The present status of ability grouping. Master's, 1933. Boston Univ. 57 p. ms.


Evaluates the college aptitude rating.

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

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


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


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

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

Attempts to find out the extent of approval or opposition to the use of grouping by parents, teachers, principals, and school officials in cities now using such grouping. Data were secured from 1 to 10 schools in 16 widely separated cities. Parents seem favorable to the use of grouping where it is employed. Teachers seem to favor ability grouping somewhat more than do the parents. Principals and other school officials are as well pleased with ability grouping as the teachers. The type of community in which the school is located bears some relation to the responses of parents and teachers.
317. Schmidt, Madeline. An experiment to determine the advisability of homogeneous grouping in a child-centered program. Master's, 1933. Cincinnati.

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

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

ACTIVITY PROGRAMS


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

CONTRACT PLAN

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

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


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

331. *Custer, R. L. The differences in two methods in teaching high-school biology measured by one direct and two indirect outcomes. Master's, 1933. West Virginia. 50 p. ms.

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


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


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


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

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

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

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


Contents: (1) Principles and purposes and processes in secondary education, by E. E. Windes; (2) Teaching in high school English, by Edward Alvey, Jr., p. 34-50; (3) Unitary courses in eighth grade composition, by Edward Alvey, Jr., p. 51-80; (4) Teaching the unit in mathematics, by Francis G. Lanford, p. 81-104; (5) Diagnosis and remedial teaching in secondary school arithmetic, by Francis G. Lanford, p. 105-22; (6) Teaching of the natural sciences by the unit method, by Edward W.
341. Warner, Marion E. Recommended practices in the use of the project method in teaching high-school industrial arts. Master's, 1933. Iowa St. Coll. 84 p. ms.

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


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

HOMEROOMS


Describes a questionnaire study of homeroom activities and objectives in 81 high-schools, showing their accomplishments, limitations and possibilities.


INDIVIDUAL INSTRUCTION

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

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


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


METHODS OF STUDY


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


362. Grounds, T. Oral: Generalization as a method and technique in the treatment of subject matter. Doctor's, 1933. T. C., Col. Univ. Data indicate that generalization is both a method in itself whereby subject matter may be arranged, and a technique of development which can be used in other methods.


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

RESEARCH STUDIES IN EDUCATION


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


PLATOON PLAN


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


RADIO IN EDUCATION


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

Finds that 47 1/2 per cent of the pupils report listening to radio programs was helpful in their school work; that they like good programs and demand the best of a given type; that boys like good music, comedy, adventure and civic events, and girls like the emotional and romantic type of program.
382. Jones, Elise Ruth. Any school can have a centralized radio system. Master's, 1932. T. C. Col. Univ. 60 p. ms.


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


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

VISUAL INSTRUCTION


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


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


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

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


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


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

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

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


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


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

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

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

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


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


414. *Williams, Lottie Anne. A consideration of certain learning and teaching opportunities found in the commercial motion picture. Master’s, 1933. West Virginia. 81 p. ms.
Data indicate that many learning and teaching situations are present in the commercial motion picture.

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

PSYCHOLOGY—EDUCATIONAL


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

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

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


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


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


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


CHILD STUDY

423. Ackerley, Lois Alberta. The information and attitudes regarding child development possessed by parents of elementary school children. Doctor's, 1933. Iowa. (University of Iowa studies. New series no. 289. Series on aims and progress of research, no. 43. 1 p.)

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

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

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


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


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


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


Determines the relationship between neuroticism and intelligence, grade level and socio-economic status by means of a questionnaire administered to 1,668 children in grades 4 to 9, inclusive.


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


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


438. Duvall, Rufus A. Relation of family size to mental ability and pupil achievement. Master's, 1933. Peabody. 83 p. ms.

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


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


Describes a study made of the children of blueberry and cranberry pickers at Whitesbog, near Lisbon, New Jersey, showing the community life during the berry season, and the life of the Italian laborers and their families after their return to their homes, and the effect of their life in the country on the school progress of the children.


Attempts to give parents an idea of the importance of play in the child's life and to show what kinds of play have the greatest appeal for the child.

446. Gallagher, Ferol C. Characteristic attitudes of present day girls. Master's, 1933. N. Y. St. Coll. for Teach.

447. Gray, Helen Elizabeth. The Iowa State fair baby health records: differences in scores as related to the sex and the locality of the children and the individual tendencies of the psychological examiners. Master's, 1933. Iowa St. Coll.

448. Hacker, Kathryn W. An investigation of information concerning the behavior of children from two and one-half to five and one-half years of age, as given by parents in a questionnaire. Master's, 1932. Michigan. 82 p.

Studies data secured from questionnaires filled out by the parents of 39 boys and 34 girls in the University elementary school. Analyses habits of eating, toilet behavior, nervous habits, emotional behavior, and child-adult relationships. Studies the reasons given by parents for sending their children to nursery school.


Studies the nature and development of concepts of time among kindergarten and primary children as they are related to grade, chronological age, levels of development within grades, and mental age.


452. Hoffman, Ethel Antoinette. Objective means by which children are shown their progress in school. Master's, 1933. Colo. St. T.C.

453. Hosic, Virginia. The importance and extent of gestures in the behavior of children from two and one-half to six and one-half years of age. Master's, 1932. Michigan. 80 p.

* Finds gestures to be commonest in the nursery school, at the age of about four years, and that boys-gesticulate more than girls.
CHILD STUDY

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

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


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

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


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

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


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


470. Peterson, Ruth C. and Thurstone, L. L. Motion pictures and the social attitudes of children. New York, Macmillan company, 1933. 75 p. (University of Chicago.)


475. Renfrew, Samuel, Miller, Vernon L., and Marquis, Dorothy P. Children's sleep. A series of studies on the influence of motion pictures; normal age, sex, and seasonal variations in motility; experimental insomnia; the effects of coffee; and the visual flicker limens of children. New York, Macmillan company, 1933. 242 p. (Ohio State university.)


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


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

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


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


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


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


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


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


SEXT DIFFERENCES


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


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


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

TESTS AND TESTING

PSYCHOLOGICAL TESTS

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


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


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


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


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

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


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

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

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


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


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


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


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


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


Studies results of tests administered to 546 Mexican children in the Los Angeles schools and finds that with the language test these Mexicans were inferior in intelligence to the white norms, but that their intelligence was found equal to the white norms on the non-language test.


The revised test was used with 807 children of the third grade in Terre Haute, Indiana, and was found to be of proper difficulty and reliable for use in the third grade.


Describes a method which may be used in comparing the constancy of IQ's derived from individual and group mental tests, obtained by different examiners, of boys as contrasted with girls, according to levels of intelligence, of various chronological age groups, and of so-called normal individuals versus other groups.
527. Nemzek, Claude L. Intelligence testing at the college level. Journal of educational research, 26: 617-18, April 1933. (University of Minnesota)

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

529. Newlove, John Kandel. The relationship between different levels of mentality and achievement as measured by different types of tests. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88. October 1933)


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


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


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


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


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

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

Attempts to determine the psycho-physical traits in which superior development characterizes the artistic as opposed to the nonartistic child. The subjects were 11 artistic and 12 nonartistic children, equated on the basis of mental age, whose chronological ages ranged from 6 years 2 months to 10 years 1 month.

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


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


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


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

SOCIAL INTELLIGENCE—TESTS AND SCALES


After an extensive survey of the literature on the teaching of the scientific attitude a test was constructed to measure this attitude and was administered to about 500 high-school students. Findings: the test shows no sex differences; the test has a coefficient of reliability of +.507; the average test score increases directly with school level.


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

555. ———— The relation of Bernreuter personality scores to scholastic achievement and intelligence. School and society, 36: 584-96, November 5, 1932. (University of Minnesota)

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


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


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

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


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


Gives the result of five years of experimentation on the subject of levels of emotional response found in boys and girls from 10 to 18 years of age, and shows that levels of emotional response exist which correlate with chronological age, school achievement, physical development, and behavior patterns.
Determines the emotional maturity of Filipinos as determined by the Pressey interest-attitude test and analyzes critically each test item to determine the reliability of the norms of this test as they predict reliability.

EDUCATIONAL MEASUREMENTS—TESTS AND SCALES


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

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


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


575. *Brooks, Homer C. Tentative science aptitude tests, suggested tests in chemistry and electricity to be given to freshmen entering high-school. Master’s, 1933. New York. 79 p. ms.
Attempts to improve certain picture aptitude tests at Buffalo technical high-school by devising written objective tests and manipulative or skill tests as a basis for prognosticating future success in courses in industrial chemistry and electrical engineering.


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


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


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

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


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


597. Hixon, Lawrence Betta. A study for significant differences between institutional orphans and home children as measured by certain public school tests. Master's, 1933. Syracuse. 63 p. ms.

Compared the achievement, mental measurement, chronological age, and grade placement of the children studied.

598. Indiana university. Twentieth annual conference on educational measurements held at Indiana university April 14 and 15, 1933. Bloomington, 1933. 98 p. (Bulletin of the School of education, Indiana university, vol. 10, no. 1)

Contents: (1) An experiment in measuring changes in pupil attitudes affected by teaching, by Homer L. Humke, p. 5-11; (2) A study of logical learning in college classes, by Ernest L. Welborn, p. 12-20; (3) Some effects of social change on the public schools, by R. W. Holmstedt, p. 21-28; (4) Making pupils' marks in physical education more objective, by Karl W. Bookwalter, p. 29-34; (5) Comparison of two methods of measuring the high school, by Otis Trimble, p. 35-46; (6) An analytical study of the factors involved in learning to appreciate literature, by Mrs. Johnnie R. Smith, p. 47-69; (7) Special disability in reading and arithmetic, by R. C. Scarf, p. 70-84; (8) The story of school sites, by Forest Ruby Noffsinger, p. 85-94.


601. Jones, Jean Brady and Greene, Harry A. Iowa English organization test, paragraph organization in reading and composition for high schools and colleges, form A. Iowa City, University of Iowa, 1933. 4 p.

602. ———. The Iowa English organization test paragraph reading organization. Examiner's manual. Iowa City, University of Iowa, 1933. 14 p.

603. Keeler, L. W. Results of the testing program in the Branch county public schools and in the Michigan State public school. Ann Arbor, University of Michigan, 1933. 40 p. (Bureau of educational reference and research. Bulletin no. 147)

Presents results obtained from the new Stanford achievement test, primary and advanced examination, form 5, administered in the district schools of Branch county and in the Michigan State public school for dependent children at Coldwater, during the last week in April, 1932.


605. Kent, Millard C. A testing program for selecting entering students for the Vocational school at Baltimore, Maryland; a study of the students entering the Vocational school at Baltimore, Maryland, from the time of their entrance to the time of graduation or failure, by means of a battery of standardized
tests which are used as a tentative device for predicting success or failure in industrial training. Master's, 1933. New York. 112 p. ms.

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

606. Kirkpatrick, James Earl. The motivating effect of a specific type of testing program. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies. New series no. 239. Series on aims and progress of research, no. 43, 1 p.)

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


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

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


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

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


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


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

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

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


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

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

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


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


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


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


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

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

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

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

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


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


Describes the construction and testing of an instrument for measuring the personal fitness and teaching ability of college instructors, through the medium of student judgment. The experimentation involved the rating of 703 instructors by 26,076 students in 1,359 classes at Iowa State college.


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


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

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


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


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


Presents the results obtained from the testing program administered during the third week of October, 1932 to determine the existing levels of achievement in various subjects in the different grades and schools of the system; and to make suggestions for improving the conditions under which the instruction is given.

PHYSICAL ABILITY—TESTS AND SCALES


661. Brock, Ruby L. The measurement of selected motor skills. Master's, 1933. Cincinnati.


665. Ewart, Cyril G. Sensory and motor rhythm measured by the Seashore tests of factors in predicting potential skills in basketball. Master's, 1938. Iowa.


667. Frampton, Paul. The measurement of body control while exercising on the horizontal bar. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)


670. Milliken, Rex M. A survey of the physical efficiency of grade school students (grades 6 to 8) as shown by the pulse ratio test. Master's, 1933. Iowa.

671. Moshberger, Naomi L. Preliminary work for the building of written and practical tennis tests for women students at the University of Oregon. Master's, 1933. Oregon. 73 p. ms.

672. Nemzek, Claude L., Cronin, M. and Brannon, E. Motor ability of high school girls. Journal of educational research, 26: 593-94, April, 1933. (University of Minnesota)

Examines interrelationships among height, weight, IQ, and Branco motor ability test scores for 33 girls, and finds low negative relation between IQ and Branco score.


Discusses the tools of measurement; tests of health and physical education; research in health and physical education.

675. Perry, John Manard. The development and the validity of a battery of achievement tests in physical education. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

676. Seaver, Marguerite. A study in physical ability achievements expectancy based upon tests of 172,593 pupils in the Los Angeles city schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)


678. Warner, Mrs. Edna. A study of the use of the Schneider cardio-vascular rating in indicating the physiological effect of selected athletic activities upon girls in a summer camp. Master's, 1933. Cincinnati.

RESEARCH—EDUCATIONAL TECHNIQUES


Discusses research and the educator; the research problem and its background; techniques of research; media for obtaining facts; socio-descriptive and psycho-descriptive methods; experimental methods; statistics, comparison, association and speculation as research tools; the evaluative and constructive methods; and communications, organization, and development of research.


Analyzes 500 questionnaire studies, reported in 6 representative educational periodicals between 1895 and 1933, and finds that the questionnaire as an instrument for collecting statistical data has markedly increased in use during the past 38 years.

RESEARCH—EDUCATIONAL 53


683. Hitzelberg, John A. An analysis and evaluation of the findings of educational research and the recommendations of educational administrators and philosophers regarding an economical and efficient length of the recitation period in senior high-school. Master's, 1933. New York. 60 p. ms.

Finds that the 60-minute period is the minimum for the new procedures and techniques in conducting the class period.


Analyzes four ways in which inadequate knowledge makes the interpretation of educational research inadequate and harmful.

REPORTS

686. Annotated list of 800 graduate theses and dissertations in industrial arts education and vocational-industrial education accepted by institutions of higher learning in the United States, 1902-1933. Compiled by a special research committee for the 24th annual arts conference. 1933. 89 p. ms.


Abstracts unpublished masters' theses in the field of secondary school administration of the University of Minnesota.

690. Edwards, Mrs. E. D. Digest of theses accepted in partial fulfillment of requirements for higher degrees in education at the University of California, May and August 1932. University high school journal, 12: 221-23, March 1933.


693. Iowa. University. Abstracts in history from dissertations for the degree of doctor of philosophy as accepted by the graduate college of the State university of Iowa, 1922-1930. Iowa City, 1932. 170 p. (University of Iowa studies, new series no. 240. Studies in the social sciences, vol. 10, no. 2, December 1, 1933)

Contains abstracts of 12 theses in history.
RESEARCH STUDIES IN EDUCATION


These dissertations were listed in United States Office of Education. Bibliography of research studies in education, 1930-1931, and 1931-1932. Bulletins, 1932 no. 16. and 1933 no. 6.

695. —— Programs announcing candidates for higher degrees January, June, July and August 1933. Iowa City, 1933. (University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43)


697. Iowa State college. Annotated list of graduate theses and dissertations in industrial arts education and vocational industrial education accepted by institutions of higher learning in Iowa. Ames, 1933. 13 p. ms.


In addition to the report on the work of the committee, the bulletin includes a list of faculty publications, and lists doctor's and master's theses and textual material.


707. Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education with the titles of theses accepted for the degrees of master of arts and engineer, 1932-33. Stanford University, California, 1933. 230 p. (Stanford university bulletin, fifth series, no. 158, July 31, 1933)


Revises a similar index published in 1930 and includes all studies submitted up to and including the June 1932 commencement.

- CURRICULUM STUDIES


Indicates that the social sciences (economics, history, political science, sociology, psychology, philosophy) and English should properly form the core of a prelaw curriculum.


Discusses organization, offerings and enrollments, grade placement of subjects, activities, responsibility for curriculum organization, miscellaneous phases of the administration and the curriculum, and weaknesses of the schools.


Studies curriculum procedure critically.


Studies the influence of tradition and college entrance requirements on high school curriculum and finds that in the field of languages and mathematics the major limiting influences are tradition and college entrance requirements.


Lists, with very brief annotations the printed units of work, projects and activities found in magazines, periodicals, courses of study and books from January 5, 1925 to January 5, 1932.

718. Clement, J. A. An analytical study of over 100 courses of study of secondary schools belonging to the North Central association. North Central association quarterly, 8: 475-60, April 1934. (University of Illinois)


720. Dawson, Edward B. The history of curricular expansion in the College of Literature, science and arts at the University of Michigan, 1840 to 1930. Master's, 1933. Michigan. 70 p. ms.


Studies data secured from 246 graduates of the Junior-senior high-school in Hollidaysburg, Pennsylvania, who graduated between 1927 and 1932 inclusive. The training particularly desired by these graduates while in high school was in social development, citizenship, right living, selection of a vocation, preparation for entrance to a higher school of learning. Preparation for economic advancement, and training for personal satisfaction.


723. Fox, Sister Mary Laura. An analysis and evaluation of the courses of study of the school system in cities having a population of 400,000 or more. Master's, 1932. Notre Dame.

724. Gaggans, Sadie. Units of work and centers of interest in the organization of the elementary school curriculum. Doctor's, 1933. T.C., Col. Univ.

Makes a comparative study of published units of work and centers of interest to differentiate between guiding principles underlying their selection and use; interrelations of units of work and centers of interest; and diverging trends in the organization of such units of work and centers of interest.


Determines the subjects taught, the subject combinations, the relationship between experience, salaries and subjects taught.

727. Hale, Verna L. An evaluation of the unit of work program in terms of subject matter mastery. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)


731. Jones, Edna Gass. A study to determine the needs of public senior high-schools of a metropolitan area for a course in office machines. Master's,
193. Southern California. (California quarterly of secondary education, 9: 89, October 1933)


734. Leamon, E. M., Sand, Monroe, H. L., and others. A curriculum study of the accredited public high schools of Illinois (excluding the Chicago schools) showing the subjects offered, the year in which they are taught, and whether or not they are prescribed. Urbana, Ill., University of Illinois, 1933. 10 p. ms.


737. Miller, Sarah L. Constructing a tenth grade history course in the industrial curriculum. Master’s, 1932. Temple. 89 p. ms.


Studies and interprets the origin and development of the elementary curriculum from the establishment of the first schools in the English colonies in America to the war between the states, 1860.


744. Trillingham, Clinton C. The organization and administration of curriculum programs. Doctor’s, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)


746. Virginia, University. The Virginia high-school curriculum. University, University of Virginia, 1932. 97 p. (University of Virginia record, extension series. Secondary education in Virginia, no. 16)

Contents: (1) Evolution of the present high-school curriculum, by Sidney B. Hall, p. 7-14; (2) Modern practices and trends in the secondary school curriculum, by E. B.


749. Welch, Earl E. The adaptation of the curriculum to the individual pupil. Master's, 1933. Wisconsin.


READING


Data indicate that individual case diagnosis is necessary for effective use of remedial measures; observation of oral and silent reading habits and the results of standardized tests aid in diagnosis; too many high-school pupils fail because of a lack of understanding of their reading habits; responsibility for independent thinking and choice of material should be imposed on the pupil.

756. Anderson, C. Cecilia. The reading achievement of third grade pupils in relation to their intelligence and to their attendance in the low first grade. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)

757. Bartlett, George W. The improvement of reading ability on the college level. Doctor's, 1933. Wisconsin. 85 p. ms.


The 46 pupils selected from grade 5, and the 50 from grade 6 were divided into control and experimental groups. Diagnostic testing with remedial teaching in silent reading showed a decided improvement in both speed and comprehension. There was a considerable gain in the vocabulary of both groups.


764. Clark, Josephine Elizabeth. The relation of reading disability to left-handedness and speech difficulties in other members of the family. Master's, 1932. Smith.


Describes an experiment in which 756 adults were tested on three reading (comprehension) tests. They differed in educational achievement, economic status, social advantages, race and nationality.


Data indicate that there is no single best method of procedure, that provision is made for individual differences, that fewer and simpler phonetic elements are being taught, and that the needs and interests of the child determine both matter and method.

767. Crumly, June Aiken. Methods and devices for stimulating and guiding the voluntary reading of elementary and secondary school pupils. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)


774. Drust, Carolyn C. Effect of practice in rapid reading upon certain educational factors. Master's, 1933. Peabody. 84 p. ms.

Studies the effect training in rapid reading has upon vocabulary, paragraph meaning and various levels of intelligence.

775. Fair, Gladys Merriman. The value of undirected and directed single readings. Master's, 1933. Colo.St.T.C.

776. Ferrell, Kate. Summary of recent investigations in primary reading. Master's, 1933. Peabody. 84 p. ms.

777. Gerberich, J. R. Five years of experience with a remedial reading course for college graduates. Fayetteville, University of Arkansas, 1932. 15 p. ms.


Studies two groups of 25 children each in two 1A classes and two groups of 25 children each in two 2A classes, equated as to mental age, chronological age, and previous school history, and divided into experimental and control groups.


Aims to study ways and means of reorganizing and improving the teaching of reading in harmony with the results of scientific studies; to determine the character of the difficulties encountered in efforts to reorganize and improve teaching; and to measure the effect of constructive effort on the reading achievement of pupils.


Determines the factors that stimulate habits of wide reading in elementary school pupils in the sixth grade at Bay City.


Compares the effect on delayed recall of having pupils in the sixth, seventh, and eighth grades make marginal notes and underscore words as compared with reading and rereading. Data indicate that the pupils in this experiment were not able to retain the material read when they made marginal notes any better than when they read and reread for the material.


783. Holland, Benjamin F. Improvement of eye-movements in reading of college freshmen. Austin, University of Texas, 1932.


785. Iverson, Anton Ole. The relation of reading comprehension to academic success in high-school. Master's, 1933. Wisconsin.
786. *Ladd, Margaret Rhoads. The relation of social, economic and personal characteristics to reading ability. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 100 p. (Contributions to education, no. 582)

Data were secured from group tests of silent reading, intelligence, socio-economic status, play interests, personality and school attitudes tests given to children in the 3B, 4A, 4B, and 5A grades of three public schools of New York City.


Finds that extensive reading is more important in the teaching of reading than intensive reading.


Studies the use of supervisory devices for the improvement of reading in the fourth, fifth and sixth grades in the Bowie and Fannin' schools in Wichita Falls, and in City View and Cashion schools in Wichita county.


Shows the relative effectiveness of the use of visual aids, the stereograph and stereoptican slides in teaching reading to beginners.

793. Mitchell, Mary Edward. The development of a pre-primer reading program in Fayette county to supplement the state adopted texts for the grade. Master's, 1932. Alabama. 125 p. ms.


797. Page, Miriam Bennett. A diagnostic survey of the reading abilities of the members of a fourth grade class. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)


Discusses the reasons for the uncertain position held by oral reading, the educational justification and fundamentals of oral reading, and gives suggestions for the teaching of oral reading.
799. Richardson, Helen E. The relation of success in reading to two types of general ability. Master's, 1933. Chicago. 89 p. ms.
Describes an experiment with 58 fourth grade children who were tested with language, non-language, and reading tests, and classified as belonging to the balanced, non-language, or language types.

Reviews the literature on the subject to show what has been done in remedial reading on the senior high-school and on the college levels.

801. Root, Everett Raymond. State survey of primary reading based on the Lee-Clark reading tests. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

Discusses the origin and causes of handedness; tests for lateral dominance, effects of a change of dominance on the reading, writing, spelling, and speech of children; and the diagnosis and remedial treatment of disabilities in reading, writing, spelling, and speech.


Describes an experiment conducted with a group of freshmen at Syracuse university whose reading ranks showed that they might profit by systematic drill in reading.

805. — and ———. Reading remedial work for first year students of Syracuse university. Syracuse, N.Y., Syracuse university, 1933. 4 p. ms. (Bureau of educational research bulletin, 1933, no. 2)
Describes an experiment with 90 freshmen at Syracuse university in remedial work in reading.


Devises a battery of silent reading tests in four forms, measuring rate of reading, reading vocabulary, and comprehension; describes an experiment conducted at the junior high-school level in teaching silent reading to a group of retarded readers; and develops a diagnostic technique for analyzing reading deficiencies.

809. Unzicker, Cecilia E. An experimental study of the effect of the use of the typewriter on beginning reading. Doctor's, 1933. T.C., Col. Univ.
Studies first grade children in 6 Elizabeth, New Jersey schools and in the Horace Mann school in New York City, during the school year 1931-32. Data indicate that typewriting, as carried on in this experiment, does not harm the reading of first grade pupils taught by the more progressive methods.


813. Zallee, Laura Yeomans. A study evaluating the effectiveness of the extensive use of intrinsic reading materials in a primary reading program. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

HANDWRITING


Attempts to determine the progress made in handwriting by two groups of students, 25 in each group, in the handwriting classes in a state teachers college.


820. Morrison, Lewis F. An attempt to evaluate certain supervisory procedure through pupil achievement in penmanship. Master's, 1933. West Virginia. 21 p. ms.

821. Reese, Champ M. Remedial handwriting and issues affecting its instruction in secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)


Studies teachers' manuals, pupils' compendiums, and handwriting scales of eight modern systems of handwriting, and shows that extreme variation exists among the various systems in practically all of the items considered.


Finds that the Spencerian contributions to penmanship lie in systematicization of teaching, introduction of varied and beautiful capital letters, establishment of business schools, fostering of teacher training, and publication of the first copy books.

SPELLING


Deals with the effect of the study of selected basic words on the ability to spell other words having one syllable in common, and the effect upon other words having syllables pronounced the same way but spelled differently. The study involves 560 children over a period of 5 weeks.


Involves controlled experiments by groups of children and shows that generalizations developed by children guide them in spelling words of similar construction.


Data indicate that achievement results in spelling vary directly, but not proportionately, with the unit of time devoted to the subject; that the first 10 minutes of the period yields slightly greater returns than the last 10 minutes.

831. Crap, E. Orrell. A study of the misspelling of 4,000 most frequently used words, conducted in the sophomore classes of the Philadelphia high-schools. Master's, 1932. Temple. 96 p. ms.


Studies tests, letters, and written reports of the seventh and eighth grades of the Hugh Morson high-school, Raleigh, N.C.


836. Harris, Anna. Spelling errors of 9A and RC junior high-school students as a partial basis for determining spelling content. Master's, 1933. Coll. of the City of N.Y. 95 p. ms.


Describes a spelling experiment, in which a group of high-school students learn a phonetic system of spelling and are given tests in both English spelling and phonetic spelling, the results of which are compared. The system of phonetic spelling showed superiority over the English spelling system as a tool in educational procedures.


Attempts to determine whether or not a recognition type test is a valid spelling test.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

840. Alexander, Margaret. A course of study in language for the sixth grade. Master's, 1933. Iowa. 246 p. ms.


Describes the results of controlled experiments with public school children in 8 systems, and shows that more can be gained from having children score their own papers under the teacher's direction, than by having the teacher correct the papers herself.


Attempts to compile a digest of selected articles published in 1931 and 1932 on the general subject of written composition in the senior high-school, and to prepare a convenient index of this selective reading list for the use of composition teachers in the senior high-school.


Studies the technical vocabulary, the main ideas involved in the statement, and the grammatical variations included in the application of punctuation rules. Seeks to determine whether or not certain of these variations can be ranked in the order of their relative difficulty on the basis of pupil performance on specific tests, whether or
not the order of specific difficulty remains the same from grade to grade, the extent
to which errors persist from grade to grade, and how the items are being taught.

851. Brainerd, Helen A. A course of study in pre-third grade language
skills. Master's, 1933. Iowa. 100 p. ms.

852. Brandenberger, Elsa. A survey of the principles and practices of the
teaching of composition in the senior high-school. Master's, 1933. Cincinnati.

Colo.St.T.C.

854. Cabanatan, Saturnino I. Vocabulary burden of eighth grade English
textbooks in the public high-schools of the Philippine Islands. Master's, 1932

Finds that the book used in the Philippine schools has a more difficult vocabulary
than that of the typical book for use by American children, although English is foreign
to the Philippine children.

855. Campbell, Jean. A controlled experiment in capitalization. Master's,
1933. Miami. 64 p. ms.

856. Castlesberry, Mrs. Martha Anna. The history of the teaching of oral
English in Texas colleges. Master's, 1933. Texas.

857. Chapman, Martha Gertrude. English composition according to the

Master's, 1933. Cincinnati.

60 p. ms.

Studies the practices in the use of the comma as reflected in college freshman themes.

860. Collins, Louise. Relations of ratings obtained in high-school English
courses to each other and to ratings obtained in first-year college English.
Master's, 1933. N.Y. St. Coll. for Teach.

861. Cross, Grace. Objective determination of theme topics. Master's, 1933.
Colo.St.T.C.

Master's, 1933. Southern California. (California quarterly of secondary education, 9 : 82, October 1933)

863. Daniels, Blair Ellsworth. The effect of specific practices upon correctness
in use of certain irregular verb forms. Master's, 1932. Temple. 34 p. ms.

864. *Denniston, Olive N. L. A renaissance in high-school composition
through creative writing. Master's, 1932. Boston Univ. 74 p. ms.

Data were secured from 30 high-schools in 23 cities in 17 states, and from current
periodicals and books on creative writing.

865. Eatherton, Amelia S. U. Investigation relating to the organization
and methods of large classes in English composition. Master's, 1933. Southern
California. (California quarterly of secondary education, 9 : 83, October 1933)

866. Esalinger, R. W. An evaluation of the instructional effects of a specific
type of language drill material. Master's, 1933. Iowa. 54 p. ms.

867. Eysch, Alvin C. Explication in freshman English. English Journal

868. —— Measuring the outcome of instruction in freshman English. Min-
nneapolis, University of Minnesota, 1933. 10 p. ms.

Analyzes 4,440 compositions written by 220 third, fourth, fifth, and sixth grade children from November 1932 through April 1933, as to differences in length, spelling, sentence structure, vocabulary and general merit. Finds significant differences in favor of handwriting group in vocabulary, ability to use complete sentences, and punctuation.

870. Fossum, Ernest. A study of the speech needs and abilities of high-school pupils. Master's, 1933. Iowa.


Studies the errors in written English composition of tenth grade Filipino students.


Seeks to determine the extent to which tests in technical English usage tested students in their learning difficulties.


875. Gunn, Mary Agnella. A technique for improving basic skills in English in high-school. Doctor's, 1933. Iowa. Iowa City, University of Iowa, 1934. 40 p. (University of Iowa studies, new series, no. 266. Studies in education, vol. 8, no. 7)

Attempts to construct a technique for improving equipment in the three basic skills in English, correctness of spelling and vocabulary; to verify the practicability of the procedure by testing its effectiveness in the University experimental school.


Lists the attitudes, abilities, and skills necessary to the teaching of oral English.


882. Hinchman, Florence M. A plan for teaching a socially useful course in English to a dull ninth grade. Master's, 1933. Wisconsin.


Describes an experiment using three distinct groups of students equivalent in ability and preparation in English, as measured by composite scores on two objective tests administered to the entire freshman class at the beginning of the year.

887. Kaden, Vera C. On what would the University of Illinois teachers of freshman rhetoric classes place greater emphasis if they were high-school teachers? Urbana, University of Illinois, 1933. 7 p. ms.


Implies that the teacher must select his materials in terms of the interests, tastes and abilities of his pupils, and must take the child beyond the level at which he found him.


Compares books published from 1910-1920 with those published from 1921-1932. Books classified as composition showed a decided trend from formal structure and theory toward increased emphasis on socialization of instruction. Those classified as literature stressed the pupils' knowledge of the growth and content of literature.


Attempts to discover and compare the writing interests of fifth grade elementary school pupils in New York City with those of pupils of the same grade in the Hebrew schools in Jerusalem, Palestine; to compare the writing interests of the Jewish pupils in those cities with those of the non-Jewish-American pupils; to find out to what extent chronological age, mental age and 'Q' are factors in determining the writing preferences; and to determine whether pupils of the fifth grade are consistent in their writing preferences and to what extent their expressions of interest are reliable.

893. Lane, Laura B. A study of verse-making as an exercise in creative education. Master's, 1933. Kansas. 60 p. ms.

Surveys recent literature in the field of creative writing and studies current practices in 25 Kansas high-schools by means of a questionnaire.


899. Mitchell, Guy C. A program for teaching English in the senior year of Louisiana high-schools with special reference to the Morrison philosophy. Master's, 1933. Louisiana.


903. Obermann, Margaret H. A study of the degree to which the written vocabulary of children has been determined. Master's, 1933. Iowa. 292 p. ms.

904. Odell, Dorothy Lancaster. The effect on pupils' sentence structure of systematic practice in composing original sentences. Master's, 1933. Chicago. 66 p. ms.


Finds that practically no relation exists between chronological age and excellence in composition. Grade in school was significant in predicting degree of excellence.


913. Scott, Margaret Mariah. The vestiges of the subjunctive mood in contemporary literature. Master's, 1933. Colo. St. T.C.


916. Smith, Rupert Hawley. The relation of interest to success in secondary school language. Master's, 1933. N.Y. St. Coll. for Teach.


Investigates the number and quality of adjectives used by children in the elementary grades, the relationship between the descriptive vocabulary of children of foreign and of American parentage, and the relationship between adjectival vocabulary and intelligence.


A questionnaire was developed and given to the pupils in the June 1932 graduating class of North high-school, Denver, to determine the relation of ability in English and mathematics by a correlation of the marks obtained by the classes of 1931-1934.


923. White, Carl B. Semantic variations in oral and written vocabularies. Master's, 1933. Iowa. 196 p. ms.


Attempts to determine whether individual teaching based on diagnostic findings will be more beneficial than group teaching in remedial composition. The class taught by the former method made conclusive gain over the control or group-taught class in all items of skill, mechanics and composition. The gains in composition were greater than those in mechanics.

926. Wolter, Hugo W. Correlation between early English training and later ability in English. Master's, 1933. T.C., Col. Univ. 11 p. ms.

Studies 134 students at Concordia collegiate institute, Bronxville, N.Y., and finds that there is a definite positive correlation between the language training given a child before the age of six and his later ability in the use of the English language.

LITERATURE


Shows that the Whittier family were Quakers; gives some of the fundamental tenets of the Quaker beliefs, and shows how these doctrines were embodied in his poetry.


930. Bulger, Katherine. The social background for the study of literature, 1300 to 1600. Master's, 1933. Colo. St. T.C.

931. Caldwell, Dorothy Anderson. A critical bibliography of literature to be read to and with children in the elementary grades. Master's, 1933. Okla. A. & M. Coll.


934. Cook, Thomas R. A plan to reduce the time generally used to teach high-school literature assignments, in order to include more modern or related literature in the English curriculum. Master's, 1932. New York. 41 p. ms.

Data indicate that knowledge and appreciation of literature may be given high-school students in less time than educators commonly believe necessary, and that the present high-school English curriculum can be extended to include more modern literature.


Studies contrasting teaching methods for securing comprehension and appreciation of poetry with tenth-grade pupils of superior ability, and finds that the extensive-reading method is more effective in achieving the aims of instruction in literature than the intensive-study method.


Finds that adults are more favorably treated than otherwise in children's literature.

939. Gould, Clara W. H. Recent biography: an analytical study with a view to determining the essential similarities and differences in subject material and treatment in modern biographical writing for adults, young people in the ninth school grade, and children below ninth grade. Master's, 1932. Western Reserve.


Studies the history of Maine through song and story, and also studies early American literature.


Attempts to determine the specific themes of required literary selections and to evaluate these themes as a means of social development. As a working basis 100 selections were chosen as being common to all schools and were grouped according to type.


Finds that the teaching of literature today, if it is to be functional for living, needs to be more closely related to the reading interests of well-defined groups and to be more scientifically based upon a sociological analysis of the types of lives and the resultant needs of each group.


Attempts to select poetry of China, Japan, and Korea which is suitable for American secondary schools.


Examines line by line, 6 anthologies representative of the poetry, essays, short stories, and short drama studied in high schools for religious, personally ethical, and socially ethical content.


Evaluates 15 texts used in the high-schools in the light of the two cultural objectives of modern language teaching and finds that few pieces of literature—and none of the masterpieces—are adequately measured in such a count.
950. Mains, Frances Virginia. Extensive reading in literature for pupils of low ability in English. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)


Sets up the need for intellectual, emotional, and social growth, and shows how this growth may be secured by the pupil through a reorganized and properly presented study of literature and composition.

952. Martin, Mrs. Grace. The appreciation of poetry in the junior high-school. Master's, 1933. West Texas St. T.C. 140 p. ms.


956. Miller, Georgia E. Study of technique for developing comprehension of literature. Master's, 1933. Iowa.

957. Peecher, Virgie. The functions of literature and composition in liberating the intelligence of high-school pupils. Master's, 1933. Ohio. 254 p. ms.

Finds that the teaching of literature and composition are rich in materials which liberate intelligence and develop a wholesome philosophy of life.


Describes an experiment in teaching children by the pure-pleasure and the character training or problem method, and finds little difference between the methods in results obtained, although the problem method holds the class to more uniform performance.


964. Stevenson, Anna B. The teaching of poetry to high-school students. Master's, 1933. N.Mex. Nor. Univ. 150 p. ms.

965. Stokesberry, Marie B. Twentieth century American criticism in the field of contemporary American poetry. Master's, 1933. Colo. St. T.C.

966. Terpening, Lucy Lee. Educational value of the red Indian contributions to American literature. Master's, 1933. N.Y. St. Coll. for Teach.


969. Walsh, Margaret. Comparative values of free, informal reading and assigned, formal reading as a method of teaching literature. Master's, 1933. N.Y. St. Coll. for Teach.


972. Wolzumth, Allene Margaret. The social backgrounds for the study of English literature, 1400 to 1485. Master's, 1933. Colo. St. T.C.

FOREIGN LANGUAGES

CLASSICAL LANGUAGES


981. Fortner, Bertha C. An outline of material for teaching some of the historical cultural objectives of secondary Latin. Master's, 1933. T.C., Col. Univ. 87 p. ms.
982. Geis, Mary E. An investigation of civic, skill and informational values of high-school Latin. Master's, 1933. Cincinnati.


Attempts to construct standardized achievement tests in functional secondary school Latin that will be valid for testing the attainment of the immediate objectives set up by the Classical investigation, namely, the progressive development of the ability to read and understand Latin, through an increasing mastery of the elements of language: vocabulary, forms and speech feeling.


987. Henry, Chester P. Some facts concerning 100 high-school pupils who elected four years of Latin, mathematics, or science. Master's, 1932. Michigan. 74 p. ms.

Finds that the 100 pupils from Flint high-school who were studied, were ambitious and had definite educational objectives, were interested in biography and history, had not participated in athletics; that the Latin students received higher marks than mathematics and science students, and that the Latin and mathematics students were of more than average intelligence.


Attempts to determine in what ways authors of recent texts for the use of students in beginning Latin are endeavoring to develop the historical and cultural aims in the teaching of the subject.


Considers the quoted references from Caesar comprising the "supplementary history," and compiles comments from other sources defining and amplifying the facts of this supplementary history.

995. Rifenberick, Verna M. Relations of Greek word roots and third year Latin vocabulary. Master's, 1933. Pittsburgh. (Abstract in: University of

Compares the use of the subject plan with the contract plan in the teaching of Latin.


998. *Snyder, Walter F. The influence of two years of high-school Latin on pupil vocabulary difficulties in American history. Master's, 1933. West Virginia. 55 p. ms.

Attempts to determine objectively the extent to which two years of high-school Latin can be expected to assist a pupil in acquiring a passive knowledge of difficult words in American history. Data indicate a significant transfer value from the study of Latin to English vocabulary, suggesting that Latin should be given as early in the high-school curriculum as possible.

999. Streeter, Isabella Crane. The application of Latin to the understanding of certain Latin elements in English. Master's, 1933. Boston Univ.


MODERN LANGUAGES


Finds that the motion picture has been used and found successful in the teaching of the cultural aspects of foreign language study; that little has been done with it in the linguistic aspects; that more and better scientific investigation is needed; and that teachers and picture producers generally have had little experience in the use of film in the classroom.


Finds that dramatic production is a positive factor in the work of the language departments in the New York City high schools, that there is a lack of uniformity in the methods of play group organization and supervision, and that there is need for greater familiarity with specific play elements and techniques.


Compares the active-passive vocabularies of students who have had two years of high school French with those who have had one year of college French, to determine whether the two year high-school group had reached the same level of achievement as the one year college group. Finds that the two year high-school group as a whole excelled the one year college group.


Data indicate that if the vocabulary and idiom are known, students manage to extract the thought from the printed page; for a 2-year reading course the amount grammar contributes to reading ability is small. A passive or recognitional knowledge of infrequent forms is sufficient.

1011. Herrier, Marie Rose. Laboratory exercises for the "Shorter French course" by Fraser and Squair. Master's, 1933. Peabody. 40 p. ms.


1014. Goodwin, Kathryn. The cultural material to be found in 20 Spanish textbooks in common use in high-school. Master's, 1933. Northwestern. ms.


1017. Harvey, Ada Jane. The frequency of errors in students' French compositions as indicated by the College entrance board examinations. Doctor's, 1932. New York. 113 p. ms.

Represents an accurate count of errors made in the composition exercises of a large number of official examination papers, and contributes analytical interpretations of the data found.


Of the 6,000 words studied, 2,558 were sufficiently alike in their French and English form to be easily recognized by a person familiar with only one of the languages, of the 6,000 words studied in their French and Spanish forms, 2,554 were sufficiently alike to be easily recognized.


1024. Malek, Nelly Oxina. An analysis of objective investigations relating to the teaching of modern foreign languages. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)


Finds that 576 persons were employed by 76 firms because of their knowledge of languages. The languages were ranked in the following order for vocational value: Spanish, French, German, Italian.


Shows that students who had studied French for 3 years showed distinct superiority over those who had never studied it; that after two years study of French, students did little better than those who had never studied it; that a comparison of Spanish, German and Latin students who had not studied French, showed no one language group superior to the other in knowledge of French culture; and that the amount of French cultural information possessed by students of French was not affected by the study of a second foreign language.


1031. Oxley, Ruth Marion. Teaching elementary-Spanish through extensive reading. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

1033. Rion, Annie Belle. The gradation of six French texts according to vocabulary difficulty. Master's, 1933. Peabody. 58 p. ms.


1035. Shonfeld, Sadie S. Non-essentials in the teaching of German subjunctive with reference to the reading objective. Master's, 1933. Coll. of the City of N.Y. 80 p. ms.

1036. Tamborra, J. Why study modern foreign languages? The French review, 6, March 1933. (University of North Dakota)


1038. Wengraf, William L. The applicability of German songs in teaching German in junior and senior high-schools. Master's, 1933. Coll. of the City of N.Y. 111 p. ms.

1039. Williams, Millie L. A study of 100 border line pupils in French in the White Plains senior high-school to determine the effects of failure and promotion in French. Master's, 1932. New York. 28 p. ms.

Data indicate that the problem must be decided for each individual pupil.


Studies five measures of prognosis and three measures of achievement which were applied to approximately 100 pupils in secondary schools of Johnstown, Pa.

**MATHEMATICS**


Describes an experiment conducted in the Mt. Lebanon junior-senior high school during the school year 1930-31, to determine the effects of cumulative teaching and testing on the permanent fixation of mathematical facts and principles, and on the individual's power to see, understand, and use these facts and principles in the solution of practical mathematical problems.


Discusses the supervision of the department; a program of departmental testing and research; providing for individual differences; choosing the textbook; bases of determination of the aims and purposes of teaching mathematics; methods of selecting materials for teaching purposes; organization of the instructional materials of geometry; the organization of the content of algebra; the correlation of mathematical subjects; planning the teaching of a body of instructional materials; articulation of junior and senior high-school mathematics; and unified mathematics and the changing curriculum.


Attempts to determine the mathematical concepts and skills likely to be called for in a beginning course in educational statistics, to measure the abilities of students of statistics with respect to certain of these skills, to ascertain the common mathematical difficulties of students of statistics, to indicate the relationship between mathematical ability and success in the statistics course, and to suggest measures for mitigating difficulties of a mathematical nature.


Finds that the liberal philosophy of the Greeks pointed the way to modern progressive education, and that visual teaching by objects was historically the earliest type of teaching.


Deals with the attainment of Ohio high-school seniors in mathematics as shown by the 1932 scholarship tests.


Attempts to develop a general technique for the treatment of subject matter in professional schools for the training of teachers.


Compares size of probable error of estimate and improvement of prediction over "chance" obtained from three different definitions of "chance" or "pure guess."


Analyzes the types of errors and difficulties of 50 boys and 50 girls and finds that the poor group made four times as many errors in addition and subtraction as did the high group.


1065. Ingraham, William W. Mastery of certain mathematical concepts by pupils of the sixth, seventh, eighth, and ninth grades in an urban community. Master's, 1933. West Virginia. 73 p. ms.

Analyzes the types of errors and difficulties of 50 boys and 50 girls and finds that the poor group made four times as many errors in addition and subtraction as did the high group.


1068. McCluggage, Bessie Ellen. Improving the ability of problem solving. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)


Describes an experiment conducted in Elizabeth, Englewood, New Brunswick, Dover, Kearny, and Hasbrock Heights in high-school mathematics planned to give pupils who are not going to college an interest in and knowledge of fundamentals of algebra, geometry, trigonometry, the use of a transit and a slide rule.


Studies two types of training in four classes in eighth and ninth grades. Data indicate that it makes little difference at the end of the ninth grade, in knowledge of
either arithmetic or algebra, whether the pupils have had two months of introductory algebra followed by nine months of formal algebra, or two months of intensive drill in the fundamentals of arithmetic, stressing fractions and decimals, followed by eight months of formal algebra.


1076.— Standardization of statistical symbolism. Journal of experimental education, 1: 223-27, March 1933. (University of Illinois)

Lists nearly 100 symbols with corresponding specific definitions.


Compares theories and techniques of elementary statistics in education from the viewpoint of mathematics, pure and applied.


Attempts to determine the present status of freshman mathematics in teachers colleges, what its status should be, and means which might be used to accomplish the desired goals.


1085. Van Ulzen, Alka L. A tentative course of study for the seventh and eighth years' work in junior high-school mathematics, meeting the needs of pupils of superior, average, and low abilities. Master's, 1933. Ind.' St. T.C. 375 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 281, July 1933)

Data were secured from an analysis of 10 sets of current textbooks in junior high-school mathematics; 50 courses of study chosen from various sections of the United States; and opinions of authorities in the field of mathematics.


ARITHMETIC


Compared the two methods of solving problems in arithmetic as used in the eighth grade of the Garfield junior high-school, Johnstown, Pa., during the first semester of the school year 1930-31. Data indicate that the rewording group made greater gains on all tests than the formula group.

1090. Brown, Eliza F. Objective community check through what former pupils are doing on what commercial arithmetic to teach. Master's, 1933. Boston Univ. 41 p. ms.


Examines the scores of 336 sixth grade pupils on the new Stanford achievement test in five tests to find the relationship existing between arithmetic reasoning and the other tests, and finds that there is a wide divergence in the reasoning and computation abilities in arithmetic, and that there is a large degree of correlation between arithmetic computation and arithmetic reasoning.


Determines the type, frequency, and probable cause of the errors made and questionable habits of work used by children in their responses to exercises involving the mechanical aspects of multiplication.


Data indicate a significant relationship between reading and arithmetical ability.


1096. Craig, Beulah Beatrice. The devices used in the teaching of decimals in the elementary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)


Studies of 150 pupils whose grades were below the median grade of a group of 300.

1098. Draper, Elizabeth Morton. The development of the number system for high-school students. Master's, 1932. T.C. Col. Univ. 29 p. ms.


An analysis of 170 elementary school papers of a Michigan city system indicates that a large amount of arithmetic was involved in various school situations, and also indicates the character and extent of these number situations.


Studies 746 children in grades three to eight, of whom 196 were in the Potsdam demonstration school and 547 in the Massena public schools.


Studies the effect of interest, sentence form, style-language details, and vocabulary on sixth grade children's success in solving verbal arithmetic problems. Data indicate that there is probably no best form for the statement of the arithmetic problem.


Studies two groups of 10 pupils each, selected from a class of 46 pupils in a city school, to determine their difficulties in the addition and subtraction of fractions. General and specific diagnostic tests were used. The results show a significant range in the knowledge background and understanding between the groups.


Data indicate that the various types of pupil difficulties can be eliminated by means of proper attention and instruction, and that pupils of low intelligence are capable of improving in arithmetic when given individual attention as needed.


Data indicate a direct relationship between teacher's knowledge of arithmetic and ability to teach the subject.

112. McConnell, T. Raymond. A controlled experiment in the learning of the 100 addition and the 100 subtraction facts. Doctor's, 1933. Iowa. 321 p. ms. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Data, based on an experiment carried on in the second grades of Toledo, Ohio, schools, indicate that ability to respond immediately and automatically to number facts may be developed by the process of mechanical repetitions, but outcomes involving more thought and deliberate manipulation and application of the number facts may be better attained by the pedagogy of discovery and insight.

113. Metter, Harry Louis. The arithmetic curriculum since 1860. Doctor's, 1933. Illinois. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Deals with the general aspects and changes of the aims, topics, and learning exercises, and attempts to identify the trends in the development of the arithmetic curriculum.


Data indicate that systematic instruction in reading verbal problems is relatively more effective with dull pupils, and is not effective with bright pupils.


Data indicate that home study in junior high school English is of no value, and home study in arithmetic is of little or no value.


Determines the semester gains in reasoning and computation made by pupils of grades 7B, 7A, 8B, and 8A of the Oliver high school, Pittsburgh, Pennsylvania, based on two sets of the new Stanford arithmetic test scores.


Analyses two seventh grade mathematics texts, and investigates and compares 11 different methods of sampling.


Ascertains the amount of transfer from taught to untaught higher-decade combinations by comparing the achievements of children who were taught 225 higher-decade combinations, first, with a group that was taught 112 of these combinations and, second, with a group that was taught none of them.


1126. Walters, Margaret Rose. How to study arithmetic. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88. October 1933)

1127. Wherry, Elwyn A. The effect of special training in arithmetic reading on achievement in junior high-school mathematics. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

1128. Whittemore, Mrs. Katheryne C. W. The ability of children to interpret graphs. (In National society for the study of education, 32nd yearbook, 1933. p. 492-506.) (State teachers college, Buffalo, N.Y.)


The Clapp-Young self-marking arithmetic test form A, in two forms, one with answers and the other without answers, was given to 955 pupils in six different schools in Youngstown, Ohio, in grades 5 to 8. Data indicate a significant difference in favor of suggested answers.


Studies types of Arabic and Roman numerals, simple and decimal fractions, various units of measure, units in the money of the United States and foreign countries, and mathematical terms and concepts in books and materials involved in regular assignments of children in grades 3 to 8 inclusive.

ALGEBRA, GEOMETRY, TRIGONOMETRY, AND CALCULUS


Discusses the history, function, and problems of geometry; the principles of high school geometry teaching; geometry materials for the application of the pattern of teaching; some features of geometry including analysis, indirect proof, and continuity in geometry; and modern Euclidean geometry.


Compares the teaching of high-school elementary algebra in 1900 with the teaching of the subject today and finds that the trend has been from the theoretical to the practical and utilitarian aspects.

1140. Colley, Cecil Marion. The effects of various aids to interest upon achievement in 9th grade algebra. Master's, 1933. Northwestern. ms.

1141. Dailey, Earl L. A comparison of the long mimeographed assignment versus the daily oral assignment in tenth grade plane geometry as measured by achievement tests. Master's, 1933. West Virginia. 48 p. ms.

Data indicate that there were no significant differences for achievement in favor of either method, but that the pupils in the experimental group were more enthusiastic, the problem of discipline was practically eliminated, and promotion was 100 per cent in that group.


Attempts to determine to what extent the content of courses of secondary mathematics is used in the solution of the problems of the calculus, and finds that elementary, intermediate and advanced algebra, plane, solid and analytic geometry are necessary to the study of the calculus.

1144. Fischer, Egbert D. Changes in problems and exercises in plane geometry. Master's, 1933. Texas.

Traces change in problems and exercises over a period of 100 years as shown in typical textbooks.


1147. Gainer, James V. An experimental investigation to determine the relative effectiveness of two plans of teaching first year algebra; a daily oral
assignment plan and a plan employing study guide sheets. Master's, 1933. West Va. 54 p. ms.

Describes an experiment covering a period of 14 weeks, conducted with two groups of 14 students each, equated on the bases of chronological age, IQ, and algebraic ability.


1150. Henry, Lyle K. The role of insight in plane geometry. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 260. Series on aims and progress of research, no. 43. 1 p.)

Attempts to obtain a psychological picture of the mind at work on plane geometry and fails to substantiate the hypothesis that the solution of geometric originals by insight is the typical experience.


Studies present methods and objectives in the teaching of algebra and geometry in the high-schools of Kansas.


Data indicate that there was no relation between appraisal of accuracy of knowledge and achievement.


Attempts to determine whether recent plane geometry texts have the organization necessary to train the pupil for better thinking in non-geometric situations.

Answers the questions: (1) In terms of student achievement what is a high-school "unit" of plane geometry as presented for college entrance?; (2) does the fact that one presents a high-school unit of plane geometry for college entrance have any significance as an indication of ability to do college work?; (3) what are the educational implications concerning plane geometry?

1162. Moler, Mary E. Two approaches to the teaching of intuitive geometry in the junior high-school. Master's, 1933. Ohio. 80 p. ms.

Describes an experiment with two beginning sections of intuitive geometry, one using the regular textbook approach and the other having a 4 weeks' preview of the concepts of geometry, logically arranged.

1163. Moore, Benjamin A. A survey of the chief arithmetical weaknesses which persist through one semester of algebra as shown by the ninth grade classes of Marion county. Master's, 1933. Ohio.


1168. Parnell, T. B. The improvement of the instruction in algebra through the frequent use of objective examinations. Master's, 1933. South. Methodist. 30 p. ms.

1169. Ritchey, Harold T. The reorganization of instruction in elementary geometry. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)


Data indicate no significant difference in the effectiveness of one method over the other.

1173. Stinchcomb, Judd T. Psychological justification of the use of models in plane geometry. Master's, 1933. Ohio. 53 p. ms.


Describes an experiment conducted in Chaney high-school, Youngstown, Ohio, during the first 10 weeks of the first semester of 1931-32. Data indicate that teaching without a textbook is slightly superior to the conventional textbook method.


Describes an experiment conducted in Chaney high-school, Youngstown, Ohio, during the first 10 weeks of the first semester of 1931-32. Data indicate that teaching without a textbook is slightly superior to the conventional textbook method.


Data were collected from 387 high-school pupils, representing 20 classes in 12 different schools, none of whom had ever studied algebra before.


Studies the development of a general technique for the treatment of subject-matter in professional schools for the training of teachers and its application to modern synthetic geometry.


**SCIENCE**

**GENERAL SCIENCE**


1184. Blough, Glenn O. An attempt to determine the relative values of the reading-study method and the developmental-discussion method of teaching science material to sixth-grade pupils. Master's, 1933. Michigan. 90 p. ms.


1188. Dorris, Alice K. Certain aspects of general science causing difficulty in learning. Master's, 1933. Pittsburgh. (Abstract in: University of Pitt-


Finds that teaching the vocabulary of general science results in enriched learning without increasing the length of the classroom period and is a valuable teaching device.


1193. Harris, Russia. A course of study in general science for junior high-schoo. Master's, 1933. Iowa.

1194. Haupt, George W. An experimental application of a philosophy of science teaching. Doctor's, 1933. T.C., Col. Univ.


Seeks to discover what minimum essentials of science knowledge are usually obtained without classroom study, what minimum essentials of science knowledge need classroom air, and what varying degrees of stress need to be applied to these topics.


1200. Robertson, Martin L. A basis for the selection of course content in elementary science. Doctor's, 1933. Michigan.

1201. Schiffman, David. The factors associated with the interests of first year high-school girls in various topics of general science. Master's, 1933. Coll. of the City of N.Y. 67 p. ms.


Studies two 7A groups of 60 pupils each in the Taylor Allerdice high-school, Pittsburgh, Pa., to determine whether a definite guidance procedure in the teaching of general science might be productive of measurable values.


Compares the subject plan with the contract plan in teaching general science.


NATURE STUDY, BIOLOGY, AND BOTANY

1208. Frazer, James C. Field trips which are available to New York City schools and which may be taken in connection with the study of biological science. Master's, 1933. T.C., Col. Univ. 25 p. ms.


Determines the methods and practices used by teachers colleges in the training of biology teachers, studies high-school methods and courses in biology and tries to determine the adequacy of the teachers' preparation for teaching biology.


1216. Livingston, David. An investigation of the educational facilities offered by the New York State museum to teachers and students of biology. Master's, 1933. N.Y. St. Coll. for Teach.

1218. MAXWELL, PAUL A. Cultural natural science for the junior high-school. Baltimore, Md., Williams and Wilkins, 1932. 162 p. (Penn State teachers college)

Studies objectives and procedures for junior high-school cultural or avocational science.


1220. NOBLE, RUTH CROSBY. Biological field work in elementary science. Master's, 1933. T.C., Col. Univ. 32 p. ms.


1222. ORSBORNE, HELEN DENNY. The status of biology in the secondary schools of California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

1223. PEARSON, NELLA. Opportunities for teaching nature-study in a fourth grade in Alabama. Master's, 1933. Peabody. 230 p. ms.


1226. ROBERTSON, HAROLD BLAKE. Teaching biology through the study of diseases. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

1227. SUITER, LOTTYE MAE. Survey of typical nature materials in one teaching situation. Master's, 1933. Peabody. 68 p. ms.

Attempts to find typical nature materials for teaching science at Murray state teachers college, Murray, Ky.; to locate these and show possible uses which may foster children's interest in science.

1228. VICTOR, ETTA GENE. Context and presentation of general botany at Iowa State college. Master's, 1933. Iowa St. Coll.

1229. WELLS, EDITH BRADLEY. Types of questions and pupil responses to a comprehensive examination in biology. Master's, 1933. Chicago. 172 p. ms.

1230. WOODY, MONTFORD HARLAND. An experimental comparison of instruction with and without labeled specimens in nature study. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

CHEMISTRY AND PHYSICS


1232. BAILEY, JAMES STANLEY. Methods of using biography as an aid in teaching chemistry. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)
Data, based on a study of 23 high-schools in four states, indicate that mastery in physics is not a matter of time.

Studies the relationship of chemistry to history, foreign languages, mathematics and English.

1235. Brock, Clarence A. A study of the comparative effectiveness of the laboratory before discussion and laboratory after discussion procedures in high-school chemistry. Master's, 1933. West Va. 53 p. ms.
Attempts to establish a proper sequence for the discussion and laboratory procedures in high-school chemistry, and finds from a study made at East Fairmont high-school, Fairmont, W.Va., that the laboratory after discussion is relatively a better procedure than laboratory before discussion.


Attempts to determine the efficiency of a new chemistry laboratory manual written by the Chicago chemistry teachers.


Part 1 takes up the construction of the study outlines in physics; part 2 records the experimental procedure adopted to evaluate the study outlines.


1242. Crosby, Otis Ault. A measure of growth as influenced by teaching study aims in high-school chemistry. Master's, 1933. Wittenberg. ms.


1247. Grignon, Roy T. Vocational opportunities offered in the field of chemistry. Master's, 1932. Wisconsin.
1248. Hall, Charles W. The arithmetic involved in the solution of high-school chemistry problems. Master's, 1933. Ohio. 82 p. ms.


Chemistry was taught at the University of Pennsylvania at least as early as 1756; in the Central high-school of Philadelphia during its first academic year, 1838-1839; and lectures on chemistry were delivered at Franklin Institute soon after its incorporation in 1824.


The unit "electricity in communication" was selected and organized in order to illustrate and try out a different type of teaching unit in physics.


Discusses the idea of relativity and measurement, the nature of light, the special theory of relativity, the general theory of relativity, measurement philosophically treated, and the educational significance of the theory of relativity.


1259. Morton, Mary A. Mathematical ability and chemistry achievement in high-school. Master's, 1933. Howard. 86 p. ms.

Attempts to determine the mathematical ability required in high-school chemistry, and to construct a valid and reliable test of such mathematical ability.


1264. Bondelli, Joe. Survey of the industrial needs of electricity to obtain information to be used as a basis for a curriculum in electricity in high-school. Master's, 1932. Kans. St. T.C., Pittsburg.


Results indicate that a quantitative reaction which is within the scope of the student is the form of test best suited for the measurement of laboratory technique; and that among the tests now in use, the Pershing and the Strong tests seem best fitted for the elementary chemistry course.

1271. *Waring, Claude L. An experimental investigation in the relative effectiveness of recitation and laboratory work in high-school chemistry. Master's, 1933. West Virginia. 23 p. ms.

Data indicate that the recitation first method is somewhat superior to the laboratory first method for the total number of pupils tested.

1272. West, Guy A. Influence of high-school science on grades in college chemistry. School science and mathematics, 32: 911-13, November 1932. (New Mexico State teachers college)

Data on high-school science credits of students registered for the fall course in college general chemistry were secured and studied, and showed that the number of units of high school science a student had taken was of less importance for his success in chemistry than some other factors.


SOCIAL STUDIES

1278. Bateman, Eva. A curriculum in the social studies adapted to the fourth, fifth and sixth grades of Forest Park school. Master's, 1933. Duke.


1280. Bottenfield, Esther May. The relation of the social studies in the high-school to the social trends. Master's, 1933. Illinois.


1284. Cooper, George S. The trend toward a combined course of social studies and English senior high-school curricula. Master's, 1933. Brown. 124 p. ms.

Analyzes published reports of experiments in developing a unified course in the social studies with special reference to the inclusion of English therein as a basis for a social education based on the essential inseparability of the various aspects of the behavior of human beings in their reactions upon each other and their environment.


1288. Dutton, Wilbur Harvey. Difficulties involved in the location of information of junior and senior high-school social science. Master's, 1933. Colo. St.T.C.


Reports the progress of a course in the art of living, listed as Sociology 51, which has been offered at the University of Pittsburgh, one semester a year for the past six years.


Data indicate lack of articulation between high-school and college in history and the social studies.
1291. Frost, Anita. Students' interest in high-school economics prior to taking the course as shown in responses to statements and questions. Master's, 1933. Coll. of the City of N.Y. 70 p. ms.


1293. Hampton, Claude L. A supervisory program for the social sciences. Master's, 1933. Wisconsin.


Part 1: Economics in Minnesota high-schools; part 2: Experimental study of relative achievement of seniors, juniors, and sophomores in economics.

1299. Jacobs, Vera. Extensive reading versus the textbook method in the teaching of the social studies. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)

1300. James, Thomas B. A study of the content material of the high-school economics course. Master's, 1933. Colo. St. T.C.


Find that emphasis has shifted from history to other social studies; aim is training for citizenship rather than informational or disciplinary value; social studies have not yet developed teaching methods of their own but are sharing in the general trend toward the individualization of classroom work.


Attempts to discover prevalence of "unified" social studies in junior high schools as compared with traditional "compartimental" courses.


Studies United States, Indiana, and world history, civics, geography, and vocational guidance in grades 7, 8, and 9 of the 6-3-3-8 plan schools of Indiana.


1308. Mackay, Janette Johnson. Measuring the outcomes of instruction in the social studies. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)


1313. Paup, Thelma Katherine. An analysis of the methods used in teaching social studies to superior students. Master's 1933. Southern California. (California quarterly of secondary education, 9: 30, October 1933)


1319. Shoemaker, Lottie. Objectives for the social subjects in grades 3, 4, 5 and 6 Master's, 1933 Colo.St.T.C.


1321. Stein, Lucy. Study of the validation of the San Francisco junior high-school achievement tests in social studies for grades seven and eight. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

1322. Swindler, Robert E. Social studies instruction in the secondary schools with special reference to the curriculum, the library, the objectives and the unit system. New York, Prentice-Hall, 1933. 348 p. (University of Virginia)

Discusses the present educational point of view with its practical application to the making of programs and the planning of work; art, music, and physical education as related to an integrated school program, centered around the social studies; curriculum studies from the intermediate grades of the University elementary school of the University of California at Los Angeles, with enterprises centering about the social studies.

GEOGRAPHY


Analyzes 114 questionnaire reports as to the type of review exercises elementary teachers are using in teaching geography and reports the carrying out of five review activities directed largely by the author in grades 5, 6 and 8 of a college training school.

1325. Childers, John M. A study to measure the retention of facts in United States geography as it is taught in the elementary grades. Master's, 1933. Oregon. ms.


Provides excellent illustrative material for commercial geography, economics, history, and vocational guidance classes in secondary schools of New England.


1328. Haverstick, Mae Greybill. Geography teaching a means toward acquiring internationalism. Master's, 1933. T.C., Col. Univ. 30 p. ms.

Studies 800 children's ideas concerning other peoples.


Attempts to determine whether the 526 pupils studied could represent geographic materials by crude drawings well enough to illustrate their classroom projects with blackboard drawing.


Describes an experiment in which one section of seventh and of eighth grade pupils was taught by the traditional assignment-recitation method, and a second section of seventh and of eighth grade pupils was given a modified activity approach before the recitation proper.


Teaching with pictorial aids results in largely verbal comprehension, but truer understanding comes with the use of concrete materials.


Pupils in the third grade of the Locust Street school of Hazleton, Pennsylvania were used in the study.


HISTORY


Compares the results secured in teaching by using a big unit type of organization with a daily recitation plan.


Finds that elementary pupils read and relish interesting historical material; that they grasp historical knowledge; and that such knowledge deepens their appreciation of history as a subject.


Describes procedures used with junior high-school pupils.


Data indicate that children perform a considerable number of specific activities in study; that they do practically the same things college students and teachers do, although not in the same proportion.


Evaluates the New York City course of study in history for elementary schools, published in 1930, in the light of criteria gathered from representative and authoritative educational and historical writings.


Deals with the legislative, executive, and judicial activities directed at attainment of ends sought by authorities of governmental philosophies.

1354. King, Mary H. Comprehension of concept of location in history material. Master's, 1933. Iowa.


1356. Lindquist, Everet F., Anderson, Howard R., and Wesley, Edgar B. Aids for history teachers. Testing in the social studies. Iowa City, University of Iowa, 1933. 24 p. (University of Iowa extension bulletin, no. 10)


1358. McDonald, Ralph Waldo. An investigation of the study processes employed by high-school pupils in American history. Doctor's, 1933. Duke.


1360. Marah, Ferna A. The quantitative aspect of history in the seventh grade. Master's, 1933. Iowa. 58 p. ms.


Attempts to measure the effect of technical vocabulary drill upon the comprehension of vocabulary meanings and upon achievement in American history, and the relative value of two methods of drill procedure as indicated by the comprehension of vocabulary meanings and achievement in American history.


Attempts to determine which historical personages and which historical events connected with them may be considered most important in teaching pupils of the upper elementary grades.


Studies historical development of cartoon; examines history textbooks (1823-1933) for the purpose of observing the use of cartoons; and seeks justification for their use.


CIVICS


Attempts to determine whether one instructor without assistants can teach a large class as effectively as a small one at the college level. Finds that in several courses classes twice the present size could be as efficiently handled by one instructor, without assistants, as are the smaller classes under the present system.


Attempts to determine the effect that the teaching of certain civic ideals in the junior high-school had on the attitude and conduct of the pupils involved as compared with the attitude and conduct of pupils in the same grade who followed the regular course of study in civics as outlined for the Pittsburgh schools. There was a significant gain in attitudes of pupils taught by the indirect method.


1376. Jacobson, Carroll C. A survey of civics knowledge of high-school seniors upon graduation from South Dakota high-schools. Master's, 1933. South Dakota. 54 p. ms.


1378. McKey, Rachel Moore. The status of civics in the senior high-school. Master's, 1933. Peabody. 61 p. ms.


1380. Oakman, Otis Briggs, jr. Evidence of a new civics course as found in the junior high-schools of Massachusetts. Master's, 1933. Boston Univ. 105 p. ms.


Attempts to determine whether there is evidence of any relation between variations in a number of different mental tasks, within an individual.


1388. — A study of the amount of agreement found in the results of four experimenters employing the same experimental technique in a study of effects of visual and auditory stimulation of learning. Journal of educational research, 26 : 35-45, September 1932. (University of Wisconsin)


Data indicate that one tends to interpret certain bodily expressions as indicative of certain dominating mental or emotional states.

1390. Boehme, Mary P. Phrenology—an early attempt to find an index of intelligence. Master's, 1933. Rutgers.


1398. Chen, William Key-Ching. The influence of oral propaganda material upon students' attitudes. Doctor's, 1933. Columbia. New York City, 1933. 43 p. (Archives of psychology, no. 150)

Attempts to secure sample attitudes of college students which are nothing but reactions toward various specific pro-Japanese and pro-Chinese statements on events in Manchuria in 1931 and 1932. Data indicate that the attitudes of college students change with the propaganda used, and that their attitudes were as much influenced by an emotional appeal as by a logical presentation of facts.


Attempts to determine the attitudes which students assume toward primary and secondary discriminative reactions, the validity of the attitudes or assumptions as revealed, and to forecast the way of advance in developing thinking abilities in similar situations. Studies primary and secondary discriminative reactions to true-false testing situations.


1409. Eurich, Alvin C. Additional data on the reliability and validity of photographic eye-movement records. Journal of educational psychology, 24: 350-84, May 1933. (University of Minnesota)

1410. ——— Fourth and fifth grade standards for photographic eye-movement records. Pedagogical seminary and Journal of genetic psychology, 43: 466-71, December 1933. (University of Minnesota)

1411. ——— and Longstaff, H. F. Measured gains in psychology. Minneapolis, University of Minnesota, 1933. 11 p. ms.


Studies 26 boys and 18 girls between the ages of four and seven years, in the kindergarten and first grade of the University elementary school, to determine the dominance of one hand, eye, or foot.


Studies the effects of noise on individuals doing addition at top speed, the effect of noise on their metabolic rate, heart rate, and respiration, and traces possible adjustments or adaptation on their part when the experiments extended over a period of weeks or months.


Contents: (1) Photophonographic analysis of the vocal disturbances in stuttering, by Donald W. Dysinger, p. 1-30; (2) Action current and reflex time study of psychiatric and neurologic cases, by Donald W. Dysinger, p. 81-92; (3) Clinic-experimental approach


Contents: (1) The effect of pain and emotional stimuli and alcohol upon pupillary reflex activity, by W. Ralph Griggs Bender, p. 1-32; (2) Some neuro-physiological sources of action current frequencies, by Donald B. Lindsley, p. 33-60; (3) Comparative study of the Achilles and the patellar reflex response latencies as measured by the action current and the muscle thickening methods, by Clarence L. Nystrom, p. 61-82.


1422. — — — Studies in psychology, no. 28. Studies in the psychology of art under the direction of Norman C. Meler. Princeton, N.J., Psychological review company, 1933. 188 p. (Psychological monographs, no. 200)


Studies one factor in retroactive inhibition, which is one type of forgetting. The degree of retroactive inhibition was proportional to the degree of similarity between the materials used for the original and interpolated learning.


Paired associates consisting of letter-number, word-number, word-word or a series of three unrelated words were learned by 515 high-school students. The relative strength of the forward and backward associations formed between the members of the pairs were tested by using the first member of the pair as the stimulus in some cases and the second member in other cases. Backward associations were formed with from 63 to 79 per cent of the efficiency with which the forward associations were formed.


Studies the effect of the number of readings on the recognition-memory for prose passages reproduced verbatim versus the recognition-memory for the same passages reproduced in altered form but preserving the same meaning.


A total of 45 boys and 33 girls, ranging in age from seven to 17 years, were taught to operate a Renshaw-Weise pursuitmeter. Data indicate that the rates and limits of improvement from practice increase with an increase in chronological age; subjects seemed to fall into definite age groups; the period of greatest improvement in skill appeared during, or near the beginning of the adolescent period; boys learn to manipulate the machine more readily than do girls; there is almost no correlation between the initial and final status of performance in the case of the male subjects; the curves for the girls are more sharply differentiated.


1446. Miller, W. S. Variation of IQ's obtained from group tests. Journal of educational psychology, 24: 408-74, September 1933. (University of Minnesota)


1448. Nemzek, Claude L. The constancy of the IQ. Psychological bulletin, 30: 143-68, February 1933. (University of Minnesota)


Attempts to determine the extent, nature, early manifestations, and causes of dementia praecox; the bearing of home and school life upon this mental disorder; and the possibilities of prevention which are open to parents and teachers.


1454. Quinn, John J. The scientific method as a guide in all valid reasoning. Master's, 1933. Fordham.


Studies the "Anatomy of melancholy" in an effort to see what this 300 year old book has to offer for students in psychology and psycho-pathology, especially in respect to Burton's relation to modern authorities, and finds that it contains many principles on the nature of abnormality and of therapeutic techniques and mental hygiene which are valid today.


1458. Reger, Scott Nicholas. The threshold of feeling in the ear in relation to artificial hearing aids. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)


Describes three experiments in methods of instruction. The methods evaluated were (1) lecture-recitation, two lectures a week for groups between 150 and 170 students and one recitation a week with the large group broken into four separate classes; (2) small recitation groups of from 35 to 40 students meeting three times a week; and (3) a large lecture group of 125 students meeting three times a week for lectures only.


Part I presents a brief history of mnemonics in education. Part II presents a compilation of simple mnemonics which are occasionally taught in primary, secondary and higher schools.


Analyzes the factors of age, personality and acquaintance as they operate in the validity, reliability and accuracy of teachers' estimates of intelligence.
1465. Shapiro, Aaron. The relationship between ability in history to ability in reading and general intelligence. Master's, 1933. Coll. of the City of N.Y. 76 p. ms.

Studies the relationships between history, reading and general intelligence by means of the partial correlation technique on a population of 600 elementary and junior high-school pupils.


Attempts to determine the relative speed of the visual and auditory processes when varying intensities of the sound stimulus are paired with varying intensities of the light stimulus. The subjects used were 80 college students taking work in general psychology in the Jeeup psychological laboratory. Data indicate that the relative quickness of visual and auditory perception is affected by changes in the intensity of either stimulus.


Deals with 11 girls who are temporarily maladjusted, and discusses the problems of self-distrust, physical disability, exhibitionism, volitional retardation, parental dominance, shame, and inferiority complexes.


1471. Stolen, Kermit L. The effect of interest in an elementary school subject upon attainment in that subject. Master's, 1933. Wisconsin.


The subjects of the study ranged in age from 21 to 38 years, and stood high in the graduate and professional schools of several leading universities.


1474. Thorndike, Edward L. and the staff of the Division of psychology, Institute of educational research, Teachers college, Columbia university. An experimental study of rewards. New York city, Teachers college, Columbia university, 1933. 72 p. (Contributions to education, no. 580)

Presents an independent experimental proof of the strengthening influence of a satisfying state of affairs upon the connection of which it is the after-effect and important new facts concerning the method of action of that influence.


1477. Tryon, Caroline McCann. On the nature of "speed" and its relation to other variables. Journal of general psychology, 8: 196-216, January 1933.

Discusses theories concerning the relation of speed and altitude, and describes experimental techniques and results in previous studies.

1479. Tuckman, Jacob. The influence of varying amounts of punishment on mental connections. Doctor’s, 1933. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1933. 45 p. (Contributions to education, no. 590)

Attempts to determine what influence variations in the amount of punishment have upon the direct strengthening or weakening of a mental connection, or whether variations in intensity of punishment make for differential effects. Data indicate that no intensity of punishment prevented the occurrences of the punished connections from being harmful to learning.


1481. Walker, Robert Yule. The eye-movements of good readers. Doctor’s, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 209. Series on aims and progress of research, no. 43. 1 p.)

Studies 50 subjects selected from the entering classes of the University of Iowa on the basis of their ranking in the top decile of the University of Iowa qualifying examination and the Iowa silent reading test.


Attempts to show the main points of the Gestalt theory as promoted by its leaders and to analyze their hypotheses.

1483. Wenger, Marion A. Genesis of maze learning ability in infants. Master’s, 1933. Iowa.


MUSIC EDUCATION


1487. Bogen, David. The significance of tonal memory and sense of pitch in musical talent. Master’s, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)


Discuss related literature, tests and measurements in music, listening as a phase of music appreciation, and experiments conducted with senior high-school students.

Discusses related literature, tests and measurements in music, listening as a phase of music appreciation, and experiments conducted with senior high-school students.


1496. Dietz, Margaret E. An analysis of selected orchestral material in developing orchestras below grade nine, inclusive. Master's, 1933. Iowa.

Compares the extent of musical activities in the high-schools of Kansas during the period of prosperity, 1925-1929, with the period of economic depression, 1930-1933.


Discuss the history of music education in the United States and its parallel points in music education in foreign schools; the purposes of music education; instrumental and vocal music, appreciation, and the creative impulse, and presents several factors for special consideration.

1500. Eneboe, Rose A. The musical aptitude of 740 high-school students of different nationalities. Master's, 1933. Northwestern. ms.

1501. *Engel, Frederick E. A study of the mood responses to music of junior and senior high-school students, on the basis of selection and sex. Master's, 1933. Syracuse. 89 p. ms.
Reports a study carried on during the school year 1932-33 in the Abraham Lincoln high-school, Des Moines, Iowa.

1502. Erickson, Forrest May. The training and administration of senior high-school choral organizations. Master's, 1933. Northwestern. ms.

Attempts to determine whether the study of music affects the character and personality of music students to the extent claimed by various authors.


Sets up an individual remedial program for improvement of monotones in grades 3 through 12, and studies the effectiveness of the program with 43 children over a period of 14 weeks.

1506. Fuhrmann, William A. Public school music in the United States; a history, its present scope; a brief survey of current practices and newer tendencies. Master's, 1933. Stanford. ms.


1510. Harris, Virginia. Should a boy be allowed to sing while his voice is changing, or should he play an instrument? Master's, 1932. Okla. A. and M. Coll. 50 p. ms.

Data indicate that a large percentage of the music supervisors, voice teachers, and public school music teachers interviewed felt that a boy should be allowed to sing during adolescence.


1512. Henderson, Mack T. Rhythmic organization in artistic piano performance. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)


1514. Hilty, Boy V. A study of the organization and administration of the junior high-school boys' glee club. Master's, 1933. Ohio. 60 p. ms.


Studies the part chamber music played in the social life of the past and how the members of such groups were educated; examines the different instruments used in chamber music; and formulates a plan for the use of chamber music in modern schools.


Studies 11 outstanding composers of music and finds that more masterpieces were composed after the age of 49 than before that age.


Devises a method of experimental determination of aptitude for the modern orchestral and band instruments of the brass, string and woodwind types, and demonstrates the value of this for prognosis.


Describes an experiment conducted in the first four grades of the training school of the Northeastern teachers college. Data indicate that the children who were given a story background with the songs gained in appreciation, in ability to concentrate, in ability to recognize the song, in powers of interpretation, and in enthusiastic response to a greater degree than did the children who were taught the songs without the story background.


Studies the history of music in secondary education, objectives and practice in outstanding school systems, and current practice in Tennessee.


1536. Ostrander, Annie Marie Clark. A suggested course of study in vocal training to meet the California requirements for the special music credential. Master's, 1933. Stanford. 33 p. ms.


1541. Quinn, Eleanor E. A study of violin class instruction in the junior and senior high-schools of the Middle states association of colleges and secondary schools. Master's, 1933. Temple. 98 p. ms.

Finds that class instruction in violin is becoming an important part of music courses in schools.


1544. Sain, Gerald. A frequency analysis of musical terms found in piano compositions. Master's, 1933. Colo.St.T.C.


Data were secured from 76 schools or departments for the blind. Striking differences were found between the amount and kind of music instruction in the residence and day schools. Most of the schools studied employ both blind and sighted music teachers. Data indicate that music has wider value for the blind than for the sighted.


1550. Seashore, Carl E. Approaches to the science of music and speech. Iowa City, University of Iowa, 1933. 15 p. (University of Iowa studies, new series, no. 218. Series on aims and progress of research, no. 41)

Described research work done recently in the science of music and speech at the University of Iowa.


*Studies scientifically the supervisory practices, problems and methods in 24 cities and towns, and offers suggestions for changes for individual communities and for the State as a whole.

Analyzes results of tests given to 60 first grade children in an effort to discover what mental factors and motor ability are closely correlated with tone production. The results show negligible relations between mental ability and vocal tone production. Girls were found to be quite superior to boys in initial ability of tone production.


1557. Starr, Minnie E. Determination of pitch and quality of the voices of boys from 11 to 15 years. Master's, 1933. Northwestern. ms.


1559. Stein, Sylvia L. The correlation of music with other subjects in the fifth and sixth grades. Master's, 1933. Northwestern. ms.


Presents objective measurements of the effects of certain types of music upon the physiological changes of pulse rate and blood-pressure, and to correlate these changes with mental imagery.


ART EDUCATION


Attempts to determine to what extent art is being taught in the public schools and whether or not color is being taught as a separate unit of art instruction; to make a tentative course of study for teaching color in the grades; and to compile in one study the subject matter necessary for the knowledge and teaching of color.


Lists the original reports of the psychological experiments in the field of aesthetics and the more important books and articles which give critical summaries or interpretations of such experiments.


Finds that the study of art can be used as a supplement to and an integration of all the other subjects of the curriculum, and that it functions best when used in this way.

1575. Green, Madeline. The correlation of English and art. Master's, 1933. N.Y.St.Coll. for Teach.


1577. Hall, Mary E. M. Some points of art interest in eight European art centers. Master's, 1933. Peabody. 142 p. ms.

Shows the location of points of art interest for use as manuals in history of art classes.


A total of 38,962 drawings from public schools in 12 cities in 8 states were used in evolving a measuring scale for design and composition in free-hand drawing.

1582. Leatherman, Lena Bath. Children's drawings—the effect of color and neutral tones upon the variety and number of interests. Master's, 1932. Northwestern.

1583. Lippert, Margaret C. A proposed course of study in art for the junior high-school of East St. Louis, Ill. Master's, 1933. Iowa. 180 p. ms.


Data indicate that the objectives upon which public high-school courses in art are based have improved; criteria for evaluating art have changed; the dynamic effects produced by contemporary art appeal to youth.


Studies various types of illustrative materials such as models, casts, objects, lantern slides, photographs, postcards, prints, and motion picture films to be used in the study of architecture, sculpture, painting and the minor arts.


Analyzes 178 research studies in aesthetics, art education, color and drawing written between 1894 and 1932.


Gives a brief history of art education in the United States; discusses the value and present trend of art education; the development and function of the junior high-school; and the function of art education in the junior high-school.


Discusses stages in the development of expression in drawing, reviews literature in the field of creative art; studies and analyzes the colored drawings of a nursery school group.

1595. Sumerwell, Bernice. Relative values of incidental and formal teaching of art principles. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

1596. Terry, Marion Baker. Art appreciation versus technical skills in art in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

1597. Townsend, Helen E. Historical classification of art material in Washington, D.C.: according to the course of study for art history and appreciation in the high-schools of the District of Columbia. Master's, 1933. American Univ. 95 p. ms.


1599. Wallrabenstein, Jessie. How can art appreciation be presented to farm women in order to develop artistic sensitiveness? Master's, 1933. West Texas St.T.C. 200 p. ms.
1600. Waltner, Lena. The unit organization of the elementary art curriculum. Master's, 1933. Colo. St. T.C.

1601. Whipple, Beatrice Franklin. A plan for a brief course in appreciation of architecture for high-school students in a period of two months. Master's, 1933. T.C., Col. Univ. 32 p. ms.


Shows that there is a need for the teaching of architectural drawing in senior high-school and offers related content material for a course in architectural drawing which will justify its presence in a high-school curriculum.


DRAMATICS AND PUBLIC SPEAKING

1606. Argabrite, Marguerite B. Personality and some opportunities for its achievement through play production activities. Master's, 1933. California. 407 p. ms.

Shows what opportunities play production activities offer junior and senior high school pupils to develop imagination and constructive criticism, to express, know, control, and to integrate themselves as individuals, and to achieve a more wholesome personality.


1608. Brown, Paul. An analysis of factors influencing the bodily activity of selected groups of speakers enrolled in a first course in speech. Master's, 1933. Iowa.


1610. Donelan, Mary Josephine. A course and program of dramatic activities for a girl's school. Master's, 1933. Iowa.

1611. Gilbert, Amie Murriel. Dramatics in the smaller high-schools of Nebraska. Master's, 1933. Colo. St. T.C.


Analyzes and evaluates the objectives, procedures, and content units of public speaking classes for adults in the evening high-schools of California.


Treats the aims, criteria, casting and production of plays for grades 4–8. The methods, advantages and limitations of writing the play by the teacher, children or both are described.


1627. Robinson, Rex E. Study of the relationship between intercollegiate debating at the State University of Iowa and vocational success. Master's, 1933. Iowa.


Results consistently point to the superior effectiveness of the oratorical delivery over the conversational.


Data indicate that the objectives and aims of education have not been considered in the selection of dramatic material to be used for production in secondary schools.

JOURNALISM


THRIFT EDUCATION


SAFETY EDUCATION


Studies accidents and accident-prevention methods found in 20 industrial establishments of Iowa for the year 1931.


Studies accidents in school shops, based upon analysis of 702 accidents which occurred in certain school shops of Ohio and Pennsylvania.


Studies deaths and injuries due to accidents, the early development of accident prevention, safety education in industries and schools.


**HEALTH EDUCATION**


Presents actual and necessary information which will enable the teacher to help students develop sound minds in sound bodies.


1651. **Bennett, Thomas Gordon.** A health program for the children of a county. A study of child health in Queen Anne's county, Maryland, with a proposed child-health program for this county, considered from the standpoint of administration. Doctor's, 1933. T.C., Col. Univ. New York city, Teachers college. Columbia university, 1933. 196 p. (Contributions to education, no. 584)


1653. **Charters, W. W. and Hindman, D. A.** The duties of Ohio public health commissioners. Columbus, Ohio State university, 1933. 70 p. (Educational research monograph, no. 17)

Attempts to determine the actual duties of public-health commissioners and the importance of their activities.


Attempts to determine if the health education program in its present form is instrumental in improving the health habits of pupils; to ascertain whether one sex is superior to the other in the achievement of health habits; and to discover whether a school having a relatively high percentage of pupils of native-born parents achieves a higher standard in the practice of certain health habits than a school in which the majority are of foreign-born parentage.

1656. **Craig, Julian Frippe.** Dental clinics in Eastover school, Eastover, South Carolina. Master's, 1933. South Carolina. 36 p. ms.

Includes a historical survey of health education from the time of prehistoric man to the present day; a discussion of health education and health education methods in the United States, Belgium, Canada, Germany, Holland, Japan, China, Russia, and South Africa; a brief review of the new "objective" testing in the field of health education.

Data indicate that a definite health vocabulary is being developed.


1661. Ficke, Vertise. The effect of college courses in hygiene as measured by a health knowledge test. Master's, 1933. Iowa.


1663. Fuller, Harold. The relationship of certain measures of physical status and of nutritional habits to resistance to infectious diseases. Master's, 1933. Iowa.


1667. Hammann, Laura Inez. The objective measurement of individual anatomical differences of the feet (high-school girls). Master's, 1932. Iowa.

Discusses the aims and objectives of health education, the attitude of the superintendent and his staff, the nature and needs of health education, leaders, girls' athletics, tests and measurements, and coaches.


1670. Henderson, Mrs. E. W. The school lunch as a factor in the improvement of the diet of pupils. Master's, 1933. Cincinnati.

Traces the development of school health work in Providence from its beginnings in 1884 to the present.

1672. Jones, Hiram A. The administration of health and physical education in New York State. Doctor's, 1933. T. C., Col. Univ.
Studies the trends in health protection, health teaching and in physical education.

Data indicate that urban and rural schools studied were similar in health knowledge and health instruction with a slight difference in favor of the urban schools.


1678. McAllaster, David James. An experiment to determine the correlation between certain physical measurements and scholastic achievement. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)


Attempts to determine whether health education, concerning the sanitation of the rural home and its surroundings, is or is not a failure in the United States as a whole, whether or not it is a failure in Riley township, and to prepare a supplement to be used in relation to the existing course of study in the Riley township schools.


Data were secured from 363 teachers, representing 303 schools, with a total enrollment of 16,031 pupils, on playground facilities and playing equipment, school lunches, community interest, instructional and activities programs, and medical inspection.


Investigates the relation between weight and various skeletal three-dimensional measurements, in male students between the ages of 16 and 21, in order to gain more knowledge concerning the use of skeletal measurements as an index of weight.


Studies the health activities of the various educational and non-educational organizations in Terre Haute, Indiana.


Studies children in the sixth, seventh, and eighth grades in the public schools of Dumont, N.J.


Sets up standards for the professional health program for teachers.
1700. Stacy, Mrs. Agnes Doran. A study of women's health grades at the University of Texas. Master's, 1933. Texas.

1701. Strauss, Rose L. A survey of the subject-matter dealing with health in the program of studies of the University high-school of University of Michigan. Master's, 1933. Michigan. 89 p. ms.


Measures the major volume segments of the body quantitatively by means of water displacement and examines the relationships existing between linear and volumetric traits, in order to suggest a method whereby the factor of body build may be made to exert its proper influence. Studies 90 postpubescent males, students at the Huntington preparatory school in Boston, Mass. Data indicate that the best index of build would be the bulk of the trunk compared to the length of the extremities.


Studies the laws of the State of New York on school health, books on the administration of public schools, and analyzes data received from 40 superintendents of schools in villages of 3,500-10,000 inhabitants in New York State.


Tests the results of training and competing on college athletes' physical development, limited to the consideration of the growth or change of the chest circumference, wrist circumference, strength and weight.


1709. Wilson, Grace C. A study of the effects of teaching foods in relation to health upon the physical conditions of junior high-school girls. Master's, 1932. Okla. A. and M. Coll. 72 p. ms.

1710. Yeomans, Earl B. Fatigue as a factor in physical and mental efficiency. Master's, 1933. Temple. 96 p. ms.

Fatigue is the sum of the results of activity and shows itself in diminished capacity for doing work. The body becomes fatigued when the equilibrium between waste and repair within the musculature is disturbed. Fatigue lowers efficiency.

MENTAL HYGIENE


1713. Newcomb, Thomas Frank. The effect of participation in noon games upon the mental ability of students in the first afternoon class period. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

PHYSICAL EDUCATION


The questionnaires used in this study were returned from physical education teachers and coaches in 180 of the 233 schools to which they were sent. Only 39 of the teachers were assigned full-time work in physical education. There were 94 different subject combinations, the commonest of which was physical education and industrial arts. Only two of the teachers had the Master's degree, and 22 per cent had not received the Bachelor's degree. Half of them had taken physical education as a major or minor subject in college.

1719. Davis, Fern. A study of alumnae rating of courses in the physical education professional curriculum. Master's, 1933. Iowa.


1723. Evans, Wilson A. A study concerning the place of physical education in the curriculum of the liberal arts college. Master's, 1933. New York. 60 p. ms.

Finds that 99 of the 100 colleges studied have some sort of physical education program, 96 have prescribed courses, while the other three have the work on an entirely elective basis. Physical education requirements vary from one to four years, with women's colleges, in general, requiring more than either coeducational or men's colleges. Most of the colleges give credit for physical education.


Presents principles, functions, agencies, and procedures in general and special supervision which are applicable to the supervision of physical education.


1726. Helder, Kenneth L. The administration of excuses and absences in physical education. Master's, 1933. Pittsburgh. (Abstracts in: University of
Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 382-83

1727. Helfrick, C. K. A study of programs of physical education and athletics of 244 public high-schools in Illinois which are members of the North central association. Urbana, University of Illinois, 1933. 2 p. ms.


1738. Merten, Francis A. The progression, organization, and teaching of public school gymnastics. Master's, 1933. Iowa.


1741. Montague, Kirk Godbey. A curriculum study of physical education activities for the boys and girls of the seventh, eighth, ninth, and tenth grades of the public schools of Norfolk, Virginia based on interest as displayed by these pupils in the activities offered. Master's, 1933. New York. 86 p. ms.


1745. Osell, Levin Nicholas. The physiology of physical education activities with a suggested program. Master's, 1933. Stanford.

1746. Parsons, Mary Frances Munds. An analysis of the professional literature relating to the teaching of physical education for girls in secondary schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)


Part 1: The selection of proper measures; part 2: Measures of physical efficiency; part 3: An administrative measurement program.


Analyzes various tests to determine which may be used to predict student success and indirectly teacher success on the motor side, and the extent to which such predictions may be accepted as valuable.


Individual differences in physical education cannot be taken into account unless the pupils are classified according to age, height, weight and grade. Any test in physical education must conform to the physiological laws pertaining to growing children.
ATHLETICS


1759. Barton, Helen M. Country girl and city sports. Scholastic coach, November, 1933. (Clarinon, Pa., State teachers college)

Studies possibilities of an activity program for girls of rural and small town high-schools.


Discusses the use of the game in a community recreation program.


Describes the working out of the techniques for teaching the game as played at the State teachers college, Clarion, Pa.

1762. Beresford, Stuart R. Intramural athletics in the Rocky Mountain and Pacific Coast conferences. Master’s, 1933. Colo.St.T.C.


Studies pathological swimming fears of children and adults of both sexes and gives remedial teaching procedures.

1764. Bingham, Harold Y. A program of intramural athletics for schools in the State of Washington with an enrollment of from 100 to 500 based on administrative practices and existing facilities. Master’s, 1933. Washington. 120 p.


1766. Boushey, Earl E. A study to determine the functional objectives of boxing; with special attention to the intellectual and kinaesthetic phases of those objectives, and the development of a measure of their attainment. Master’s, 1933. Oregon. 77 p. ms.


Analyzes various factors involved in coaching basketball.


Deals with practices in athletics as sponsored by the Onondaga county high-school athletic association and the relation of the practices to the generally accepted purposes of the entire athletic program as interwoven with the program of physical education.

1770. Clements, J. D. The status of athletic coaches and men engaged in teaching physical education in Indiana senior high-schools. Master’s, 1932.
Data on preparation, experience, salary, and professional attitude of men teaching physical education and coaching athletics in Indiana, were secured from 425 answers to a questionnaire.


1775. Davis, John Solomon. Some physiological reactions of athletes that tend to show the importance of the training period. Master's, 1933. Colo. St.T.C.


1778. Eaton, Dorothy W. College careers of high-school athletes. Master's, 1933. Ind.St.T.C. 50 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4 : 311, July 1933) Compares the intelligence and scholastic achievement of high-school letter men and non-letter men as measured by psychological examination and by college marks, and tries to determine whether high-school letter men enter college and are graduated from college in greater or lesser numbers than non-letter men from the same high-school graduating classes.


1781. Felker, Arnold H. A study of the respiratory habits of trained sprinters during the 100-yard dash. Master's, 1933. Iowa.

1782. Finlay, John Stewart. An experimental study of the value of the vertical jump to predict the potential athletic power of practiced individuals of high-school age. Master's, 1932. Iowa.

1783. Fortner, J. Ord. Extra-legal control of high-school interscholastic athletics in Indiana. Master's, 1932. Ind.St.T.C. 92 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4 : 290-91, July 1933) Shows the development of the Indiana high-school athletic association and its form of organization, analyzes the decisions of the board of control in the cases that have been before the board, and shows the source and growth of the finances of the organization.


Studies types of activities sponsored in interscholastic and intramural competition, athletic facilities and equipment, administration and supervision of the athletic programs, finances, coaches, officials, sport seasons, regulations for competition, student participation, and awards.

1787. Hale, Sumner E. Are junior Olympic games a desirable part of a junior high-school physical education program for boys? Master's, 1932. Michigan. 87 p.

Explains conditions and procedures involved in Junior Olympic games, and shows that the games are used as part of the regular school program by about half of the 121 junior high schools replying to a questionnaire, and as extracurricular activities by the other half.


1790. Johannsen, Carl C. A statistical study of progression in individual tumbling, and of the relationship of general motor capacity to ability in tumbling. Master's, 1933. Iowa.


1792. Johnston, Fred N. The relation of participation in interscholastic athletics to health, scholarship, leadership, citizenship, and conduct. Master's, 1933. Northwestern. ms.


1794. Keen, George H. Present status of varsity athletes graduated by the University of Michigan from 1901 to 1915. Master's, 1933. Michigan. 50 p. ms.


1799. Margerum, Muriel A. A study of the improvement in athletic ability of senior high-school girls as measured and recorded during four successive years in high-school. Master's, 1933. Temple. 94 p. ms.


1801. Mills, G. Kepler. The comparison of illnesses of athletes and a like number of non-athletes at University of Michigan. Master's, 1933. Michigan. 60 p. ms.


1803. Mynard, Virginia. A preliminary analysis of the game of tennis, the reliability of certain tennis skill tests and the determination of practice board areas for serve and drive. Master's, 1933. Wellesley.


1805. Postpichal, Otto I. The relation between intelligence and athletic ability in cases of orthogenic backward boys. Master's, 1933. Temple. 54 p. ms.

Finds the correlation between intelligence and athletic achievement is low and neither can be used as a basis for predicting the other.

1806. Prouse, Thomas W. A study of the high-school units presented by 529 University of Michigan men students who have become conspicuous athletes between the years 1911 and 1930. Master's, 1932. Michigan. 64 p.


Studies a group of men in the gymnasium classes of the Department of physical education of the School of education of New York university. Analyzes anthropometric observations, functional ability, and height, weight, girth, head, and various body measurements. Finds that for the group studied, sprinting ability was not as closely related to physique as anatomically described.

1812. Rolencer, Anne G. The relative value of three different strokes in teaching high-school girls to swim. Master's, 1933. Northwestern. Ms.

1813. Schwartz, William B. Summarizing essentials found in seven books on teaching of football. Master's, 1933. Peabody. 238 p. ms.


1819. Trees, J. Howard. The progressive development of the physical condition of track athletes as shown by the pulse-ratio test. Master's, 1932. Iowa.


Finds that the ball has been in existence since 7,000 B.C. to the present time; that the use of it has developed from a primitive stage to its present usage in highly organized sports; and that in the course of its development the ball went through many changes in type, size and usage.


Finds that interscholastic football is an integral part of the educational program (physical education) in Pennsylvania and is carefully supervised by school authorities and the State association.


**PLAY AND RECREATION**


1830. Cruz, Mariano E. The place of recreation in adult educational theory. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)


Data indicate that behavior and attitude are significant in determining acceptability of the individual, that intelligence, mental age, chronological age and emotionality are of little importance in determining acceptability, which has been shown to be a reliable index of social adjustment.


1841. Oliphant, Mary N. A study of university prints pertaining to the dance and to a given number of sports. Master's, 1933. Peabody.

Lists, classifies and shows the value to teachers and students of physical education of prints on various types of athletics, sports and movements of the dance.


Discusses the history of the recreational camp movement and gives the development, spread and detailed account of outstanding camps in Tennessee.


1847. Shambaugh, Mary Effie. The objective measurement of success in teaching folk dancing to university women. Doctor's, 1933. California. 145 p. ms.


Finds that American dances used in the physical education program of secondary schools come from different periods of our national development. As training in the use of leisure time, the dance deserves intelligent study by teachers who can make of it an educative factor.

1852. Wylie, James A. Health as an objective of summer camps for boys: the method and extent to which it is developed. Master's, 1933. Boston Univ. 104 p. ms.


COMMERCIAL EDUCATION


Analyzes five widely used texts in the subject to determine what information was common to them; describes the preparation and administration of an objective test which was given to all seniors in 9 high-schools to determine how well they understood the information; and attempts to determine by means of a questionnaire answered by the seniors on completion of the test, what experiences influenced their understanding of the information tested.

1856. Asperger, Otto. The use of study guides as aids in learning first-year bookkeeping in the senior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9 : 81, October 1933)

1857. Barnes, Leona F. A comprehensive compilation of objective test questions for bookkeeping. Master's, 1933. Iowa.


Gives a year's course in second year typewriting for secondary school pupils, based upon analysis of actual office demands and organized in form of weekly contracts.


Presents the findings of a survey conducted for the purpose of determining the objectives underlying the preparation and use of occupational studies, interprets findings, and presents a measuring device for occupational studies based on the findings.


Attempts to determine what percentage of students enrolled in the high-schools of the middle west are taking commercial work; to learn the amount and kind of preparation that is required of commercial teachers; to learn about courses of study, methods of procedure, materials, and tests used in teaching commercial subjects, and to compare teacher preparation and courses of study in the middle west with those of other sections of the United States.


Determines what procedures and techniques qualified teachers of shorthand consider most valuable and necessary for a pupil to follow in the preparation of a lesson assignment. Data indicate the importance of teaching study habits, techniques and procedures at the beginning of the study of shorthand and continuing such instruction throughout the study of the subject.


Attempts to measure the effectiveness of the present commercial training program in the Baltimore senior high-schools; to secure a standard of measurement through a study of concrete results and reactions obtained from responses to a questionnaire indicating whether or not the subjects included in the present curriculum are useful; and to use this standard of measurement in a survey of preparation of a particular and specific group of graduate entrants into the business and vocational world.

1867. Cole, Isa M. Types of occupational opportunities for boys and girls between the ages of 14 and 17, inclusive, in the City of Syracuse, N. Y., and the value of these occupations for vocational advancement. Master's, 1933. Michigan. 46 p. ms.


Finds that the unit year plan, general and junior business training, machine clerical training, bookkeeping, economics, sociology, and commercial law promote social values.


Compares the abilities for which 96 Negro business men in Washington, D.C., thought that training was needed, with the specific outcomes of the required courses at the Carsodes high-school.
1874. Engberg, Ebba Ragnhild. A study of the possibilities of integrating other subject matter into the teaching of typewriting in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)


1876. Felsen, Jeanette. A study of the values to be derived from a knowledge of typewriting by college students. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)


Students working on new keyboard showed much greater progress than those working on old keyboard and in less than half the time.

1882. Hanson, Martha. Business skills and information needed by everyone as determined by an investigation of experiences of laymen in North Dakota. Master's, 1933. Colo.St.T.C.


Analyzes the errors made in the first three semester classes in Schenley high-school, Pittsburgh, Pennsylvania, to determine the persistency and kind of errors common to the work and to the classes studied.


Investigates the origin and development of the business schools and business departments of the high-schools. Surveys 22 business schools and business departments of all Philadelphia high-schools.


Finds that clerks need high-school training, that stenography is important, that better guidance is needed in the public schools, and that academic subjects help students prepare for the worthy use of leisure time.


Studies the formal requirements for graduation of a student specializing in accountancy, the nature and amount of accountancy training required or available, and the content of accountancy courses offered, analyzes 43 C.P.A. examinations to determine what seemed to constitute the basic subject matter of accountancy.


1890. *Jessup, Eva Margaret. * Improvement of instruction in typewriting in secondary schools through supervision. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)


Studies commercial education in the public schools of Maryland from 1864 to 1932; the certification and training of teachers of commercial subjects.


Studies practices involved in the teaching of typewriting in 140 Pennsylvania high-schools.


Data from 297 high schools indicate that general success in school work is considered in counseling more frequently than any other measure of pupil ability, but more than 50 per cent of the schools made no use of this index.


1908. Orduz, Emma M. Subject plan versus conventional plan of teaching beginning typewriting in the Chaffey junior college. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)


Typewriting contests appear to be a worthwhile teaching device but need some improvement.


1911. Randall, Helen Ferguson. Abilities of pupils in commercial and academic courses. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)


1914. Schlosser, Katherine Elizabeth. Survey of the shorthand transcription courses in the high-schools of the United States. Master's, 1933. Colo. St. T.C.


1917. Short, Margaret. The accrediting of high-school commercial subjects by institutions of higher learning. Master's, 1933. Texas St. Coll. for Women.

Studies entrance and degree requirements and elective offerings in business administration courses in more than 100 leading colleges and universities throughout the United States.


1921. Stenberg, George B. An intensive study of the law in Iowa with special reference to the points usually included in a course in business law. Master's, 1933. Iowa.

1922. Street, Carol J. A study of theory and practice in the use of various credit instruments. Master's, 1933. Temple. 110 p. ms.

Finds a definite similarity between business theory as it is taught in the Philadelphia schools and business practice in regard to credit instruments.


Data were used in an article entitled: “An activity analysis of secretarial duties as a basis for an office practice course.” Journal of experimental education, 1: 323-40, June 1933.

1929. Walker, Arthur Lee. Adjusting the commercial curriculum of Sherman high-school to the needs of the community. Master's, 1933. Colost.T.C.

1930. Warren, Dorothy E. A study to determine the business practices experienced by intermediate grade pupils. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)


1933. Wright, Herbert S. An intensive study of the law in Missouri with reference to points usually included in a course in business law. Master's, 1933. Iowa.

INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

CURRICULUM STUDIES


Lists the common processes and operations of the cabinet-making, carpentry, and pattern-making trades.

1940. Bollinger, Elroy W., Warner, William E. and Hutchinson, Herbert H. The terminological investigation of professional and scientific terms from the literature of vocational and practical arts education. Western arts association bulletin, 17: 45, March 20, 1933. (University of North Dakota)


Finds that 40 of the 50 graduates of the vocational school have worked at their trades since graduation and that these graduates will work at their trades when openings occur.

1944. Campbell, Herbert V. Problem—to determine the correlation between pupils' industrial arts training in high-school and their work after leaving school. Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1933: 12)

Finds that the high-school industrial arts training helped 80 per cent of the 187 persons studied in their vocations.


Finds that 91.9 per cent of the industrial arts projects made by the school children of Memphis, Tenn., are being used in the homes or have been sold.


Studies handicrafts to determine their psychological values and the changes which have come about in the American home due to changes caused by the machine.


1971. **Holcomb, Paul Eldon.** The application and administration of educational principles in the Air Corps primary flying school at Randolph Field, Texas. Master's, 1933. Texas.


Shows that in the 70 schools reporting industrial arts for girls there was an average of 20.4 girls per school enrolled in the industrial arts department, and that the most popular subjects were mechanical drawing, bench woodworking, freehand drawing, home mechanics, printing and auto mechanics.


1978. **Lassen, Arnold A.** An education by civic club audiences of the speech subjects and presentation methods of the gas and electric industries. Master's, 1933. Iowa.

1979. **Lulow, Roy V.** A comparison of the effectiveness of the lecture method versus operation sheets in teaching the techniques of machine woodworking to senior high-school students. Master's, 1933. Iowa St. Coll. 97 p. ms.


1982. **McKissack, Paul W.** Junior high-school industrial arts in Missouri. Master's, 1933. Colo.St.T.C.


1984. **Martin, Beryl E.** The application of accepted criteria in the analysis of available theses on auto mechanics. Master's, 1933. Iowa St. Coll. 87 p. ms.

Criteria were established for the evaluation of theses in education. The criteria were then used to check 7 theses in auto mechanics.


Finds that the teacher training institutions of Kentucky should increase the range of their offerings so that they will more fully cover the industrial activities of the State and nation.


Attempts to determine how skill in electric splicing was acquired by 173 junior high-school boys during a five month period, and by 46 boys during a 10 month period.
Reveals that there is a tendency for high schools, although located in different states, to offer a few of the same industrial arts subjects.


Shows that there is a place for girls in the industrial arts phase of practical arts education.

Includes a list of the training institutions discontinued during the three year period prior to 1933 and a list of the vocational training facilities of the public schools of Pennsylvania.


Studies education of less than college grade, especially in the five Western Visayan provinces, and proposes improvements in vocational guidance, junior high-school organization and curriculum, senior high-school curricula, distribution of types of schools, and extension education.
2016. Tanner, G. T. The general shop as a means of developing the junior high-school boy to perform unspecialized practical activities. Master's, 1932. Miami. 70 p. ms.


2018. Thiede, Alfred Louis. A determination of methods and practices to be recommended in the giving of demonstrations to industrial arts shop classes in the junior high-school. Master's, 1933. Iowa St. Coll. 58 p. ms.


Attempts to prepare a series of lessons of sufficient number and suitable type that the student who completes them in a satisfactory manner will have an elementary knowledge of printing; and to combine instruction sheets and job-sheets in such a way that while the manipulative skills were being mastered, a knowledge of such things as the history of printing, famous printers, making of paper, printing styles, et cetera, was acquired without conscious effort or the use of formal assignments.


Collects and organizes the objectives of the various phases of industrial arts education in the professional literature from 1920 to 1933.


2029. Warner, Ralph Leo. An experimental investigation of the mechanical abilities of shop students in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)


CURRICULUM STUDIES


AGRICULTURAL EDUCATION


Data indicate a lack of uniformity of content of courses offered by the land-grant colleges; credit hours for course study and research differ among institutions; policies differ among institutions relative to the teaching of fundamental science courses; a large majority of the colleges permit graduates and undergraduates to pursue courses together; major and minor courses are not uniform.


2037. Dickerson, Russell B. Farm management for all-day school pupils in the Sussex high-school community. Master’s, 1933. Rutgers.


2039. Edens, W. J. A study of course content in agricultural economics taught in departments of vocational agriculture in high-schools of Kentucky. Bowling Green, Western Kentucky State teachers college, 1933.


2041. Faust, Samuel L. Occupations followed by former all-day pupils in vocational agriculture in the Bridgeton high-school area. Master’s, 1933. Rutgers.


Data indicate that the more vocational agricultural training a boy receives, the more apt he is to farm.


Evaluates 184 improved practices reported in evening class work.


2047. Kiser, Owen E. Farm shop for all-day school pupils in the Glassboro high-school area. Master's, 1933. Rutgers.


2049. Magill, Edmund C. The college performance of high-school graduates of vocational agriculture as compared with others. A study of the scholastic performance in college of high-school graduates of vocational agriculture, particularly during the freshman year, as compared with students from other high-school curricula and from different types of high-schools in Virginia. Blacksburg, Virginia polytechnic institute, 1933. 40 p. (Bulletin, vol. 26, no. 11)

2050. — and Downing, T. V. Some suggestions for individualizing instruction in vocational education in agriculture for Virginia. Blacksburg, Virginia polytechnic institute, 1933. 13 p. ms. (Department mimeo. no. 26)

2051. — and Groseclose, Henry C. Teaching farm business readjustment. Blacksburg, Virginia polytechnic institute, 1932. 52 p. ms. (Dept. mimeo. no. 24)

Attempts to devise means of teaching rather technical procedure of analyzing a farm business, identifying weak points and developing an improved business program, especially for evening-school students.


Gives the scope and nature, working conditions, opportunities, qualifications, advantages and disadvantages of the different agricultural occupations.

2054. Potter, Robert J. A farm practice record for pupils under the six-six plan in the Paterson patronage area. Master's, 1933. Rutgers.

2055. Rhoten, Walter Glenn. An analysis of the agricultural schools in the United States, territories, and insular possessions compiled into a guidance manual to be used by prospective agricultural students. Master's, 1933. Ohio. 530 p. ms.


2057. Shafner, John W. Evaluating improved practices resulting from agricultural evening class work. Master's, 1933. Louisiana.

2058. Smith, Oscar Z. Using farm magazines in teaching vocational agriculture in Mississippi. Master's, 1933. Peabody. 50 p. ms.

2059. Stillwell, Earle. A cross-section course of study in vocational agriculture for all-day pupils in the Freehold patronage area. Master's, 1933. Rutgers.


2062. Wilding, Alexander, Jr. Organization and administration of agricultural education in the Los Angeles city school district. Master's, 1933. South-

2064. Williams, Gilmore C. The correlation between actual farm practices and recommended farm practices in vocational agricultural project work in Alabama. Master’s, 1932. Ala. Poly. Inst.

HOME ECONOMICS

2065. Allen, Margaret Buell. The social and psychological aspects of homemaking which should be included in a course offered to girls. Master’s, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)


2067. Austin, Rhoda Anna. Planning and constructing contracts for units selected from the Kansas course of study for home economics. Master’s, 1933. Kans. St. Coll. 233 p. ms.


2070. Botto, Mildred. The effect of home economics training upon the food habits of high-school students. Master’s, 1932. Iowa St. Coll.

2071. Brassfield, Jimsiana. An experiment in the teaching of nutrition to improve the food habits of a group of elementary school pupils and college students. Master’s, 1933. Ohio.

2072. Brown, Clara M. Analysis of collegiate records of 144 home economics students. Minneapolis, University of Minnesota, 10 p. ms.


Attempts to discover the needs of students at Wilmington college; to become acquainted with all sources of newer knowledge of foods and nutrition; to review briefly the modern methods of curriculum construction; and to select and organize subject matter for a course of study in foods and nutrition for Wilmington college.

152  RESEARCH STUDIES IN EDUCATION

Develops minimum standards in working hours, duties, living conditions, and wages designed particularly for use in placing girls from the Detroit schools.

2078. Corkern, Mrs. Pearl B. A study of the content, time allotment, and place of laundering in the high-school curriculum of the southern states. Master’s, 1933. Louisiana. 63 p. ms.


2080. Davis, Blanche McMahon. The development of the home economics curricula of Iowa State college from 1914 to 1923. Master’s, 1933. Iowa St. Coll.

2081. Deely, Maude E. An outline for a course in clothing for farm women. Master’s, 1932. T.C., Col. Univ.


2083. Depew, Bertha. Experimental study in seventh grade foods classes on the time interval between class meetings. Master’s, 1933. Kentucky. 42 p. ms.
Compares the achievement of pupils who have food classes once a week for a period of 18 weeks, with that of pupils who meet for food classes three times a week for a period of six weeks.


Reviews the literature on employment in the various home economics fields, studying home making, institutional management, foods and nutrition, teaching of home economics subjects, textiles and clothing, home economics research and related arts, and the commercial occupations open to girls having home economics training.

2088. Glenn, Maude. Recognition of artistic merit of home economics and non-home economics high-school pupils as measured by the McAdory art test. Master’s, 1933. Iowa St. Coll.

2089. Grimes, Mabell Josephine. Survey of practices and conditions affecting the homes of 125 families in Eldora, Iowa, as a basis for planning adult homemaking classes. Master’s, 1933. Iowa St. Coll.


2091. Harap, Henry and Grosmehr, Helen K. Home economics objectives from studies of home life. Cleveland, Ohio, Western Reserve university, 1933. 38 p. ms. (Bulletin no. 32)

Presents a list of objectives of home economics based on 21 studies of home life.


2095. Johnson, Ilma. Scholastic averages, aptitude test scores, and ability ratings for graduates majoring in any of the seven departments of the home economics division of Iowa State college. Master's, 1933. Iowa St. Coll.


2098. LaMar, Eva Viola. A comparison of junior and senior high-school courses of study in home economics. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)


Suggests different types of courses of study in home economics for pupils who will remain at home after graduation; pupils who will go to college; and pupils who may desire some home economics throughout the four years.


2112. O'Neal, Geneva Irene. The use made of the home economics training by the pupils and graduates of the Lenoir city high-school, Tenn. Master's, 1933. Tennessee. 68 p. ms.


Studies the existing training courses for the food industries, surveys the leading industries in order to learn the possibilities for a food industries' school in New York City, and proposes training course outlines for such a school.


2118. Sanders, Florence B. An experimental evaluation of methods and recipes on the teaching of foods. Master's, 1933. Purdue.

2119. Scanlon, Genevieve. Intelligence, scholarship, activities, interests and attitudes of those girls who elect home economics and of those who do not at University high-school, Minnesota. Master's, 1933. Minnesota. 100 p. ms.

2120. Simpson, Elizabeth Parkinson. An estimate of the waste incurred in the food prepared and served in the dining hall of the University of New Mexico. Master's, 1932. Iowa St. Coll.


2124. Wilson, Elsie. The home economics class and everyday clothing needs. Practical home economics, 11: 69-70, 98, March, 1933. (Iowa State college)


CHARACTER EDUCATION


2128. Black, Ernest J. Information in reading, spelling, language, literature, history and civics, physiology and hygiene, geography, and arithmetic in relation to character and conduct. Master's, 1933. Butler. 85 p. ms.

Attempts to determine by statistical methods whether there is any relationship between character and conduct and a knowledge of facts in certain subjects in the elementary school curriculum. There seems to be some relationship between truthfulness and honesty and a factual knowledge of elementary school subjects.


2131. Daniels, Sister Mary Florian. The training of character among Catholic girls on the high-school level through the medium of modern Catholic women poets. Master's, 1932. Notre Dame.


Finds that educators must provide proper adult leadership of physical activities for the development of socially accepted character traits in boys of junior high-school age, and that the program of physical activities must be arranged so that the boy who participates will be subjected to character developing situations.


Published also as: A community serves its youth.

Data were secured on the attitudes and ideas of community leaders as expressed in individual and group conferences; on the reactions of students by means of a questionnaire submitted to the senior class of the school; on leisure time activities through the cooperation of the dean of girls and other administrative officers.


2140. Imwalle, Sister Mary de Lourdes. A study of the departmental system with reference to the character formation of high-school students. Master's, 1933. Catholic Univ. 95 p. ms.

2141. Jackson, Joseph Harrison. The status of character education according to the literature. Master's, 1933. Creighton.


Gives factual evidence on the question of the amount of divergence of commercial motion pictures from current standards of morality in respect to the conduct exhibited in them.


2155. Shuttleworth, Frank K and May, Mark A. The social conduct and attitudes of movie fans. New York, Macmillan company, 1933. 142 p. (Published with: Peterson, R. C. and Thurstone, L. L. Motion pictures and the social attitudes of children) (Yale university)

Studies the differences between movie and non-movie going children in the types of conduct and attitudes which were measured by the character education inquiry.


Studies mottoes or slogans as moral guides and determines their value as character determinants when used in the schools.


Traces the development of the character education movement from the time of its origin to the present, and determines the chief causes for certain phases of its development, and possibilities for further growth.


Attempts to determine the opportunities for character development offered in senior high-school literature. Analyzes and evaluates the "Literature and life series" and finds that it offers excellent opportunities for character development, which may be supplemented to secure greater results where facilities are available.

RELIGIOUS EDUCATION


Ascertains the conception of God of 8 leading religious educators in America and attempts to arrive at an adequate conception of God.


Studies the forces that aided and those that hindered the religious development of the slaves in the antebellum South, together with the methods used by the slaveholders for the moral and spiritual improvement of the colored race.


Discusses the status of Bible in the public schools of the United States, the justification of the Bible in the public school, and evolves a practical course of study.


Results show that definite advantages may be claimed for weekday religious education with respect to religious knowledge and practices but that clear-cut advantages may not be claimed for this instruction with respect to moral attitudes and social situations, where results should appear if it is to vindicate its place in any scheme of character building.


2177. Fussner, Sister Julie Louise. Factors contributing to success in the teaching of high-school religion. Master's, 1933. Catholic Univ. 110 p. ms.


Studies the contribution of the Sisters of charity of Nazareth, Ky., to education in that State.


Data were secured by means of a questionnaire from nearly 700 high-school students.

2187. Kennedy, John Milliken. The educational contribution of certain secular and religious private schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

2188. Kivilighan, Sister M. Miriam. The development of the Catholic school system in the diocese of Richmond. Master's, 1933. Catholic Univ. 38 p. ms.


Investigates the system of elementary education known as the parochial or Christian day-school system, sponsored by the Evangelical Lutheran Synod of Missouri, Ohio, and other states.


Data indicate that the students in this study know slightly less than half of the Biblical references referred to in the classical literature which they read, and that freshmen know about as much of the classically quoted Biblical material as do the seniors.

2191. Luerich, Harry L. The practical application of guidance in religious education. Doctor's, 1933. Rutgers.

2192. McMahan, Corwin L. Should religious education be a part of the public school curriculum? If so, under what conditions? Master's, 1933. Ohio. 83 p. ms.

Recommends that religion as an attitude toward the universe, regarded as a social and ethical force, be made a part of the public school curriculum.


2197. Miller, Alta A. The religious educational status and activities in larger parishes. Master's, 1933. Northwestern. ms.


Gives a microscopic view of the Barthian movement, describes its origin and development, and explains the philosophical presuppositions and fundamental problems of the movement, and gives the religious educational implications of the movement.


2206. Plank, Helen. A study of the religious educational program in the Congregational church of Iowa City, Iowa. Master's, 1933. Iowa.


Data, based on replies of freshmen and seniors in colleges and universities in Ohio, Indiana, Michigan, Illinois, and Minnesota to a questionnaire on the students' ideas of Indiana, Michigan, Illinois, and Minnesota to a questionnaire on the students' ideas of college in its conception of God is impressed on the mind of the individual student.
PRESCHOOL EDUCATION


PRESCHOOL EDUCATION


Studies 137 children, 68 girls and 69 boys, between the ages of 2 and 6 years, and finds that preschool children will play with dolls which are suggestive rather than detailed in appearance.

2218. Brackett, Catherine W. Laughter and crying of preschool children. A study of the social and emotional behavior of young children as indicated by laughter and crying. Doctor's, 1933. T.C., Col. Univ.

Records were made for 29 children, ranging in age from 18 to 48 months, who were attending the two nursery school groups at the Child development institute, Teachers college, Columbia university. Laughter and crying were found to be predominantly social.


Compares language development of nursery school children from contrasting economic groups (privileged and underprivileged).


Analyzes data on health examinations, dental health examinations, vaccination against smallpox, and immunization against diphtheria from 156 cities in the United States with a population of 20,000 or over. Data indicate that differences in customs, prejudices, and attitudes of various social and cultural groups affect health protection preschool children receive.


2225. Ferguson, Janet Ethelyn. The status of the children of the Iowa State college nursery school prior to their enrollment, based on an analysis of history records from 1925 to 1931. Master's, 1932. Iowa St. Coll.


2227. Jack, Lois Meade. A study of ascendant behavior in preschool children. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Studies ascendant behavior in four year old children, and shows that ascendant children are more responsive socially, somewhat more expansive and less responsive to adult control.

|        | Records the individual responses of children, aged two-and-a-half to five years, to six types of science experience in the nursery school; attempts to determine the effect of age on interest in science materials, sex differences as shown in the responses of the children, and whether previous experience with the type of material presented produces more or less interest; whether members of different types of nursery schools show similar interests in scientific materials; and the relative values of these particular scientific materials for use in nursery schools. |
|        | Investigates the diets, health, nutritional needs and general well being of the Negro children in the kindergarten at Bethlehem Center showing the relation of their food records to their physical condition. |
|        | Discusses the characteristics of the preschool child, rhythm, the results of rhythmic participation and illustrative rhythmical activities for the preschool child. |
| 2239. | Smith, Ruth S. | A study of certain situations involving social control in the preschool. | Master's, 1933. | Iowa. |
| 2241. | ——— | Language of the preschool child. | Child development, 4: 229-36, September 1933. (West Virginia university) |
| 2243. | ——— | A study of the child from 2 to 6 (years of age) in the home—a comparison of the various social groups in a university town and a mining camp. | West Virginia White House conference. Morgantown, West Virginia university, 1933. 19 p. ms. |
2244. Stiles, Frances Smythe. Preferences of children for vegetables commonly served them at the nursery school, as determined by the method of paired comparisons. Master’s, 1933. Iowa St. Coll.


2247. Tomlinson, Brian and Cerny, Mollie. The Emporia preschool clinic of 1931. Teaching, 11: 29-33, December 1932. (Kansas State Teachers College of Emporia)

2248. Witty, Paul A. The physical, mental and behavior status of 300 “only” children of preschool ages (three to five years) Evanston, Ill., Northwestern university, 1933.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN


2250. Campbell, Nellie M. Behavior problems in the elementary school. Doctor’s, 1933. T.C., Col. Univ.

Determines how a selected group of elementary school teachers in southern New Jersey meet frequent and troublesome behavior problems of children; determines how successful they consider their treatments of the problems; compares the procedures of highly successful and less successful teachers; and gives an evaluation of teachers’ procedures by experts.


2254. Erickson, Clifford E. An analysis of the student personnel of an intermediate school. Master’s, 1933. Northwestern. ms.

2255. French, Seward Frederick. A study of problems arising from individual differences among seventh grade boys. Master’s, 1933. Vermont. 244 p. ms.

Presents a case study of problems arising among 35 boys in the seventh grade representing various grades of ability ranging from the highest to the lowest, and finds that there is a close relationship between ability as shown by grades in intelligence tests and school marks as well as between ratings gained on achievement tests and school marks. Behavior problems are most frequent among boys of low mental ability. Boys having low school marks, limited ability and unsatisfactory behavior often come from unfavorable homes.


Analyzes the reading study habits of 137 children in grades 4 to 8 of a village school and constructs lists of habits for good, average, and poor pupils, together with a list of habits found in all pupils.


Attempts to secure definite information on the home study habits of pupils and teachers in a grammar school with an enrollment of about 600 and a faculty of 16. Grades four, five, and six were used in the study.


Studies children ranging in age from 5 years and 10 months to 13 years and 10 months in the first six grades of the Frick elementary school.


Deals with 764 accidents to 25,838 children in the school year 1931-32. Finds that boys were in twice as many accidents as girls; one-fourth of the accidents occurred at school, and nearly two-thirds of them occurred at home.

2263. Jones, Daisy M. A study of the concrete material in oral and written expression contributed by first grade children as a result of their experiences in following the program outlined in the Indiana State courses of study. Master's, 1933. Ind.St.T.C. 111 p. (Abstract in: Indiana State teachers college. Teachers college journal, 4: 314-15, July 1933)

Shows through concrete examples how the Indiana State course of study in oral and written expression contributed toward the accomplishment of the goals it sets forth for first grade, evaluated the background of English built up for children by providing for the experiences recommended by the State course of study, and tests the effectiveness of the English teaching done in following the suggestions proposed by the State course of study.


2267. *Keyburtz, Orland L. The organization, administration and supervision of school life activities in the elementary schools of Camden county, New Jersey. An investigation attempting to evaluate the program of school life activities in the elementary schools of Camden county, New Jersey. Master's, 1932. New York. 64 p. ms.


Attempts to determine to what extent intelligence influences the child's success in reproduction in composition, handwriting, and spelling. Data were secured on 248 children from the sixth grade, representing several nationalities, two races and various mental abilities.


Applies educational accounting techniques to the Chicago public schools.


Studies remedial instruction in elementary school based on profiles of new Stanford achievement tests and finds that the remedial pupils made almost twice the progress of the other students in those subjects in which they were having remedial instruction.


Investigates the elementary grades in the University school to see what types of child planning are found there. Growth in ability to plan is seen by comparing planning done in the kindergarten with that done in the higher elementary grades.
2283. Smith, Madge. Contrasted techniques in the teaching of poetic values in the kindergarten. Master's, 1933. Colo.St.T.C.


Surveys present day practices relative to home study in the elementary grades of schools of western Pennsylvania, and discusses the opinions concerning various phases of home study held by teachers, principals, pupils, and parents.


Attempts to determine what factors enter in the spontaneous dramatic play of kindergarten children to give this experience a place of educative importance in schoolroom procedure. The reality of first-hand experiences takes precedence over story book play. Spontaneity of expression permits a wide range of imaginative experimentation. A minimum of construction promotes imaginative expression.


Attempts to trace the development of the elementary school assembly, to determine its present status in Kentucky cities of the first three classes, and to make recommendations for the further development of that activity in the schools.

2287. White, Ophelia. Relationship between motor ability, motor coordination, and related personality traits of 30 pupils of fourth, fifth, seventh and eighth grades. Master's, 1933. Texas St. Coll. for Women.

Finds very little relationship to exist between the mental ability and motor ability of these subjects; sex and age influence results of the motor coordination and motor ability tests.


SECONDARY EDUCATION


2294. Barber, Joseph E. A personnel study of East Aurora high-school graduates. Master's, 1933. Syracuse. 87 p. ms.

2295. Bernard, Ted B. Secondary education under different types of district organization. Doctor's, 1933. T.C., Col. Univ.

Attempts to show the nature and extent to which there should be district reorganization; compares the small district, consolidated, and county unit types with reference to their respective advantages and disadvantages; and sets up procedures which might serve as guides for persons contemplating or studying district reorganization.
SECONDARY EDUCATION


Determines the international attitudes of a representative group of 500 Arizona high-school seniors, from 6 different schools, and compares their attitudes with eastern norms established by Neumann's study of 1926.


2299. Brillhart, Cleon D. A survey of the graduates of a village school (Napoleon high-school) covering a period of 10 years (1921-1930) with a view to readjusting the curriculum so as to more adequately meet the needs of the students in selecting a vocation that is harmonious with their abilities and interests. Master's, 1932. Michigan. 56 p.


2301. Cameron, Fred E. Adult leisure time activities of men graduates of Iowa high-schools. Master's, 1933. Iowa.


Studies emergency aid and scholarships given in 386 public high-schools in 42 states and the District of Columbia, and discusses the history of the movement, types and amounts of aid, sources and administration of aid, the attitudes of student aid workers toward issues underlying the movement, and student aid in four foreign countries as compared with that of the United States.


Boys should not be placed in classes in physical education according to IQ and academic status alone. The physical and social age must be considered.


Discusses individual honors and awards; group honors and awards; honor organizations; and pupils' judgment on effects of honors and awards.


Data were secured from 548 answers to a questionnaire filled in by the principals of public high-schools of the Southern association in 1932. Data indicate that the teachers
are not as active in in-service training as is desirable; that the high schools studied have a good program of student activities; that student cooperation in school control was not attempted; that fairly rich curricula are offered in the schools, but that there is a lack of adequate equipment for offering such curricula in some of the high-schools.


2311. Dunn, Maud Wilson. Vocabulary difficulty for secondary students of varying ability levels. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)


2313. Entwisle, Thomas L. A study of some of the practices and procedures of the high-schools and junior high-schools of Pennsylvania relating to student council activity and administration. Master's, 1932. Temple. 54 p. ms.


2316. Feuling, Sister Mary Carlos. A follow-up study of the graduates from 17 Catholic high-schools conducted by the Franciscan sisters of Dubuque. Master's, 1932. Notre Dame.


Attempts to determine what teaching combinations were taught in 1932-33, the percentage of teachers teaching in each subject field, the difference in emphasis on subject fields in public and in private schools, and the subjects which principals most frequently teach alone and in combination.


2322. Grant, Lowell E. Some facts about pupils who in high-school chose four years of English, modern language, or history and social science. Master's, 1933. Michigan. 90 p. ms.

Data were secured from 3,813 students who were in attendance on November 19, 1929, in four public evening high-schools of Philadelphia. Compares stay-ins and drop-outs on the basis of facts obtained in the survey, the relationship between absence and elimination, and reasons for elimination from the public evening high-school.

2324. Hageny, William J. A follow-up study of the occupations of the graduates of commercial and vocational courses of Blodgett vocational high-school of Syracuse, N.Y., of the June classes of 1927 to 1931 inclusive. Master's, 1933. Syracuse. 88 p. ms.

Finds that foreign languages and commercial studies are most likely to be continued, and that music and other fine arts, Latin and mechanical drawing were least likely to be continued.

2326. Hatcher, Hazel Maurine. The confidants of high-school senior girls in urban and rural centers. Master's, 1933. Iowa St. Coll.


Studies the status and function of position of deans of girls in 52 State-accredited high-schools in Florida having a dean or adviser of girls.


2331. Hollister, Frederick J. Postgraduate work in New York State high-schools. Master's, 1933. N.Y. St. Coll. for Teach.

2332. Illinois. University and State department of public instruction. The recognition and accrediting of Illinois secondary schools, conditions for recognition by the State superintendent of public instruction and for accrediting by the University of Illinois. Urbana, 1933. 28 p.;

Attempts to determine the social, educational and economic status of the secondary school population in the southern states. Data were secured from the 21 secondary schools accredited by the Southern association of colleges and secondary schools during the year 1931-32, in 11 cities.


2336. Kilzer, Louis R. The development and present status of the six-year high-school, American school board journal, 85: 29-30, October 1932. (University of Wyoming)

2337. ———. Organizing the six-year high-school. American school board journal, 86: 19-20, 64, February 1933. (University of Wyoming)

2338. ———. Some advantages and disadvantages of the six-year high-school. American school board journal, 85: 24-26, 76: 31, November, December, 1932. (University of Wyoming)


Compares the subject combinations of teachers in public and in private high-schools, classified according to size of the high-school.


Discusses the development of the small district high-school in Minnesota; means of transportation, distances travelled, and areas served by Minnesota high-schools; means of transportation used, and distances travelled by secondary school non-resident pupils in Blue Earth county; distribution and accessibility of the secondary schools of Minnesota; and lack of economy in small schools.

2343. Lottick, Kenneth V. A suggested procedure for determining the value of a merit system. Master's, 1933. Ohio. 84 p. ms.

Attempts to measure the increase in development of social and ethical attitudes of high-school students under the operation of a merit system.

2344. Lovellette, Norman. A study of post-graduate students enrolled in accredited public high-schools of Illinois outside Chicago. Urbana, University of Illinois, 1933. 5 p. ms.


Studies educational literature for the years 1929–1933 to find the situation, criticism, proposals and changes in educational philosophy growing out of the depression.


Treats problems characteristic of the six-year high-school.


Attempts to describe the application of fundamental principles of democracy to the organization, management, and control of a secondary school.


Studies the records of the 131 members of the senior class of 1932 at Needham Broughton high-school, Raleigh, N.C.


Analyzes replies to a questionnaire sent to 300 seniors of Girls' commercial high-school in Brooklyn, N.Y. concerning their social activities and other uses of leisure time, and shows their preferences to types of motion pictures, churches, radio programs, school and outside clubs and frequency of attendance per week, and scarcity of time for study.

2355. Moore, Elmer. What the business man thinks about the modern high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)


2357. *Moore, Mrs. Margaret Whiteside. A study of young high-school graduates. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 79 p. (Contributions to education, no. 583)

Compares 508 students who graduated from Pennsylvania high-schools before they were 16 years of age with the 27,000 students in the statewide group, and compares gifted children in the young group of 508 with equally gifted students who were older. Data indicate that gifted students may be encouraged to enter college at an age as young as 15 or 16 years.


Studies the relation between intelligence and persistence in high-school, retardation, elimination, success and failure. Finds a close relationship between mental ability and the qualities studied, and that there are factors other than intelligence which affect the success or failure of high-school pupils.

2360. Mulder, Cornelius. The relative achievement of University high-school ninth graders in two groups whose IQ's range from 80 to 104 and 125 to 154, respectively. Master's, 1932. Michigan. p. 70.

2361. Murphy, Florence Elizabeth. A study of the personality traits of high-school leaders. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)

2362. Myra, George S. A comparison of ability and change in the groups of ninth grade pupils. Master's, 1933. Iowa. 87 p. ms.


2367. Niven, Jessie Harriett. An investigation of some relationships between achievement of high-school students in certain academic and non-academic courses. Master's, 1933. Texas.

2368. Ogden, Lester Clyde. A comparison of the academic achievements of working and non-working students in the senior high-school of Santa Rosa. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

2369. Patin, Robert B. The scholastic success of ninth grade pupils under the six-two-four organization compared to that of ninth grade pupils under the six-three-three organization as measured by failure and retardation. Master's, 1932. Michigan. 46 p.

2370. Pell, Laura A. An analysis of the citizenship experience of high-school students. Master's, 1933. Claremont. 107 p. ms.


Part 1 deals with changes in the range and mean of intelligence in the high-school enrollment during the past decade. Part 2 studies two groups of pupils in West high-school, Denver, Colorado.


Describes an experiment conducted with 1,172 pupils in the Meteestown, N.J. high-school, in grades 7-12, on their attitude toward problems of conduct and behavior, and studies the changes in attitude among the various grades of the secondary school.
2391. Smith, Milton L. A study of diagnostic and remedial work in the high-schools of this country. Master's, 1933. Oregon. 86 p. ms.


2395. Sones, T. Ellwood. A study of 100 boys and girls in Centre county, Pennsylvania, 16 to 18 years of age who have left school and a similar group remaining in school. Master's, 1933. Penn. State. 53 p. ms.


2401. Swanson, Mary Elizabeth. A comparison of scholarship attainment and social adjustment in the sophomore class of the senior high school of two groups, pupils who have taken seventh grade work in junior high-school, and seventh grade work in grade school. Master's, 1933. Kansas. 42 p. ms.


Describes in detail the techniques, procedures, and results of conducting follow-ups for one high-school class, one, three, and five years after graduation.


* Groups pupils into high, normal and low groups as achievement is compared with intelligence, and studies the factors which are thought to cause the disparities.

2408. Truesdale, Ruth M. An analysis of certain objective factors in their relation to the student leadership in the two white high-schools of Raleigh, N.C. Master's, 1932. N. C. St. Coll.


2411. Vogt, Glenn L. Some ways in which the intelligence ratings of high-school pupils and the types of school from which they enter high-school are related to choice of curriculum and retention in high-school. Master's, 1933. Michigan. 59 p. ms.


2413. Warren, Robert Hagerty. The articulation of the Union high-school and the one-room school. Master's, 1933. Colo.St.T.C.

2414. Wenström, Ruth Eleanor. The study of the use of time outside school by 52 girls of the low tenth grade of the University high-school, Oakland, Calif., during the week of May 21 to 27, 1931. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)


2416. Whitlow, C. M. Four problems of the small high-school. American school board journal, 89: 14, June 1933. (Colorado State teachers college)


* Data on the status of the various types of interschool contests in high-schools throughout the United States were secured from answers to a questionnaire sent to a random selection of school principals in all sections of the country. Presents a four-point program leading to the eventual elimination of all interschool contests.

Discusses the historical status of the problem; high-school work offered by correspondence through college and university extension divisions; private correspondence study of high-school grade; correspondence study in high-schools; and supervised correspondence study in high-schools pursued by high-school students.

2422. Witty, Paul A. and Wilkins, L. W. The mental ability, educational status and personality development of "only" children in the ninth grade and in the twelfth grade. Evanston, Ill., Northwestern university, 1933.

2423. ———. The physical, mental, educational, and social development of very young children in the junior and senior high-school. Evanston, Ill., Northwestern university, 1933.


JUNIOR HIGH SCHOOLS


2428. Best, Oakley W. To determine to what extent junior high-school idea is being realized in small Michigan schools. Master's, 1933. Michigan. 53 p. ms.

2429. Bonner, John MacDonald. Classification of conduct cases in junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

Sets forth the purposes, techniques and devices used with 506 pupils of the Sarah Scott junior high-school in Terre Haute, Indiana, to teach them to express themselves in original verse.


Finds that unsuccessful pupils are more frequently maladjusted, that fear is their greatest handicap, and that emotional maladjustment was a significant problem for about twice as many successful as unsuccessful pupils.


Data, based on a study of 37 boys in the seventh grade of a junior high-school, indicate that there is no close relationship between achievement in mathematics and mechanical ability.

2437. DeSilva, Frederick W. A study of measures used in predicting academic achievement in grade seven in the junior high-school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)


Studies the economic and social backgrounds of the pupils of a junior high-school located in a foreign district of a New England industrial city.


Studies the growth of puppetry, professionally and educationally; the place for the project in the junior high-school curriculum; plays suited to the project and how they can be obtained; various types of puppets used and how they are manipulated; the financing of the project; and the various methods of making characters, stage, scene, and properties.


Finds that recreation and maladjustments, lack of purpose and initiative, problems arising within the family or because of poor associates, and teacher difficulties have a closer relation to school achievement than the intelligence of the pupils.


Classifies the junior and senior high-schools of New Jersey with respect to the size of administrative and teaching personnel, for the purpose of determining whether a marked difference exists among the junior high-school, junior-senior high-school, elementary and junior high-school, senior high-school (3 years) and 4-year high-schools.


2452. Marple, Bertha Freda. An attempt of an English teacher to serve the other departments by training ninth grade pupils in reading certain materials of science, social studies, and mathematics. Master's, 1933. West Virginia. 48 p. ms.

Data indicate that of the two groups studied, the experimental group made a significant gain in general reading ability, and that this group improved in each of the three subjects more than did the control group.


Studies 544 students enrolled in Central junior high-school, Warren, Ohio, during the first semester of the school year, 1932-33.


2460. Unzicker, S. F. A study of citizenship traits in the junior high-school. Greeley, Colorado State teachers college, 1933.

2462. Van Cott, Harrison H. Some effects of segregating junior high-school boys and girls in their classes in the constant subjects. Doctor's, 1933. New York. 126 p. ms.

Attempts to determine the effects of sex segregation of junior high-school boys and girls in their classes on their scholastic progress. Data indicate that the majority of the 1,963 junior high-school boys and girls who participated in the experiment described, prefer segregated classes, and that there are advantages in segregation for many pupils and disadvantages for others.


All groups studied indicated a favorable attitude toward the present order of government and toward the labor group but showed a tendency to be critical of our economic order.

2464. Willey, W. M. What does the junior high-school do that other schools do not do? High school teacher, 8: 332-33, November 1932. (Western Kentucky State teachers college)


JUNIOR COLLEGES


2472. Duncan, George Walter. The organization and content of semi-professional engineering curricula in junior colleges. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 89, October 1933)


2476. Hardesty, Cecil D. Problems and practices in housing the junior college program in California. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)

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Traces the rise of junior colleges among institutions exclusively for Negroes, and ascertains their present status.


Attempts to determine the nature and extent of the existing curricular and extracurricular program; the nature, interests and needs of the student body; the degree of institutional fulfillment of their needs through curricular and extracurricular programs; and to ascertain the phases of the curricular program which may effect the desired institutional fulfillment.


Finds that the academic curriculum of the Oklahoma public junior colleges is designed primarily to meet the requirements for entrance to standard colleges and universities.


Studies the 13 junior colleges in New England in an attempt to find ways of strengthening their position.


2483. Shlaudeman, Karl Whitman. A study of some relationships between the interests and abilities of junior college students. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

2484. Slothower, David Wendell. Community needs as a basis for the improvement of the commerce department in Compton junior college. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)


Attempts to determine the kind of institution which is developing in Iowa; to discover the place of the public junior college in Iowa's State educational system; and to show what possible contribution the junior college may make in a local system of democratic education.

2488. Weitzel, Henry Irving. The curriculum classification of junior college students. Doctor's, 1933. Southern California. (California quarterly of secondary education, 9: 80, October 1933)


2492. Barrick, Floyd M. Fluctuations in general cultural information among undergraduates from the freshman to the senior years. Master's, 1933. Penn. State. 42 p. ms.

Data indicate that cultural information varies from year to year; that the sophomore level is outstanding in the subject of fine arts; that the seniors show superiority in general science; and that the sophomore college level is the peak in general cultural information.


Studies a group of probation students at Ohio State university during the academic years 1930-31 and 1931-32. The difficulties were classified into physical, social, emotional, vocational, and miscellaneous. English, mathematics, and reading were the subjects which gave the students the most trouble.


Studies educational and vocational records of a group of 118 students of low aptitude for 8-year period following entrance to university.


Analyzes the origin and organization of the evening session in 26 institutions and discusses general problems affecting evening session students and teachers.

2500. Bos, Henry L. A study of the comparative honor points made during the freshman year at the University of Michigan by graduates of small high-schools and those of large high-schools. Master's, 1932. Michigan. 34 p.

Studies 200 men from the freshman classes at the University of Michigan, 100 of whom entered from high-schools of about 1,000 and the other 100 from high-schools of about 200 pupils. Finds that the students from the larger high-schools were somewhat superior both in the results of a psychological examination and in honor-point achievement in various subjects.


Defines the bodily changes which have taken place in three successive generations of old Americans, based on an analysis of gymnasium records at Harvard university, Vassar, Smith, Wellesley, and Mount Holyoke colleges.
2502. Bradford, Harry Elwyn. An analysis of achievements of certain University of Nebraska students who offered vocational agriculture as credit for entrance; compared with achievements of a similar group who offered the traditional entrance subjects. Doctor's, 1932. Cornell.


Describes the background and development of the Oriental Institute, its field expeditions, the activities of the home staff, and research and publications.


Surveys the origin of departments of education in American colleges and universities from 1870-1900.


2506. Butts, Freeman. Relation of academic preparation to later occupational situation of 1,000 Wisconsin graduates. Master's, 1932. Wisconsin.


Discusses measures of performance, statistical procedure, size of faculty, student enrollment, number of graduate students, library facilities, value of libraries, scientific apparatus, machinery and furniture, total value of property, expenditures for instruction, and total current expenditures.


2509. Cowley, W. H. A study of the relationship of high-school scholarship and Ohio State university psychological test scores to persistence at Ohio State university. Columbus, Ohio State university, 1932. unp. ms.

2510. Crocker, Cynthia A. A study of camp leadership courses offered by 70 colleges and universities in the United States. Master's, 1933. American Univ. 59 p. ms.


Illustrates a way in which it is possible to apply in certain college courses several of the most modern principles of teaching without disrupting usual college routine or placing too heavy a burden either on instructors or on students.


2515. Ericsson, Frans A. Freshman failures and how to prevent them. A study of the relationship between test scores and scholarship marks of the
freshmen at four Lutheran colleges, and an account of preventive training of failing freshmen at Upsala college. Doctor's, 1932. New York. 187 p. ms.

Studies test scores and first semester scholarship marks of 402 freshmen at Augustana, Bethany, Gustavus Adolphus, and Upsala colleges for the year 1930–1931.


Discusses the aims and province of the modern university, and its relation to economics and governmental changes, to spiritual values, and to a changing world.


Studies the extent to which American colleges grant credit for study at foreign institutions with special reference to the organized resident study groups.

2520. Finch, F. H. and Nemzek, C. L. Prediction of college achievement from data collected during the secondary school period. Minneapolis, University of Minnesota, 1933. 10 p. ms.


2522. Fouts, Mrs. Leslie V. Relation between grades in high-school and college mathematics; with special reference to the Bachelor of arts graduates of the College of industrial arts. Master's, 1933. Texas St. Coll. for Women. 45 p. ms.

Studies high-school and college grades in mathematics of all students taking the Bachelor of arts degree from the College of industrial arts during its entire history.


Discusses higher educational opportunities, college enrollments, class size, teacher load, overlapping, occupation and location of graduates, instructional costs in Mississippi; and describes the present State institutions of higher education, basis of coordination, reorganization involving the junior college, schools of engineering, business, medicine, education of teachers, undergraduate departmental offerings, graduate work, suggestions for detailed study of Mississippi State college, allocation of funds, and administration of institutions of higher education.


Discusses the nature of the emergency, readjustments affecting instruction, organization of higher education, student life, sources of revenue and unit costs, and financial readjustments in typical institutions.


2532. Hart, Margaret. The University of Wisconsin. Master's, 1933. Wisconsin.

2533. Haskell, Helen E. Interpretation of the honor system in a municipal college based on a questionnaire. Master's, 1933. Coll. of the City of N.Y.


Studies the occupational group from which the freshman at Asbury college came, and the marks he made during his freshman year. Children of ministers, mechanics, teachers, business men, and farmers were studied.


Determines to what extent Asbury, John Fletcher, Milligan and Wheaton, non-denominational Christian colleges, have succeeded in carrying out the aims and purposes for which they were established.

2540. Hutton, Mary Ellen. A study of the factors affecting the character of college work of the freshman students in the School of home economics, as compared with a sampling of the freshman students in the College of arts and science and the College of education. Master's, 1933. Ohio.

2541. Hyman, Stanley J. The collegiate courses pursued by men and women elected to Phi Beta Kappa at the University of Michigan from 1928-1932, inclusive. Master's, 1933. Michigan. 98 p. ms.

2542. Illinois. University. Report of the committee on admissions from secondary schools, University of Illinois, for information of high-school authori-
ties and others interested in the accrediting of high-schools for the year 1931–32. Urbana, 1932. 15 p. (University of Illinois bulletin, vol. 29, no. 87)

2543. Jennings, Margaret. A study to discover the relation of success in different high-school subjects and the relation of scholastic aptitude tests to the degree of success attained during the first semester at the University of Michigan. Master's, 1933. Michigan. 40 p. ms.


2546. Kahler, Frederick A. Interrelation between college entrance requirements and high-school curricula. Master's, 1933. Northwestern. ms.


Attempts to discover how the educational and administrative policies of colleges are determined; to reveal the types of internal administration which now exist; to show how the various administrative officers function in relation to each other; to determine the extent to which the faculty as a group and as organized committees participate in internal administration; and to suggest some basic principles of administration as they are revealed in surveys and other educational literature, and to show whether these principles have been adopted by the colleges and universities included in the study.


2551. Kirk, Howard L. A study of high-school credits offered for entrance in four private colleges of Iowa in the years 1908, 1918, and 1932. Master's, 1933. Iowa. 64 p. ms.


Finds that two-thirds of these applicants ranked in the lower half of their graduating classes in high-school; that they were most interested and most successful in social studies, natural science, and English, and least interested in and received the lowest marks in foreign language and mathematics.

2553. *Kretzmann, Albert J. C. The universities, colleges and the theatre. A curricula study of the theatre arts as a subject in the curriculum of the universities and colleges in the United States as of 1932–33, with a collateral study in dramatic literature, a suggested course of study in the nature of a major in the theatre arts, and a measure of the growth of the theatre arts as a subject in the university and college curriculum since 1912–13. Doctor's, 1933. New York. 586 p. ms.
2555. Lane, David A. Jr. Student and collegiate contracts: some legal relationships of a private college to its students. Journal of higher education, 4: 77-84, February 1933. (West Virginia State college)

Studies the rights, duties, and privileges of the institution and of the student in relation to admission and exclusion of students, instruction, discipline, suspension and expulsion, and graduation. Data indicate that the relationship between a privately controlled college or university and its students is purely contractual.


Discusses present trends of education in the colleges and universities for men and women.


2558. Leighton, R. W. Studies to determine the relative achievement of students at different potentiality levels. Eugene, University of Oregon, 1933. 39 p. (University of Oregon publication, vol. 4, no. 1. Studies in college teaching, bulletin no. 1)

Attempts to obtain objective evidence bearing upon the problems of efficiency of teaching under present conditions, and to evaluate, from the standpoint of a state supported school, such variations of educational theory as may be illustrated by doctrines of aristocratic intellectualism, emphasizing functional learning in the field of human values, of high intellectual specialization, and doctrines stressing social values of higher education.


2560. Lomen, Oscar M. Basic procedures in the major duties of the registrar in the smaller liberal arts colleges. Master's, 1932. Wisconsin.


Discovers the nature of and variation in attitudes toward academic honesty among students and faculty members of a certain institution where an honor system had been recognized for about 25 years. Finds that there existed a wide variation among the opinions of both faculty members and students as to the justification of certain behavior in the preparation of assignments and the taking of examinations. Only one-third of the students and two-thirds of the faculty members justified the reporting of a clear case of dishonesty.


Compares faculty training, tenure, and salaries; student enrollments in colleges and schools in the colleges; curriculum, admission and graduation units, class size, annual student expenses; state and federal aid, laboratory and library equipment in the various types of colleges and universities.

2566. Merritt, Marion L. Effects of long and short high-school periods on freshman college marks. Master's, 1938. Iowa. 49 p. ms.

Attempts to show what physical education activities are practiced by the graduates of the University of Pittsburgh.


2570. Nearpass, Gilbert McLean. Maturity and proven ability as a substitute for a secondary school diploma for college entrance and for full college status. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)


Finds that students who achieve are slightly younger, graduate in larger high school classes, participate in more extracurricular activities, have more efficient study methods, are more stable emotionally, are more independent, less social, and are more interested in things of an intellectual nature than are the students who do not achieve.


Data indicate that students who enter college when one or two years below the normal age maintain the high marks they earned in high-school, and remain in college longer than do those who enter at the normal or older age.

2576. Parker, Wilford Edwin. Comparison of work done at the University of Michigan by members of the National honor society with that of other students. Master's, 1933. Michigan. 43 p. ms.

2577. Peterson, Dean Freeman. Certain factors of mortality from college as determined by a study of the 1925 freshman class at the Utah State agriculture college and replacements as determined by an analysis of the 1929 graduating class. Master's, 1933. Utah St. Agr. Coll.


Studies the investment policy of the 9 most highly endowed universities for the period 1920-1932, with a discussion of nature, sources, special forms, kinds, methods of raising, size and development, and control of endowment in general.


Discusses admission of freshmen, undergraduates with advanced standing, graduate students, selective admission and retention of graduate students in the department of education, admission and retention of students in the law school, the value of standardized tests for predicting undergraduate scholarship, and the relationship between specialization in the secondary school and success in college courses.

2581. —— and ——. The alumni of the college. Chicago, Ill., University of Chicago press, 1933. 126 p. (University of Chicago survey, vol. 6)

Discusses the social composition, academic history, vocations, and income of graduates.


Describes number and types of courses offered; average size of classes; large and small classes; frequency of offering courses to classes with small registrations; size of class sections in courses taught in more than one section; classification of services of the instructional staff; salary cost for teaching service on the quadrangles; total instructional expenditure; comparative costs in professional courses; distribution of instructional expenditures among courses of different levels; and expenditures for research.


Compares the university curriculum and instruction under the old and the new plans, and studies improvement of instruction, and laboratory schools.

2584. ——, Kelly, Frederick J. and others. The organization and administration of the university. Chicago, Ill., University of Chicago press, 1933. 151 p. (University of Chicago survey, vol. 2)

Discusses university control, the management of investments, operating the university, instruction and research, non-curricular interests of students, business management, accounting and budget control, and public relations.


Investigates growth in enrollments, student-majors registration, number of degrees granted, size of the instructional staff, courses offered and classes taught, physical plant, financial assets, income and expenditures.


Analyzes the work of the home study department, university college, American Institute of sacred literature, radio service, and talking pictures.


Describes the site and service facilities; recitation and lecture rooms, laboratories, and faculty offices; conditions in the academic buildings; utilization of classroom space; organization of janitorial service; and building costs.


Finds that most of the 27 students studied were from middle class American families living in rural communities, were paying part or all of their own expenses, were leaders in extracurricular activities, and a third of them planned to make teaching a temporary occupation.


Attempts to discover at what grade of undergraduate work exemption from class attendance is advisable; to ascertain the efficacy of the methods from the standpoint of time required by the students in preparation of the given unit, and by the instructor in individual counseling versus mass instruction. The experiment included 40 freshmen in college English in 1931, 30 sophomores and 40 Juniors. These students were studied in their sophomore, junior and senior years. Data indicate that independent study may be used to advantage with all four classes in college, that the new method proved more economical than class instruction, and that counseling required less of the instructors' time than mass teaching.


Finds men superior to women in intelligence but inferior in scholarship, and that type of residence has little bearing on scholastic achievement.


2595. Sears, Sallie M. Opportunities in universities and colleges of Arkansas, Missouri, Oklahoma. Master's, 1933. Ohio. 574 p. ms.


2597. Smith, Charles A. A study of the graduating classes of the University of Wisconsin. Madison, University of Wisconsin, 1933. 4 p. ms.

Gives the results of a study of the class of 1931, and compares these results with those of similar studies of the classes of 1923 and 1927. Shows that the ratio of men to women was abnormally high in 1923 when the returned soldiers of the World War were finishing their college courses; that the depression has a tendency to keep more women than men from graduation; that the ratio of residents to non-residents of Wisconsin taking the Bachelor's degree remained practically constant; that the percentage of students taking all of their work at the University made a steady increase; and that the increase of students taking the general cultural courses and lack of interest in special courses preparing students for certain vocations was quite marked.

2598. Smith, Vivian Thomas. The correspondence between occupations and major specializations of graduates of the University of Illinois of the class of 1923. Doctor's, 1933. Illinois.

2599. Snow, Clarine S. The occupations and the graduate work of the living alumni of Centre college for a 50 year period, 1881-1931. Danville, Ky., Centre college, 1932. 2 p. ms.

2600. Snyder, Charles M. An investigation of the relationships between age and scholarship, age and intelligence, and age and social activities of the students in Bucknell university during the years 1929 to 1932. Master's, 1933. Bucknell. 45 p. ms.

2601. Sprafka, Eugene J. The correlation between undergraduate scholarship and the results of certain tests as predictive of success in graduate work. Master's, 1933. Northwestern. ms.

2603. Studies in Lutheran higher education, trends and issues affecting Lutheran higher education. The report of a committee representing the higher educational institutions of the American Lutheran conference, O. J. Pannkocke, chairman. Minneapolis, Minn., Augsburg publishing house, 1933. 79 p. (Vol. 1, no. 1)

Discusses a changing social order, and the church's relation to it, the meaning of higher education for the church, trends in higher education, objectives of Lutheran higher education, the social task of Lutheran colleges, curriculum, teachers, selection of students, personal, vocational and educational guidance, tests and measurements, and the future of Lutheran higher education.


Data indicate that the students preparing to be teachers rank somewhat higher on the American council psychological examination than the student body as a whole.


Analyzes the management of the extension program, its activities, student personnel, uses made of its services, staff, service loads and scholarly productivity of the staff members, the relative quality of students' work, and the cost of the program.


Data, based on the records of 174 college students ranked on the basis of work hours pursued during six weeks school periods, indicate that there was no relationship between amount of manual work carried and classroom achievement as measured by school marks.


Attempts to determine whether or not student schedule load is an important factor in determining the quality of work done by students in college. Data were secured on 300 students selected at random from the 1927 and 1928 entering classes in the University of Arkansas. Data indicate that many students can carry a heavier schedule without lowering their grades, than is now permitted by the universities.


2610. Tyler, R. W. Service studies in higher education. Columbus, Ohio State university, 1933. 283 p. (Educational research monograph, no. 15)


Studies the 700 freshmen of 1929 who did not return in 1930.


Studies the 2,276 freshmen who entered the University of Minnesota in 1930.

2613. Volpel, Marvin C. A comparison of the work of freshmen who entered the University of Michigan conditionally with the work of an equal number of freshmen entered regularly. Master's, 1933. Michigan. 48 p. ms.


Studies the acceptance of funds subject to annuity, their classification and management, and the accounting for and reporting of these funds; includes publicly- and privately-controlled colleges and universities having productive funds of $400,000 or more, except Negro institutions, theological seminaries, teachers colleges, and junior colleges.


Studies high-school and preparatory school opinions regarding the general problem of required and optional courses in colleges and universities.

2618. West, Ethel Cope. A study of under-age students entering the University of California, at Berkeley, from August 1922 to January 1932, inclusive. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

2619. Whitaker, Helen Eleanor. The possible effect of military training upon the attitudes of college students. Master's, 1932. Oregon. 56 p. ms.


2623. Williams, Robert L. Present practices in administering quality points in 172 American colleges and universities. Columbus, Mississippi State college for women, 1932. 9 p. ms.

2624. Wilson, Elsie Pearl. Occupational records of home economics graduates of Iowa State college for 1924 and 1925, entering teaching compared with those entering other occupations. Master's, 1933. Iowa St. Coll.


Discusses the plan for coordinating the institutions of higher education in North Carolina.


Studies agriculture in Maryland to the beginning of the nineteenth century, the movement for improved agriculture in Europe and America, proposals for agricultural schools and pattern farms in Maryland, the state map and geological survey, the renaissance of agriculture in Maryland, the state agricultural chemist, the evolution and work of the Maryland state agricultural society, the movement for the Maryland agricultural college.

srtations for the degrees of doctor of philosophy and doctor of education, 1932-33. Fifth series, no. 155: 32-36)

Studies the relationship of intelligence level to type of vocational interest and the analysis of a new concept of "interest maturity" in its relationship to level of intelligence, type of vocational interest, and vocational choice; the relationship of level of intelligence to "fitness" or wisdom of vocational choice, as determined by vocational interest ratings, permanence of vocational choice, and other factors; and certain personality traits as related to level of intelligence, with inferences drawn as to the possible formation of psychological compensations.


STUDENT PERSONNEL PROBLEMS


2631. Colmer, Gladys Edna. The personality of the college cribber. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)


Studies likes, dislikes, interest, disinterest, ability to learn and inability to learn as shown by group and case studies.


Studies the freshmen in a church college of 500 students, to discover the areas of experience in which they found difficulty in making adjustment, and attempts to determining the relationship of the factors of intelligence, neurotic tendency, and socio-economic status to the areas of experience in which the freshmen found difficulty in making adjustment.


2636. Hemenover, Edgar Everett. The effect of employment to scholarship of the students at the University of Wyoming during the fall quarters of 1931 and 1932. Master's, 1933. Wyoming.


Attempts to determine the extent to which freshman vocational choices are related to family influences, to high-school and university activities, to vocational interests, to their permanency, and how they are influenced by various sources of vocational information.


The major causes of mortality are: financial needs, irregularities in registration, business requirements, poor scholarship, avocational changes, vocational courses completed and no further interest in study, transfers.


Discusses the problem of student aid in higher education; scholarships, fellowships, assistantships, and remitted fees; adequacy of student-aid grants; selection of scholars, fellows, and student assistants; student loans; relationship between grades and living environment; reading in the college residence halls for men; relation of the chapel to the religious life of the university.


Shows that the chief reasons for their difficulties were: slow reading, too lengthy assignments, difficulty in securing reserved books from the library, inadequate background in certain subjects, difficulty in finding a quiet place to study, and worry about things not connected with school.


Discusses the advantages of college training; self-support; choice of a college; transition from high school to college; what to emphasize in college; study; personal conduct; associates; fraternities; specialisation; vocation; hazing; athletics; health; and the college product.


Investigates records in college of winners of scholarships in State high-school rally over a period of 20 years.

2651. Telford, C. W. Experimental study of some factors determining the social attitudes of college students. Grand Forks, University of North Dakota, 1933.
2652. Van Tuyl, Katharine. The interests of college students by comparison of major groups. Master’s, 1932. Minnesota.


Data were secured on 203 men and 155 women students at the University of Chicago, based on their replies to a questionnaire and results on the Allport ascendency-submission test, Frer’s test of introversion-extraversion, Moss’s test of social intelligence, Frey’s test of emotionality, and Otis’s test of suggestibility. Data indicate that it is possible to find in a person’s early life significant facts in determining some of his later personality traits.

WOMEN—EDUCATION

2654. *Abell, Ruth. Factors in the personnel program for the women of Syracuse university as indicated by a study of the women in the class entering September 1931. Master’s, 1933. Syracuse. 126 p. ms.

Studies geographical distribution; age and marital status; citizenship, nationality, race and religion; occupations of parents, size of family, educational status of the family; academic backgrounds and extracurricular interests prior to entering the university; factors influencing members of the group to enter college; reasons for selecting the college; vocational preferences and the desire for guidance; financial status; and pre-entrance acquaintance with Syracuse faculty and alumni, sorority interest, and health status at entrance.


Finds that 45 percent of the students’ time was required for daily living routine, 4 percent for incidental living routine, 29 percent for academic work, leaving 22 percent for leisure.

2657. Campbell, Doak S. Problems in the education of college women: a study of women graduates of southern colleges. Nashville, Tenn., George Peabody college for teachers, 1933. 80 p. (Field study no. 6)

Discusses college women and homemaking, vocations, avocational interests, and considerations involved in curriculum revision.


Discusses the scholastic, health, economic, vocational, and extracurricular adjustment of women transfer students.


Studies economic, social and psychological problems peculiar to women, and changes made in the curricula of women’s colleges to help train women to meet their various problems.
2663. Glaspey, Esther. The educational experience of 100 actresses. Master's, 1933. Iowa.


2667. Lynn, Opal. Differences in the attitudes of Iowa State college girls in the freshman and senior years. Master's, 1933. Iowa St. Coll.


Evaluates the present entrance criteria of Barnard, Byrn Mawr, Mt. Holyoke, Radcliffe, Smith, Vassar and Wellesley through historical study of trends, a study of the criticisms of present criteria and previous scientific evaluations, a national survey by questionnaire of secondary school preparation for college success and for the College board examination by 100 public and 100 private schools contributing candidates for examination.


2671. Murphy, Lois Mae. The intellectual development of women from 1850 to 1932 as evidenced by Harper's magazine. Master's, 1933. Northwestern.


Includes guidance and college life, educational guidance and vocational guidance.


Studies 25 students in the College of Industrial arts who hold important positions of leadership. The traits most carefully considered were physical characteristics, scholarship, introversion-extroversion, ascendance-submission, and age. Student leaders rank higher in scholarship than non-leaders.


Data indicate that the graduates considered the majors and the academic work had proven most helpful in relation to their present occupations.
2677. Williams, Robert L. The study habits of failing freshmen. Columbus, Mississippi State college for women, 1933. (Bulletin of the American association of collegiate registrars.)

Standardized tests were given to all members of the freshman class, including the failing students, who were given additional tests and who had a survey made of their study habits. Data indicate that many failing students have the ability to do successful college work if they can be properly motivated; classroom teachers and faculty advisers can prevent failures by offering a preventive type of educational guidance designed for this purpose; the percentage of students eliminated from the failing group is approximately 150 percent greater than the eliminations from the freshman class as a whole and approximately 200 percent greater than the eliminations from the non-failing freshmen.


Studies members of the classes of 1931, 1932 and 1933 whose grades dropped five or more points and finds that the traditional decline is an indication of inability to continue more advanced college work, or for a small proportion of the class may be a mere slump.

PROFESSIONAL EDUCATION


Examines relation between amount of work in various subjects in high school and total achievement in engineering college. Prognosis for achievement in engineering courses is most favorable for boys taking most high-school work in science, mathematics, and shop.


Data justify the student training program, and prove that higher accomplishment is reached by engineers so trained than can be found among a group trained in all other known ways.


2687. Hopkins, Dorothy Bona. Some factors affecting admission of students to the graduate School of education of Boston university as candidates for the degree of Master of education. Master's, 1933. Boston Univ. 53 p. ms.

Studies students in training in order to determine the standards for entering students; takes a poll of principals and instructors of nursing and senior nurses in order to make recommendations to high-school principals concerning high-school curricula for prospective nurses; and determines the essential personal traits of nurses and their measurement by the use of a graphic rating scale.


2691. King, Myron B. The place of a legal aid clinic of a school of law in the educational program of a community. Master's, 1933. Southern California. (California quarterly of secondary education, 9:89, October 1933)


Attempts to find out what colleges best prepare the student for success on the graduate levels of instruction. Surveys the scholastic achievements of the graduate students receiving the M.A. degree from the University of Kentucky from 1915 to 1932, classified according to the type of institution in which they did their undergraduate work, and compares the several groups.


Attempts to develop a tentative program for school nurses, both in and preparatory to active service.

2697. Bhinehart, Jesse B. An attempt to predict the success of student nurses by the use of a battery of tests. Journal of applied psychology, 17:277–83; June 1933. (University of Pittsburgh)

2698. Rowe, C. Merle. Interest as a determining factor in securing a true estimate of the prospective engineer's ability in English. Master's, 1933. South Dakota: 100 p. ms.

2699. Slaymaker, Robert Ridgley. An experimental and analytical study of data secured from the impact testing machine developed and built by the Engineering experiment station of Iowa State college. Master's, 1932. Iowa St. Coll.


2701. Wiecking, Anna M. The relative effectiveness of presentation of various story and factual reading forms of dental hygiene informational material. Doctor's, 1933. Iowa. 172 p. ma.
2702. Woelfel, Sister Mary Augusta. The educational function of super-
vision in Catholic schools of nursing. Master's, 1933. St. Louis. 115 p. ms.

ADULT EDUCATION

2703. Ackerman, Russell E. Trends in illiteracy in New Mexico. Master's,
1933. New Mexico. 53 p. ms.

2704. *Alderman, Lewis R. Adult education under public auspices in the
United States. Doctor's, 1933. American Univ. 251 p. ms.

Studies state programs of adult education, evening schools, vocational education, ex-
tension education, opportunity schools, prison education, parent education, the library
and adult education, illiteracy.

2705. Bardonner, Nello E. An analysis of the Interests, needs, and activities
of the students of the Waukegan township evening school at Waukegan, Ill.
Master's, 1932. Iowa St. Coll. 54 p. ms.

Gives a brief history of the Waukegan township evening school, together with perti-
inent data on age distribution, nationality, scholastic attainments, reasons for discon-
tinuing formal education, activities, length of attendance, and avocational Interests of
pupils.

2706. Bernard, John V. A program of adult education for the Sargent com-

2707. Betts, Hugh J. The history and development of adult education in

2708. Bishop, Aida C. The development of the continuation school in Pitts-
of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of
publications, 8: 309)

2709. Bittner, Walton S. and Mallory, Harvey F. University teaching by
mail. A survey of correspondence instruction conducted by American universi-
ties. New York, Macmillan company, 1933. 355 p. (University of Colorado)

Surveys college and university correspondence instruction of the institutions that are
members of the National university extension association. Shows the origin and growth
of correspondence teaching, its administrative problems and policies, standards and
practices, and principles, and takes up the teaching of biology, education, English, Ger-
man, history, mathematics, mechanical drawing, psychology, and sociology by mail.

2710. Campbell, Adelbert Benjamin. A study of minors enrolled in a con-
tinuation school. Master's, 1933. California. (California quarterly of sec-
ondary education, 9: 78, October 1933)

2711. Coman, Ruth Pitman. The organization of parent education in the
State of California. Master's, 1933. Southern California. (California quar-
terly of secondary education, 9: 89, October 1933)

2712. Cox, Katherine Sharpless. The continuation school: origin, develop-
ment and function. Master's, 1933. Claremont. 190 p. ms.

2713. Davidson, J. B., Hamlin, H. M. and Taff, P. C. A study of the exten-
sion service in agriculture and home economics in Iowa. Ames, Ia., Collegiate
press, 1933. 237 p. (Iowa State college)

2714. Day, Vera Mary Hilla. The content of a course in parent education-
adapted to the needs of the parents of the children in the Iowa State college
nursery school. Master's, 1933. Iowa St. Coll.

2715. Ferguson, Elizabeth T. A study of the instructional material used in
the part-time continuation schools of Bay City, Flint and Pontiac. Master's,


Analyzes activities of public evening schools and other adult education agencies in Chicago, such as community centers, forums, library.


2729. Robbins, Charles L. Facilities for adult education in Iowa. Iowa City, University of Iowa, 1933. 44 p. (University of Iowa. Extension bulletin no. 325. College of education series no. 32)

Studies organizations and institutions which are operated on a non-profit-making basis.


The Minnesota college-aptitude test and the Minnesota reading examination, form A were given to approximately 5,500 extension students at the University of Minnesota. The students examined were registered for late afternoon and evening classes conducted on the semester basis. Data indicate that formal adult education does not reach many beyond middle age. Older persons seem to have less desire to acquire new or additional knowledge. It makes its appeal to adults capable of receiving education on a college level.
2731. Steyn, Maria Elizabeth. The development of parent education through the Extension service of Iowa State college, 1925 to 1931. Master’s, 1933. Iowa St. Coll.


TEACHER TRAINING


2734. Arrowood, C. F. Using fiction and poetry in teaching the history of education. High school journal 17: 54-58. February 1934. (University of Texas)


Attempts to determine to what extent the existing vocational home economics teacher training curricula of 7 women’s colleges of the southern region of the United States, which receive federal aid for the training of teachers of vocational home economics, prepare the teachers for the responsibilities that beginning teachers are expected to assume as measured by state and federal standards. In most respects these colleges meet state and federal standards for the training of home economics teachers, but fall short of the standards in some respects.


TEACHER TRAINING


Discusses early and current aims and curricula of secondary business education in the United States as criteria for the preparation of teachers of business subjects; preparation of teachers of business subjects for the secondary schools of the United States; evaluates practices in business-teacher education in terms of the present curricula of secondary business education and requirements in employing institutions.


Attempts to discover the most recent trends in selective admission procedure as employed in the publicly supported normal schools and teachers colleges which have gone farthest in breaking away from the conventional scholastic criteria as a basis for admitting or rejecting applicants.


2750. Hawk, Raymond F. Some opinions from summer session students regarding the general work of the curriculum to fit individuals for actual teaching. Cheney, Washington State normal school, 1933. 4 p. ms.

2751. Hertzberg, Oscar E. An analysis of the effort of the New York State teacher training institutions to improve their product through better selection. Buffalo, N.Y., State teachers college, 1933. 27 p. ms.

Discuss the procedures and results of the first State wide selective admissions program, 1932-33, and the program adopted for year 1933-34.


Data indicate that the basic curriculum, as it now exists, is not adequate in the judgment of the teachers and supervisors. Presents a tentative basic curriculum for the training of trade and industrial teachers.

2754. Kirk, Raymond V. The professional preparation of teachers in the State of Pennsylvania for the Catholic parochial elementary schools as seen from the survey of 19 of the total number of 27 teacher training centers in the State. Doctor's, 1933. New York. 134 p. ms.

Discuss the history, organization and control, personnel and curricula of the Catholic teacher training institutions in Pennsylvania.

2755. Landers, G. V. A study of the training, experience, tenure, and salaries of the high-school teachers of New Mexico. Master's, 1933. N.Mex. Nor. Univ. ms.
2756. Landers, Marie W. A study of the training, experience, tenure, and salaries of the elementary teachers of New Mexico. Master's, 1933. N.Mex. Nor. Univ. ms.


Attempts to combine the findings of certain existing studies of concepts in education and to secure a condensed list which should be emphasized in the training of teachers.


Presents a plan for teacher training based on contacts with the schools of a number of European countries, and discusses the training of teachers; pre-service training of teachers; in-service retraining of teachers.

2762. Register, Albert Roy. A study of some of the earlier institutes and summer schools for teachers in South Carolina and of the summer school of the University of South Carolina, 1914-1932. Master's, 1933. South Carolina. 91 p. ms.

2763. Robinson, George T. Inducements offered white teachers in Florida to attend summer school. Master's, 1933. Peabody. 81 p. ms.

Data indicate that Florida teachers are actually offered officially tangible inducements to attend summer school, both by Florida officials and by institutions themselves. Financial inducements and professional growth constitute the major inducements.


2765. Shaw, Mrs. Travis. Teacher training in physical education. Master's, 1933. West Texas St.T.C. 110 p. ms.

2766. Shay, Daniel Henry. The organization and administration of day industrial teacher-training by the states in cooperation with the Federal board for vocational education. Master's, 1933. Boston Univ. 39 p. ms.

Discusses different types of training organization, lengths of training courses, qualifications of teachers, courses of study, college training and degrees, and costs.


2768. Smith, L. T. How can the teacher-training institutions keep in step with changing tendencies and modern requirements? Bowling Green, Western Kentucky State teachers college, 1933.


of teaching, and science of education as offered in 40 teacher-training institutions. Master's, 1933. Catholic Univ. 48 p. ms.


2774. Walker, Beta L., Miller, Fred H., Barnard, O. S., and others. The college preparation in subjects taught, and the professional training of teachers in the accredited public high schools of Illinois outside Chicago, employing less than 21 teachers. Urbana, University of Illinois, 1933. 6 p. ms.


Data were secured from diaries written in the school year 1931-32 by 30 teachers who had recently graduated from the Paterson State normal school, and were holding their first teaching positions. The diary was of value to the teachers and to the normal school in helping the teachers in their work.

NORMAL SCHOOLS AND TEACHERS COLLEGES

2776. Allen, Henry V. The cost of a Master's degree in a State teachers college. Master's, 1933. Colo.St.T.C.


Discusses the personal backgrounds of the students, conditions under which they live at the normal schools and teachers colleges, and residence halls for women in other states.


The records of 211 special industrial arts majors were used in an attempt to determine a method of predicting the probable teaching success of special industrial arts majors of the Indiana State teachers college.
48 p.
Analyzes the Purdom diagnostic blank filled out by students from 88 county normal schools, and compares the results with norms and with academic records and teacher ratings. Finds that students having an A or B rating had an average of 1.6 trait problems, while those with C teacher ratings had an average of 3 trait problems.

Includes data on the licenses issued on regular college subjects including special subject majors of 40 hours and the subjects and subject combinations taught by the 1931 graduates in the school year 1931-1932.

Attempts to determine the amount and kind of arithmetical understanding and skills possessed by the students of the State teachers colleges of Pennsylvania, to compare the arithmetical performance of the students of these institutions with the performance of pupils in the public schools; and to discover the amount and kind of variation in the arithmetical performance of the students in the various State teachers colleges.

Data from 65 schools and colleges in 31 states show that in 54 of them the dean of women has some form of direct contact with the executive board of the student participation or government organization.

Compares the student body attending the Eastern Illinois State teachers college during the year 1925-26 with the group attending during the year 1930-31, as to size and social background, intellectual ability, and college scholarship.


2790. —— Emotional stability as a factor in a teacher's college admission and training program. Educational administration and supervision, 19: 141-48, February 1933. (State teachers college, Buffalo, N.Y.)
Studies the frequency of different kinds of personality maladjustments among college freshmen, and finds that emotional stability exists independent of such factors as intelligence and scholastic achievement. Some personality traits can not be altered either through guidance or training, and will unfit the student for successful teaching.

2791. —— Third annual report to Dr. Harry W. Rockwell, president of the college. Buffalo, N.Y., State teachers college, 1933. 45 p. ms.
Contents: (1) Have we on the basis of the standards we have set up during the past three years secured an increasingly better grade of entering students? p. 1-15; (2) How may freshman sections be best arranged so as to obtain valid and reliable grades?
A study in homogeneous versus equated groupings, p. 16-34; (2) What is the relationship between practice teaching grades and entrance examinations, and how are we grading our practice teachers? p. 35-45.


Analyzes the duties performed in the registrar's office: studies of faculty load, grade distribution, registration figures, scholarship of students, graduates over a 10 year period and miscellaneous studies.


Attempts to determine what type of community sent the best students to Indiana State teachers college, the length of course entered on, whether there was any difference according to sex in grade of work done during the freshman year, and the length of time the subjects of the study remained in school.


Criteria for evaluating internal administrative organization in teachers colleges were formulated, and submitted to a jury of teachers college presidents for validation. A survey was made of the administrative organization of 150 teachers colleges, and the data tabulated and interpreted in the light of the validated criteria.


Attempts to determine whether some groups of subjects give better preparation for success in college than do other groups of subjects. The records of 200 students who entered Iowa State teachers college in the fall of 1931 were studied. Data indicate that there is little justification for requiring any specific amount of work in any subject.


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

Peabody college for teachers, 1933. 166 p. (Contribution to education, no. 114)

Interprets Mr. Peabody's purpose, traces the influence of the fund on public education and towards teacher training, and shows how the fund became concentrated on a central normal college.


Data were secured from six State teachers colleges for the school years 1926-27, 1927-28, and 1928-29. Finds that art, music, physical education, and science require about 45 per cent of the entire number of student clock hours, that they have a lower student clock hour cost than the academic subjects, but have a higher student credit hour cost.


2806. Young, A. C. The assembly in the teachers college. Cleveland, Miss., Delta State teachers college, 1933. 15 p. (Bulletin of the Delta State teachers college, vol. 9, no. 8)

Studies conditions in 104 teachers colleges and concludes that there is not sufficient unanimity of opinion as to the value of the assembly in the teacher training program, and that there is no concerted agreement in practice in conducting assemblies.

2807. Zeigel, William H. The Delta State teachers college, a senior college. Cleveland, Miss., Delta State teachers college, 1933. 87 p. ms.

Sets up certain criteria of a senior college and shows that the Delta State teachers college qualifies as a senior teachers college.

PRACTICE TEACHING


Describes the relation of social intelligence, scholastic aptitude, and teaching aptitude as measured by tests, to teaching effectiveness in the practice period.

2809. Berryman, Sophie G. Practice teaching: a study of certain factors of this phase of professional training. Master's, 1933. N.Y. St. Coll. for Teach.


2811. Derick, Charles Bruce. A study of some attitudes of high-school pupils towards student teaching, including a test to measure these aptitudes. Master's, 1933. Penn. State. 55 p. ms.

Data indicate that pupils believe that they should not have student teachers more than half time; there should be only one student teacher to a class; the class does not take the student teacher seriously and places less confidence in her; they are reasonable in their demands and stay close to the lesson plan.
Principles underlying student teaching were formulated and validated, and practices in one institution described.

Presents a series of 78 problems met in practice and actual teaching, with questions and suggestions for solution.


2816. Swisher, Alice. The supervision of student teaching with special reference to the field of home economics. Master's, 1933. Ohio. 112 p. ms.

2817. Syracuse. University. The practice teacher and high-school achievement, Harry P. Smith, director. Syracuse, N.Y., 1933. 9 p. ms. (Bureau of educational research bulletin, 1933, no. 4)
Data indicate that the presence of practice teachers did not affect, either favorably or unfavorably, the achievement of the pupils studied, as measured by the achievement tests used.

2818. Thurman, Grace Mae. A study to find the relationship of student teaching grades, general scholarship, intelligence and personality with student teaching and success in the field. Master's, 1933. Kentucky. 25 p. ms.


2820. Young, Alberta. A plan for informing the student teachers of home economics in high-school concerning the home conditions of the high-school girls whom they teach. Master's, 1933. Tennessee. 86 p. ms.

TEACHER TRAINING IN SERVICE

2821. Barton, Carrie B. Supervision as applied to training of teachers in service. Master's, 1933. Wisconsin.

Reports on 160,128 teacher-judgments, 62,076 of which came from administrators and supervisors, while 98,047 came from classroom teachers.


Data indicate that methods employed in Oklahoma high-schools vary with the size of the school, and that the teachers have a comparatively small amount of time for professional self-improvement while in service.

2825. Hawk, Raymond F. A study of special subjects as evaluated by graduates in the field. Cheney, Washington State normal school, 1933. 2 p. ms.
2826. Hawk, Raymond F. Study of the community reading activities of teachers in the field as revealed by students attending the 1932 summer session. Cheney, Washington State normal school, 1933. 3 p. ms.


Attempts to determine the types of professional in-service training which may be offered to meet the needs of the graduates of the New Jersey State teachers college at Montclair; to investigate various factors in the development of the service; to study the extent to which the college may be able to minister to the professional adjustment needs of its graduates; and to present a program of adjustment service which may be used in meeting these needs.


2830. Young, Clarence M. Improving the experienced teacher: a study in supervision. Master's, 1933. West Virginia. 28 p. ms.

Discussed methods of improving the teacher's ability to deal with individual differences, to make proper use of class time, to test the results of instruction, to adjust methods to subject matter, to make critical self-evaluations, and to develop the proper attitude toward supervision.

TEACHERS—STATUS


Studies tenure, sex, academic and professional training, and teaching combinations of subjects of teachers of civics in Louisiana high schools.


2841. Davis, H. M. The Minnesota system of State high-school examinations as an instrument for judging the work of teachers. Doctor's, 1933. T.C., Col. Univ.

Relates the official standards set up in Minnesota for the experience, tenure, training and salary of teachers with the assumption that the quality of instruction offered by teachers is being measured by the State board tests.


2843. Elce, Georgia A. The present professional and personal status of one-room rural-school teachers of South Dakota. Master's, 1933. Chicago. 119 p. ms.

Studies the one-room rural teachers of 13 organized counties which are believed to be geographically representative of the 69 counties of South Dakota.


Attempts to determine what errors made by teachers occur with the greatest frequency, to analyze and classify the errors by general and specific types, and to compare the frequency of error of teachers on the various levels and in the various departmentalized subject fields.

2846. Frei, Clark. Teacher personnel factors in the Alpine consolidated school district in recent years, 1929-30, 1932-33. Master's, 1933. Brigham Young. ms.

2847. Fuller, John J. A pragmatic approach to the appraisal of teaching. Master's, 1933. Ohio. 312 p. ms.

Studies of the nature, discovery and appraisal of effective teaching from the point of view of experimental philosophy.


Determines the qualifications of teachers of gifted children as shown by state legislation, teacher training curriculum, and reports of school boards and superintendents.


Analyses 91 case studies of outstanding teachers who were at one time failures, to discover the techniques which were successful in preventing failure and conducive to improvement.


Investigates the relationship of the amount of professional training of 52 elementary and high-school teachers in summer session of Howard university 1932 to their teaching efficiency as measured by tests and scales.


2865. Stillwell, C. Favour. The limitations of the quantitative technique in teaching and a suggested technique for the qualitative. Doctor's, 1932. Cincinnati.


TEACHER TRAINING


2869. Westover, Clayton B. A study of the organization, objectives, and activities of teachers' associations and meetings in California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)


Data indicate enthusiasm for and interest in faculty meetings decreases proportionately to increase in teacher experience.


TEACHERS—APPOINTMENT AND TENURE


Finds that industrial arts teacher tenure is longer if the teacher is not a coach, principal or superintendent.


2877. Chamberlain, Leo M. and Meece, L. E. The graduate of the college of education and the depression. Lexington, University of Kentucky, 1933. 88 p. (Bulletin of the bureau of school service, vol. 6, no. 1, September 1933)

Discusses the success of the graduate in obtaining a teaching position; factors associated with success or nonsuccess in obtaining a teaching position; salaries, the relation between the program of study and the type of teaching position.


2881. Reed, Rufus D. Turnover of science teachers in the junior and senior high schools of New Jersey. Montclair, N.J., State teachers college, 1933. 2 p. ms.

Studies the change in science teachers for the period 1929-1932. During that period there was an increase of 18 percent for senior high school and 92 percent for junior high school science teachers.

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2882. Rice, Merton Norman. Teacher turnover in the elementary and high schools of Ventura county. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)


2886. Strong, Frederick W. A study of the changes in the teaching personnel of the rural areas of New York State during the decade 1922-1931. Master's, 1933. Cornell. 127 p. ms.


TEACHERS—CERTIFICATION


2890. Bachman, Frank P. Education and certification of elementary teachers. Nashville, Tenn., George Peabody college for teachers, 1933. 225 p. (Field studies no. 5) Discusses the present status of elementary school teaching, certification requirements, differentiated curricula, length of curricula, instructional materials and time allotments, types of teachers colleges, liberal-cultural, and technical education of elementary school teachers, suggested curricula, and certification of elementary teachers.


Describes the history of certification in Texas; validation of certification principles; present certification practices; and discusses a proposed certification plan for Texas.


Studies all agencies, requirements, rules, and regulations for issuing certificates to teachers from Statehood to 1933.
2906. Knight, Marion E. The certification qualifications of directed teaching applicants of West Virginia university. Master's, 1933. West Virginia. 111 p. ms.

Attempts to determine the extent to which directed teaching applicants are meeting certification standards at the time of enrollment for directed teaching.


2909. O'Donnell, John C. A study of life certificates since 1900 and their justification. Master's, 1933. N.Y. St. Coll. for Teach.


Finds great variation in certification requirements among states, and that only 19 states require a college degree.

TEACHERS—PENSIONS AND RETIREMENT


Finds that policy forms vary to meet the need of the insuring organization, but that in general the provisions are the same; that they tend toward complete coverage and liberal interpretation of policy features; and that mass insurance is being written on all life forms.

TEACHERS—RATING

2914. Barker, M. Elizabeth. Relation of personality adjustments of teachers to their efficiency in teaching. Doctor's, 1933. T.C., Col. Univ.

Attempts to develop methods and techniques for discovering personality adjustments of teachers; to eliminate subjective elements in the collection of personality data; and to study the relationship between personality adjustments and efficiency in teaching. Data were secured by means of personal interviews with the subjects, and from case studies.


Attempts to determine the relationship existing between supervisory judgment as checked on a common check list while visiting a teacher and growth in knowledge on the part of the students. Teachers earning the highest rank from the supervisors did not show the greatest growth in knowledge on the part of their pupils. The points that supervisory watch are not the factors which promote growth in knowledge of pupils.


2917. Greene, Harry W. A comparison of student ratings, administrative ratings, ratings by colleagues, and relative salaries as criteria of teaching excellence. Institute, West Virginia State college, 1933. 32 p. (Department of education. Contribution no. 5)

Attempts to discover the extent to which 162 college students of junior and senior rank can judge the teaching ability of their instructors as compared with the ratings of the same instructors according to other criteria.


2911. Markert, Marlow A. Teacher opinion as a factor in the development of pupil attitude. Master's, 1933. Washington Univ. 52 p. ms.

2912. Masters, Harry V. and Upshall, C. C. What is the meaning of the subjective terms used in rating teachers? Bellingham, Washington State Normal School, 1932. 21 p. ms. (Bureau of research studies, no. 30)


2916. Slupsky, Harry. Children's agreement on statements describing the traits of good teachers. Master's, 1933. Coll. of the City of N.Y. 48 p. ms.

Attempts to determine exactly what children understand by the terms "fair", "kind", "humorous", etc., when applied to teachers. Seventh and eighth grade pupils were tested by means of a questionnaire on 10 traits most commonly used to characterize teachers.

2917. Walvord, Anthony C. The validity of certain scales employed in the measurement of teaching efficiency. Doctor's, 1932. Wisconsin.

TEACHERS—SALARIES


Attempts to determine the influence that educational qualifications, age, and tenure had on the relative salaries of county elementary teachers and county officials in 1931-32.


Discusses the cost of living; weights used in the construction of the index number; lag in decrease of price of board; lag in salary increases; variation of the index number in different localities; increased burden on teachers as a result of the depression; adequacy of the 1913 salary level; and higher standards of preparation of teachers since 1913.


2921. Jernigan, Joseph E. The relation between salary and experience, tenure, and preparation for teachers in a selected group of accredited public
high schools in Alabama for the year ending June, 1930. Master's, 1932. Alabama. 48 p. ms.


Depicts the salary situation in the accredited public high schools of Illinois, exclusive of Chicago, for the year 1932-33, by enrollment groups and by geographic divisions.


2926. Turner, Marion R. Effect of the depression on salaries, teaching load and curricula. Master's, 1933. South. Methodist. 61 p. ms.

TEACHERS—SUPPLY AND DEMAND


Data were collected from the Missouri State teacher training institutions, the Missouri State department of education, and from commercial teachers in the public high schools.


Forecasts the 1940 field demand for teachers based on the major social and economic factors of growth in Michigan.


Finds that there is an over-supply of elementary teachers in New Jersey.

COLLEGE PROFESSORS AND INSTRUCTORS


Discusses the social status of teachers, their educational preparation and teaching experience, their economic status, and the critic teacher in the teachers' colleges and normal schools.


Examines critically current assumptions and principles regarding professional education for college teaching; analyzes and studies the problems of college instruction which are or should be met by college teachers; studies the past development and present status of courses in education for college teachers and administrators to determine their character and influence in providing professional education for college teachers; determines the extent, character, and influence of other types of professional education provided for college teaching in graduate schools and that provided in colleges and universities for new recruits in teaching during the first year; and develops guiding principles for the planning of programs for the professional education of college teachers.

2935. Crouse, Harold M. A survey of the faculties of New York State teacher training institutions. Master's, 1933. N. Y. St. Col. for Teach.

2936. Gray, Hob. The improvement of college teaching. Austin, University of Texas, 1933.


Studies the quality and welfare of the teaching staff, service load of the teaching staff, and some aspects of university research activities.


Describes a study made of the 22 service load units that were in actual use or had been proposed. It was found that no accepted single unit has been devised; and that three parallel systems of units are in common use, namely: teaching-hours, student-clock-hours or student-credit-hours, and clock-hours (for non-instructional load only).

2940. Toothman, Harry F. The academic dean of the liberal arts college. Doctor's, 1932. Cincinnati.


ADMINISTRATION OF SCHOOLS


Contents: (1) Superintendent and the board of education, by George D. Strayer; (2) School finances and business management, by Ward G. Reeder; (3) Recent changes and current problems in personnel administration, by William G. Carr; (4) School properties and schoolhouse construction, by Andrew P. Hill and Charles W. Burch; (5) Organising and administrative work of the school principal, by Worth McClure; (6) Curriculum construction and revision, by John K. Norton; (7) Supervision of instruction, by George C. Kyte; (8) School survey movement, by Jesse B. Sears; (9) Interpreting the schools to the public, by J. E. Morgan; (10) State and county school administration, by Frank F. Graves; (11) Education becomes a profession, by Marvin S. Darvis; (12) Elwood Patterson Cubberley—a biographical sketch, by Harold E. Benjamin.


Attempts to determine whether there are recurring problems of high-school administration, to locate them by analysis of educational writings, and to determine who assumes the initial responsibility for the solution of each problem. A total of 163 problems were accepted as problems of high-school administration.


Aims to help teachers solve perplexing classroom problems, and to give school supervisors a critical background and scientific results on classroom management. Discusses the nature and uses of standard tests; the technique of testing; miscellaneous grouping of pupils; homogeneous grouping; individual system of instruction; organizing supervised study; class size; plans of promoting pupils; constructing the curriculum; extracurricular activities; class schedules; constructing new-type examinations; assignment of marks; school bookkeeping; organizing routine activities; and the reconstruction of pupils behavior.


2951. Carmichael, Jacob A. An experimental study of the value of homework. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)


2954. Cox, Granville Claude. The status of the daily program for the small high school as revealed through a study of the present schedules in the State of Virginia. Master's, 1933. Duke.

2955. Davis, Lizzie A. Recent changes in the program of studies of Illinois public high schools (exclusive of Chicago high schools). Urbana, University of Illinois, 1933. 7 p. ms.

2956. Deewester, Leo. A study of the length of class periods, the number of periods per day, and the number of days which schools were in session during the year. Urbana, University of Illinois, 1933. 8 p. ms.


Studies the training, experience, duties, remuneration, tenure, and policies of the high-school boys' adviser in Seattle, Portland, Oakland, San Francisco, and Los Angeles, and finds that more than half of the schools have no adviser.


Discusses local unit for school administration; local organization and administration; school committee, legal basis and personnel, organization and methods; superintendent of schools; fiscal control of local schools; other relationships to local government; and the basis for public interest and support.


Studies methods of school publicity in second class school districts of the State of Washington, and finds that due to present economic conditions more attention than ever before is being paid to the question of interpreting the school to the community. All possible devices are being used, among the most successful being the small town newspaper.


Studies the legal provisions for the organization and control of independent school districts from the beginning of Texas schools until 1933.

2966. Heisner, Harry Fred. The selection of school administrators. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)

2967. Holy, T. C. A comparison of school plant insurance premiums and reported school fire losses in Ohio cities and counties for 1930, 1931, and 1932. Columbus, Ohio State university, 1933. 10 p. ms.


Studies the budgeting of time of students of Northfield seminary and compares the results with those of other studies made in private and public secondary schools.


Analyzes reported practices from 42 city, 18 exempted village, and 98 county district schools, and reveals trends toward shortened school year, larger classes, elimination of courses and extracurricular activities, reductions in expenditures for teachers' salaries and instructional aids. The greatest retrenchments were in teachers' salaries and shortened school term. Elimination of courses indicate a trend toward the narrow curriculum of former years.


Analyzes pupil health, attendance, withdrawal and achievement with teacher expectations and peculiar problems of the 4-quarter, 12-month plan in operation in Ambridge, Pa. The problem of overcrowded buildings was solved. Pupil health, attendance, withdrawal and scholastic achievement were improved and per pupil costs were reduced to a marked degree. Teacher reactions were favorable.


Finds that a pupil-personnel organization is adaptable to any industrial arts laboratory, but it need not be confined to an industrial arts or laboratory class.


Discusses what the public wants to know about schools, the information it is getting, and types and ways of giving publicity to the schools.


2987. Oman, Clinton Howard. The development of school nursing and the work of the school nurse in cities of the first and second class in Kansas.
RESEARCH STUDIES IN EDUCATION

Master's, 1933. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1933: 61)

Attempts to learn the practices and procedures followed in the employment of school nurses in first and second class cities in Kansas, and the effect of the work of school nurses on retardation, attendance, general health, control of epidemics, remedial results, morale, home cooperation, and the building up of health habits and practices.


2989. Park, William Clare. An investigation as to the feasibility and possible advantages of the 6-8 plan in the small school system. Master's, 1933. Colo. St. T.C.


2995. Puckett, Roswell C. Difficulties in making a high-school schedule of recitations. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 289. Series on aims and progress of research, no. 43. 1 p.)

Attempts to determine the difficulties encountered in making a schedule of recitations for high schools with fewer than 500 enrollments, and to determine the effect upon these difficulties of such factors as: size of school, number of sections of a subject, wide variation in elections of pupils, number of subjects elected by specific pupils, irregularity of individual elections, and length of period for double period subjects.

2996. Quackenbush, Dorothy Hannah. The technique of making assignments. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 90, October 1933)


2998. Rice, George A., Conrad, Clinton C. and Fleming, Paul. The administration of public high schools through their personnel. New York City, Macmillan company, 1933. 723 p. (University of California)

Discusses the purposes of administration; organization of secondary education; status of the high-school faculty; administration of the smaller high school; the principal, vice-principal, dean of girls, heads of departments, teachers, librarian, director of health education and service, noncertificated employees; and the students' share in administration.

2999. Schrammel, H. E. The effect of the size of a school's enrollment on achievement. Teaching, 11: 3-8, December 1932. (Kansas State teachers college of Emporia)

Data, based on scores from the January and April, 1932, Every pupil testing program, indicate that larger schools according to enrollment excel in achievement as measured by these tests.


Studies the periodical bulletins, magazines, or newspapers issued primarily for teachers and other employees of the school system.


Finds newspapers, parent-teacher association meetings, school assemblies, and school papers the chief instruments used for acquainting parents with the progress of the schools.

3005. Strang, Ruth. Problems of adolescents which come to deans. Junior-senior high school clearing house, 7: 29-84, September 1932. (Teachers college, Columbia university)


Determines how a successful business man would manage the school system of California if he managed it as he does his own business.


3008. Trachsel, Charles W. The long period; its use and introduction. Master's, 1933. Oregon. ms.


Shows how to organize a school so that pupils and teachers start regular classes on the first morning of the first day of school.


3013. Wheatley, Logan Wardlaw. The effect upon elementary school districts of the use of the high-school district as the unit of educational administration. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)


Ascertains by inventory, a vocabulary of administrative concepts for the beginning public school administrator, determines the administrative meaning of these words, and provides vocabulary tests for a first course in public school administration.

3017. Williams, Omer S. Administrative changes in practice affecting the teaching staff during the first 3 years of an economic depression (1930-1933). Master's, 1933. Northwestern. ma.

3018. Williamson, Weaver. The reactions of high-school students to selected administrative problems. Master's, 1933. Cincinnati.


Reviews the various methods of measuring state and county school systems. The value of the kindergarten as a social institution is measured statistically and the junior high school is evaluated.


Attempts to discover what legal relationships exist between the board of education and the common council in the cities of Wisconsin, and what the trend has been in legislative enactments regarding these relationships. City charters, general charter laws and general school acts were studied.

3021. Zimmerman, Martha. Some respects in which 10 elementary public schools in New York City differ from one another in certain administrative procedures. Master's, 1933. Fordham. 69 p. ma.

EDUCATIONAL LAWS AND LEGISLATION


Data indicate that the large amount of educational control appearing in charters leads one to doubt the existence of a unified state school system; that the control of education through charter is less sound and more inappropriate than control by the general law of the State; and that all charter provisions in regard to education could be eliminated without serious loss.


3025. Boynton, Samuel G. Important changes in common school legislation in Texas from 1915 to the present time. Master's, 1933. Texas.


Discusses the development of state control of education; Catholic teaching in regard to the control of the school; the state as educator in non-Catholic thought; articles relating to education in recent constitutions and recent concordats.

3028. Edwards, Newton. The courts and the public schools, the legal basis of school organization and administration. Chicago, Ill., University of Chicago press, 1933. 591 p. (Social science studies, no. 28)

Discusses the school and the state; district organization and control; school districts and municipalities; school officers; legal authority of boards of education; school board procedure and records; contractual authority and liability of school boards; school money; school debt; acquisition and use of school property; contractor's bond; tort liability of school districts; personal liability of school officers; employment of teachers; dismissal of teachers; pensions and minimum wages; school attendance; rules and regulations of boards of education; and discipline and punishment of pupils.


Discusses the power of the state to establish, control, and support a uniform system of free public schools; and laws covering the creation, alteration and dissolution of school districts; school property, school lands and their proceeds; school officers and teachers; organization and administration of the curriculum; and the administration and supervision of pupil personnel.


Discusses that the teacher's contract does not differ from any simple contract in form; that various statutes give the school board the power of removal and dismissal; and what the contractual powers of the teacher include his right to compensation; remedial processes accessible to dismissed teachers, such as appeal, review by courts, action for damages, and mandamus for reinstatement.


Describes a financial study of the high-school districts of Sumner county, Kans., for a 12-year period, showing the inequality of the tax burden.


Discusses the legal status of the public school corporation, the legal liability of the municipality, the school corporation, the officers, administrators, teachers and employees for their torts.


Reviews school codes and judicial decisions on vaccination, and finds that 15 states and the District of Columbia make special provisions for vaccination.


Analyzes, classifies and tabulates the laws that have been made and passed for the establishment, maintenance, administration and standardization of school libraries, and notes their effectiveness as reflected in the development and progress of school libraries in each state. Every state except Georgia has a law pertaining to school libraries.

3046. Seyfried, John Edward. Analysis and evaluation of New Mexico State school laws. Albuquerque, University of New Mexico press, 1932. 87 p. (University of New Mexico bulletin, whole no. 218. Education series, vol. 6, no. 2)

Discusses the New Mexico State constitution; the State school code, 1931; and makes general recommendations on needed legislation for free textbooks and school supplies, salary schedules, tenure and pensions for teachers, control of school buildings, training of teachers in service, incorrigibles, defectives, and delinquents, and presents the order of inaugurating the recommended reforms.


Data indicate lack of uniformity among the various states in the statutory provisions for the purchase of school supplies; the statutes are fairly uniform in requiring boards of
education to prepare itemized budgets of receipts and expenditures for the ensuing fiscal year.

Investigates the control factors of education in the United States through the legal bases for appointive powers, ordinance powers and certain major legal mechanisms, and concludes that appointive power, an indication of centralization, has been definitely increased.


3051. Stout, John E. Extra legal control over school policies. Educational trends, May 1933. (Northwestern university)


3053. Tudor, Hugh H. The administration of the local budget law in Iowa. Doctor’s, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Studies the effect of the local budget law on education.

SCHOOL FINANCE


3056. *Babb, Ralph Warren. A resurvey of the financing of education in a city public school system, being a resurvey of the financial conditions of the Lynn, Massachusetts, public schools five years after a survey by Dr. George D. Strayer. Master’s, 1933. Boston Univ. 85 p. ms.

Discusses the Strayer survey of Lynn public schools; bookkeeping and available statistics; school expenditures; internal expenditures; school receipts; Strayer survey findings in 1927; and present day conditions in the Lynn school system.


3058. *Beach, Fred Francis. The custody of school funds: an appraisal of systems of school fund custody with particular reference to New York State. Doctor’s, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 159 p. (Contributions to education, no. 577)

Discusses the custody of school funds in the United States, and in New York State.

3059. Bernhard, Morris. The trend in bonded indebtedness for public schools in cities in the United States having a population of 500,000 to 1,000,000. Master’s, 1932. Temple. 123 p. ms.

Surveys statistically the trend in bonded indebtedness of public schools in Cleveland, St. Louis, Baltimore, Boston, Pittsburgh, San Francisco, Buffalo and Milwaukee, and shows that there was a consistent increase from 1912 to 1928 in the per capita bonded indebtedness of the cities studied, with one exception, for schools and other departments of the city, with the greatest rate of increase for the schools.


A total of 116 schools in towns with a population of 600 to 5,000 was investigated in order to determine what methods were used in the industrial arts shops in regard to the buying, selling, collecting for, etc., of supplies.


3066. Cartwright, Donovan. The measurement of school costs in terms of achievement grade units. Master's, 1933. Oregon. 42 p. ms.


Attempts to find out to what extent states now practice uniform classification of school records and expenditures; to point out the chief violations to uniform classification of accounts; to discover the reasons for diverse classification; and to set forth the chief accounting practices of the several states; to find out what legal provisions are in force in the several states for encouraging and enforcing uniformity in public school accounting procedure; to establish principles to guide those who may be interested in improving public school accounting technique; and to offer a working program for improving public school accounting.


Analyses the practices of the 48 states with respect to financial aid granted to schools which maintain grades, 9 to 12. The number of states providing some form of state financial support for high schools has increased from 10 in 1905 to 38 in 1932.


Compares the 10 high-school corporations of Daviess county, on the basis of salary cost of instruction per credit in order to discover underlying causes of the varied salary plus-credit costs. The most important items influencing costs were salary, time, and pupil factors.


3080. Elkmam, Herman H. A case study of superior programs of local public-school finance management. Doctor's, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 45. 1 p.)

Attempts to determine the procedures and practices in budgeting, financial accounting and financial reporting found in nine cities maintaining superior programs. Cities were selected from three states and three population ranges.


Studies 54 school districts of Beaver county for the years 1921 to 1931 inclusive.

3082. Erickson, Julius A. Proposed changes in the support of the elementary and secondary schools of South Dakota. Master's, 1933. South Dakota. 50 p. ms.


Finds that Colorado ranks among the highest group of states on the basis of economic ability to support education.


Studies costs per pupil in average daily attendance for current expense in junior high schools organized on the 6-3-3 basis in cities of 5,000 or more total population in six
Data indicate that per pupil costs for current expenses in grades 7 to 9 are approximately the same in school systems organized on the 6-3-3 plan as in school systems which have retained the traditional 8-4 organization.


3089. Harris, Claude E. Unit cost of instruction in nine of the medium sized rural high schools of Kansas for the first semester of 1931-32. Master's, 1933. Kansas. 70 p. ma.

3090. Hawley, Clifford. A study of effects of tuition situation in Wisconsin where maximum and minimum charges are disregarded. Master's, 1933. Wisconsin.


3092. Holy, T. C. A comparison of the 1931 and 1932 tax duplicates in Ohio school districts. Columbus, Ohio State university, 1933. 8 p. ms.

3093. Holy, T. C. A comparison of the real estate and public utility valuations in Ohio county, city, and exempted village school districts for 1931 and 1932. Columbus, Ohio State university, 1933. 8 p. ms.

3094. The extent of financial proposals to be submitted by Ohio county school districts on November 7, 1933. Columbus, Ohio State university, 1933. 10 p. ms.

3095. Financial data for Ohio cities and exempted villages as of September, 1933. Columbus, Ohio State university, 1933. 14 p. ms.


Discusses methods used by different school districts in Colorado and elsewhere in effecting reductions.

Discusses the present situation, sources of revenue, apportionment or allocation of revenues, and suggestions concerning solutions.

3106. Laufenberg, Raymond. Instructional costs and annual costs in Wisconsin high schools, 1931-32. Master's, 1933. Wisconsin.

3107. Leamon, E. M., Phillips, R. M., Bartulis, Joe and others. The financial conditions of the public accredited high schools of Illinois outside of Chicago as shown by the annual reports. Urbana, University of Illinois, 1933. 9 p. ms.

3108. Livingston, Frank H. Penalties and interest on delinquent school taxes in the State of Montana. Master's, 1933. Wisconsin.


3110. Lovett, Roy N. Sales tax as a source of school revenue for Ohio. Master's, 1933. Ohio. 95 p. ms.

3111. McCabe, Terrence W. Theoretical and historical aspects of taxation. Master's, 1933. Wisconsin.


3114. McIntire, George Radcliffe. Unit cost of services and supplies in the elementary school districts of California having an average daily attendance between 2,000 and 6,000 pupils for the school year 1930-31. Doctor's, 1933. Southern California. 219 p. ms. (California quarterly of secondary education, 9: 81, October 1933)


3119. Miller, John A.  A comparative study of the Ironton, Ohio, high-school in 1928-29, and in 1932-33 with respect to costs and efficiency.  Master's, 1933.  Ohio.  75 p. ms.

Finds that unit subject costs decreased 28.9 per cent from 1928-29 to 1932-33, and that the greatest decrease was in teachers' salaries.


Studied the methods of purchase and issuance of industrial arts supplies and materials as reported by 150 industrial arts teachers in Illinois.


Discusses the improvement of local assessment of property, equalization of property tax assessments with emphasis on the sales method, phases of the Wisconsin assessment system, measures for use under certain conditions, measures, other than property assessments of the ability of school districts to support schools.


3128. Patterson, Harold A.  Some educational and financial inequalities in the public schools of Ogle county, Ill.  Master's, 1933.  Wyoming.


3130. *Pearman, William L.  Support of state educational programs by dedication of specific revenues and by general revenue appropriations; a study of certain factors which relate to the adoption and use of these general policies by state governments.  Doctor's, 1933.  T.C., Col. Univ.  New York City, Teachers college, Columbia university, 1933.  141 p.  (Contributions to education, no. 591)


Discusses the revival of education following the panic of 1837; educational expansion during the depression of 1857; maintenance of public school support during the depression of the seventies; the growth of school support from the panic of 1893 to the close of the century; and significant gains in public school support during the depression periods of 1907 and 1921.


3136. Powell, Orrin Edwin. Educational returns at varying expenditure levels: a basis for relating expenditures to outcomes in education. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 54 p. (Contributions to education, no. 573)

Aims to discover the relationship between current school expenditures and educational outcomes in one-teacher schools, and to arrange practical techniques for determining bona fide educational outcomes in any school community, and for relating these outcomes to expenditures.


3142. Ross, Chaney H. The ability of Coshocton to support its educational program for the past three decades. Master's, 1933. Ohio. 74 p. ms.

Compares the costs of the educational program in Coshocton from 1900 to 1930 with increases made in business and governmental costs in Ohio and Coshocton over the same period of time and finds that the educational program has kept its costs below those increases made in business and government, in spite of the greatly increased debt service and school enrollments.
3143. Rost, Clarence Frederick. A general survey of the tax situation with reference to schools for the years 1901, 1911, 1921, and 1931, of Crawford county, Ohio. Master's, 1933. Ohio. 101 p. ms.

Finds that the State of Ohio has regressed in her position that education is a State function and has permitted the schools to become local institutions, supported by local taxation, except where valuation is too small to maintain an adequate program of education.


Attempts to discover the status and trends of per pupil cost in different size four-year secondary schools in Minnesota and associated information relative to teachers salaries, tuition of nonresident pupils, the difference among districts in wealth per pupil, and relative proportion of costs expended for salaries, operation and total current expense.


3147. Shaffer, Raymond D. A study of educational grants-in-aid in the United States with a proposal for increased federal participation in educational financing. Master's, 1933. Iowa.

3148. Siedle, T. A. The administration of a program of public relations in school finance. Educational administration and supervision, 19: 421-30, September 1933. (University of Pittsburgh)

3149. Skewes, George J. Tuition policies and practices in Wisconsin high schools. Doctor's, 1933. Wisconsin.


Shows that the present system of securing revenue is not adequate, that effort is unequal and is greater in smaller districts with less results, and recommends consolidation of districts.

3155. Stevenson, Robert G. Financial survey of the public schools of Coconino county and recommendations based upon the findings. Master's, 1932. Arizona.


Attempts to discover the current practices in the assessment and exoneration of per capita tax in the 42 school districts of Fayette county, Pennsylvania from 1928-1932, inclusive.


3160. Wallace, Vaughn Cedric. A financial appraisal of the present school district organization in Iowa. Doctor's, 1933. Iowa. 238 p. ms. (Abstract in: University of Iowa studies, new series no. 290. Series on aims and progress of research, no. 43. 1 p.)

Analyzes the cost of public elementary and secondary education for the fiscal year 1931-32, with particular reference to the present district system of organization in terms of relative fiscal ability and effort.


3164. Wilkes, Carl Vincent. Factors affecting per pupil cost of operating the Elliott (South Carolina) schools for the school year, 1931-32. Master's, 1933. South Carolina. 27 p. ms.

3165. Wilson, James Riley. A study of instructional costs and teaching load in the schools of Contra Costa county. Master's, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)

3166. Wittwer, Reed. Effects of the receipts from the individual income tax upon school revenue in Utah in 1931-32. Master's, 1933. Brigham Young. ms.


RURAL EDUCATION


Determines the relationships between behavior, as measured by the Haggerty-Olson-Wickman scale, and such other factors as intelligence, achievement and personality, as measured by the Bernreuter personality inventory.


Compares the educational achievement, at the end of the eighth grade, of pupils who had always attended one-teacher schools with that of pupils who had attended two-teacher schools and with that of pupils who had always attended graded schools. Data indicate that pupils from the graded schools had the highest median IQ, and the pupils from the one-teacher schools the lowest.

3175. *Cyr, Frank W. Responsibility for rural school administration: allocation of responsibilities in the administration of schools in rural areas, with special reference to the county. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 159 p. (Contributions to education, no. 879)

Analyzes the allocation of responsibilities to the local district, county and state, and gives a basis for the reorganization of the administrative set-up for schools in rural areas.


Data indicate that the independent high schools are more efficient than rural high schools in this county.


Compares 210 pupils from 21 rural schools of District number 2, Cattaraugus county, with 235 pupils from two village schools in the district. The pupils were in the fifth, sixth, seventh, and eighth grades.


3184. Hoffman, Leo Calvin. A proposed plan for the organization of a county unit based on a survey of the educational system of Decatur county, Iowa. Master’s, 1933. Iowa St. Coll.


Reports an investigation of rural educational policies and practices in three American underprivileged groups; those at Penn school, the Berry schools, and Negro extension work in the southern states; evaluates the problems met, the solutions arrived at, and suggests similar solutions for similar problems in India.

3186. *Lader, Lester C. Comparison of rural and village high-school pupils in certain interests and activities. Master’s, 1933. Syracuse. 112 p. ms.

Attempts to determine whether there is a significant difference between rural and village pupils in participation in extracurricular activities during their high-school course; whether subject and occupational interests differ in the two groups; and whether high-school pupils who received their elementary school training in village schools differ in scholastic achievement throughout their high-school course from those who received it in rural schools.


Compares two groups of pupils upon basis of mental tests and standardized tests of scholastic achievement in selected high-school subjects.

3188. Lawson, Fred Douglas. The Kansas rural high school in terms of five criteria. Doctor’s, 1933. Kansas. 115 p. ms.

Formulates criteria and standards for optimum rural high schools for average Kansas communities. Data were gathered on teaching load; enrollment; area of the district; assessed valuation per pupil enrolled; cost per pupil enrolled from 100 rural high schools.


Studies the population as to color, nativity, sex, age, education, illiteracy, and material status, and compares it with that of the United States as a whole.


3192. Master, John Wesley. A comparative study of vocational, college preparatory and other subject effort based on subject, enrollment and teacher time costs in 13 rural high schools of Fresno county. Master’s, 1933. California. (California quarterly of secondary education, 9: 79, October 1933)


Finds that the children studied attended a one-room, one-teacher school classified into eight grades.


3197. Riddle, John Ingle. The six year rural high school; a comparative study of small and large units in Alabama. Doctor's, 1933. T.C., Col. Univ.

Attempts to determine whether large rural high schools in Alabama provide better educational advantages for boys and girls than do small rural high schools, and to compare their relative cost.


Develops and formulates techniques and procedures which may be employed for the closing of one-teacher schools in Kansas through the more complete utilization of the facilities now available in graded schools, without the immediate disorganization of the one-teacher districts.

3201. Shupe, E. Eldon. A study of the advancement made in rural education in Kansas from 1900 to 1930 as compared to rural economic progress during the same period. Master's, 1933. Kans. St. T.C., Emporia. 69 p. ms.


3203. Slacks, John B. Conditions and practices in Iowa rural schools. Cedar Falls, Iowa State teachers college, 1933. 6 p. ms. (Research report no. 14)

Shows that there were 8,146 one-room schools in the 85 counties reporting, and 127 schools with two rooms and two teachers in session during the school years 1921-32. Data indicate that county superintendents are in closer touch with their schools than they were 20 years ago; the number of schools is decreasing in most counties; methods of teaching are receiving more thought by the teachers today than formerly; the schools are better equipped today than 20 years ago; teachers do not spend so much time in the community in which they teach as they did; less progress has been made in providing improved sanitary toilet facilities in the rural schools than has been made in any other item of equipment.


Compares 61 rural agricultural schools with 99 small high schools (under 200 enrollment), and finds that population is a factor in establishing a consolidated area; possible pupil enrollment is not a factor of consolidation.


3206. Taylor, Ethel May. The practicability of sky study in a rural school situation. Master's, 1933. Peabody.


### ADMINISTRATION OF SCHOOLS

#### CONSOLIDATION AND TRANSPORTATION

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<tr>
<th>Identification</th>
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<td>The development of centralization in North Carolina prior to 1932, as revealed in legislation.</td>
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<td>3210</td>
<td>Factors affecting the cost of operation of school busses in Butler county, Ohio.</td>
<td>Augspurger, Rudolph E.</td>
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<td>3211</td>
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<td>3212</td>
<td>The effect of the 1931 legislation upon the unit cost of transportation in Shelby county, Indiana.</td>
<td>Bass, Emerson H.</td>
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<td>3213</td>
<td>Factors affecting the cost of operation of school busses in Butler county, Ohio.</td>
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<td>3214</td>
<td>A proposed consolidation of Union county schools based upon the vocational interests and educational needs of the pupils.</td>
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<td>3215</td>
<td>The development of centralization in North Carolina prior to 1932, as revealed in legislation.</td>
<td>Ashe, Alex Elisha</td>
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<td>3216</td>
<td>Legal provisions for school transportation.</td>
<td>Byers, Orrin D.</td>
<td>Cornell, Oregon</td>
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<td>104 p.</td>
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<td>3217</td>
<td>A comparison of per pupil costs in 50 large and 50 small consolidated schools of Iowa for the school year 1961-62.</td>
<td>Carroll, George Robert</td>
<td>Master's, Iowa</td>
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<td>3218</td>
<td>A study of transportation of pupils to the Beatrice school.</td>
<td>Dismukes, Benjamin Ellison</td>
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<td>78 p.</td>
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<td>3219</td>
<td>An analysis of the advisability of consolidation as applied to a local situation.</td>
<td>Dorr, C. H.</td>
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<td>3220</td>
<td>Changes in school transportation and in building use resulting from the adoption of the 6-3-3 plan of school organization in Sevier district, Utah.</td>
<td>Eggerton, Claude A.</td>
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<td>3221</td>
<td>A plan for the reorganization of the public schools of Juaniata county, Pennsylvania, to bring about increased service and efficiency.</td>
<td>Eichman, Clarence</td>
<td>Master's, Michigan</td>
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<td>3223</td>
<td>Principles underlying state provisions for pupil transportation.</td>
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<td>3224</td>
<td>A study in the organization and administration of bus transportation in Kanawha county with specific recommendations for the guidance of school officials in introducing transportation.</td>
<td>Fauss, L. C.</td>
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<td>3225</td>
<td>A study of school transportation costs in New Mexico.</td>
<td>Ferguson, F. E.</td>
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<td>3226</td>
<td>A cumulative system of accounting for school bus transportation.</td>
<td>Fox, C. D.</td>
<td>Master's, Ohio</td>
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Surveys the conditions at the Morgan school, Clinton, Conn., on control of the school, physical plant, instructional force, curriculum offered, pupil status, and extracurricular activities.


3239. *Myers, Reed F. A suggested reorganization of the schools of the Tunnelton-Fellowsville community. Master's, 1933. West Virginia. 84 p. ms.


3241. Rickells, Robert A. A proposed reorganization of administrative units in the schools of Humboldt county. Master's, 1933. Stanford. 68 p. ms.


3243. Teague, Jesse E. The effect of consolidation upon the educational opportunities in Pontotoc county: confined to the effect it has had upon the high schools. Master's, 1933. Okla. A. and M. Coll. 107 p. ms.

Data indicate that consolidation has increased educational opportunities; decreased the number of high-school teachers; increased daily attendance; enriched the high-school curriculum; held pupils longer; increased the number of high-school graduates; increased the number of more highly qualified teachers; and helped to reduce the per capita cost of high-school instruction.


**SUPERVISION AND SUPERVISORS**


3247. Bair, Frederick H. The superintendent of schools as a social agent. Doctor's, 1938. T.C., Col.Univ.

Seeks to set down a statement of the superintendent's views of social problems in relation to the schools, and such aspects of his personal history as may have a direct bearing on these matters.


3253. Cooke, Dennis H. Problems of the teaching personnel. New York, Longmans, Green and company, 1933. 884 p. (George Peabody college for teachers)

Discusses the professional and administrative problems of superintendents, principals, and supervisors.


3255. Dolch, E. W. Graduate work of superintendents. Elementary school journal, 34: 203-208, November 1933. (University of Illinois)

Finds, from a study of returns to a questionnaire, that 74 percent of the superintendents of elementary and high-school districts combined, and not more than 27 percent of the superintendents of elementary school systems alone, have received masters' degrees or better.


- Emphasizes the importance of personality in creative teaching; endorses the present tendency to make teacher training less a matter of learning rules and more a matter of personality integration through rich cultural experience, and stresses the idea that supervision will be increasingly scientific, will stress statistics less and mental hygiene more.


3263. Finch, F. H. Tenure of high-school administrators and supervisors in Missouri and Illinois. School review, 41: 459–61, June 1933. (University of Minnesota)

Data were secured on 309 county high schools, and all city and town schools for the year 1930–31, and from reports filed with the Indiana State department of education.


Discusses the training and status of the 142 superintendents of schools in third class districts in Pennsylvania in 1930.

3268. Gill, John L. Comparison of the legal status of county school superintendents and city school superintendents, with emphasis upon superintendents of New Mexico. Master's, 1933. New Mexico. 83 p. ms.


Attempts to determine the effect of seven factors on the variability of 70 supervisors' judgments. Ratings were made on silent motion pictures and stenographic reproductions of the teacher-pupil activities in classes in arithmetic, reading, civics and geography of the same group of pupils of seventh grade level under four different teachers. The supervisory techniques used were: observation of the same and of different films; the use of a list of seven factors, and of a chart which analyses these factors into five distinct levels. Data indicate that the chart is valuable in the training of supervisors.

3271. Hogan, Rev. Michael J. Diocesan supervision of schools in the diocese of Concordia, Kansas. Master's, 1933. Catholic Univ. 54 p. ms.

3272. Hunt, R. L. How school board presidents see the superintendent of schools. American school board journal, 87: 41, September 1933. (Colorado State teachers college)

3273. ——— A study of the weaknesses and essential qualifications of school superintendents in small school systems. Greeley, Colorado State teachers college, 1933, ms.
3274. Hunt, B. L. The superintendency in small schools. School executives magazine, 52: 370-71, 376, July 1933. (Colorado State teachers college.)


Data were secured from California State constitution, codes, general laws, and session laws; charters of California cities; reports of California supreme court and district courts of appeal and reports of United States courts and courts of appeal of other states; rules and regulations of the California State board of education; contracts of California city school superintendents; and reports of various studies and investigations. Discusses law of contracts in general; contracts between city school superintend-
RESEARCH STUDIES IN EDUCATION

ts and city boards of education; professional status for city school superintendents; legal status of California city school superintendents; contracts of California city school superintendents; and contract form for city school superintendents of California.


Presents the analysis of cases by the courts in dealing with the various charges of a non-criminal nature, which have been brought against school directors; discusses all cases for which non-criminal punishment has been inflicted upon a school director; and points out the leniency or stringency of the laws of states which govern the actions and duties of the school directors.


3293. Steele, James McDowell. A study of supervisory practices in the commercial department in senior high schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 87, October 1933)

3294. Steffen, Albert F. A plan of supervision for the rural and consolidated schools in Illinois. Master's, 1933. Wisconsin.

3295. Stevenson, Charles Alexander. Results of rural supervision through special efforts on the part of the supervisor. Master's, 1933. West Virginia. 50 p. ms.

Attempts to discover whether intensive supervision, concentrated upon the improvement of classroom instruction in particular subjects could be more effective. Two one-room schools were used for the studies of hygiene and geography; two sixth grade rooms were used for arithmetic study; and two eighth grade rooms, from two junior high-schools, were used for the study of language usage.


PRINCIPALS


Discusses experience, tenure and salary, training, duties and assistants of high-school principals.


Studies the types of disciplinary problems which teachers refer to the principal; school grades which present the greatest disciplinary difficulties; behavior difficulties of boys and girls; age-grade study of these problem children; intelligence quotients of problem children; difficulties of different teachers with disciplinary problems; and individual cases.


Studies elementary school principals in schools of six rooms or more, in 35 counties.


Deals with the duties of superintendent and principal in administration or supervision of small high school.


Discusses the educational preparation of the teaching high-school principal in Pennsylvania, professional experience, age and salary, and functions.


Emphasizes the importance of the school system as a unit and of its personnel as parts of the whole, educational opportunity, by considering the common functions of all principals; stresses the unity of the work of a single principal by showing that he should have a good general knowledge of the theory and practice of all of his functions and of their interrelationships; develops a philosophy of education and applies it to show what the practices of a principal should be; and shows that a problem of educating school principals for their work exists.


Data indicate declining enrollments in the elementary schools will probably continue to eliminate teaching positions. Economically, the ability of the population to provide education for all children has steadily increased and should continue to increase during the coming decades. Elementary school costs may decrease because of fewer teachers and pupils, but expenditures on the college level may increase rapidly.


3325. Miller, Anthony J. Comments of the Rhode Island superintendents on their school census. Master's, 1933. Boston Univ. 64 p. ms.

Finds that the school census varies in value, in the manner of collecting the data, and in cost throughout the State.


3327. Peach, Preston L. An inquiry into compulsory school attendance and employment of youth. Master's, 1933. Maryland. 54 p. ms.

Surveys child labor and school attendance legislation. These show that a new estimate has been placed on child labor, and that penalties for violations of school attendance and child labor laws are imposed upon parents rather than on the children.


CLASS SIZE


3335. Graham, O. O. How economies in secondary education may be affected in Colfax county through a readjustment of teacher load. Master's, 1933. N. Mex. Nor. Univ. ms.


3339. Williams, Ruth. Methods employed in handling routine activities in teaching large classes. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

CLASSIFICATION AND PROMOTION


Positive correlation is found between the age of children first entering school and their progress. Highest IQ correlates with those entering school the half year before their sixth birthday.


3347. Ellis, Elmer H. Adapting placement and follow-up to school needs. Master's, 1932. Wisconsin.


3349. *French, Will. Promotional plans in the high school. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 91 p. (Contributions to education, no. 557)

Attempts to discover, describe and compare or contrast the effects of the annual and semi-annual promotional plans as evidenced by the conditions and practices which obtain under the two types of promotional plans as administered in the public secondary schools in the United States.


Finds that pupils whose parents own their homes probably achieve more than do pupils whose parents rent their homes.

3354. Kirkpatrick, John B. A study of pupil progress in Haverford township with special attention to the pupils of Italian parentage. Master's, 1932. Temple. 91 p. ms.


3356. *Lindsay, James Armour. Annual and semi-annual promotion with special reference to the elementary school. Doctor's, 1933. T.C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 179 p. (Contributions to education, no. 570)

Packed: The factors basic to the problem of the advancement of pupils through the elementary school; part 2: Analysis of arguments advanced in support of annual and semi-annual promotion; part 3: A survey of plans for the advancement of pupils through the elementary school.

3357. Masters, Harry V. and Upshall, C. C. Scholastic prediction and first year record of the lowest 15 per cent of the freshmen entering in October, 1931. Bellingham, Washington State normal school, 1933. 7 p. ms. (Bureau of research studies, no. 16)

3358. Messer, Vern. A study of Pittsburgh-plus or the basing point system. Master's, 1933. Iowa.


Discusses the relative achievement of the three different groups of commissioned schools; the validity of each of the different groups of accrediting criteria; relative cost of the three types of commissioned high schools; and achievement as related to per-pupil cost in the different types of commissioned schools.


3364. Smith, Howard P. An age-grade and mental progress study in Summit county, Ohio. Master's, 1933. Ohio. 150 p. ms.

EXAMINATIONS


A study was made of over 4,000 questions given in high-school religion classes in 12 representative Catholic high-schools during the past 10 years. It was found that the majority of the 4,000 questions were asked only once, showing little agreement among teachers as to what it is important to ask on high-school religion examinations.


Studies the intercorrelation of eighth grade teachers' marks, eighth grade teachers' ratings of specific pupil characteristics, county superintendents' high-school entrance examination scores, and ninth grade teachers' marks to determine the value of these factors in predicting possible academic achievement in the secondary school.


3369. Darling, Wesley C. A study of the relative teaching values of four common methods of pupil correction of examination papers. Master's, 1932. Michigan. 70 p.

Describes an experiment conducted with pupils in high-school science classes who scored their papers on new-type tests as the teacher read the correct responses.


3371. Furich, Alvin O. The relative value of objective and essay examinations in English literature. Minneapolis, University of Minnesota, 1933. 15 p. ms.

3373. —— The use of examinations in individual diagnosis. Minneapolis, University of Minnesota, 1933. 13 p. ms.


Data indicate that school grades show that the plan permits inconsistent work, that the teachers using the plan look on it with disfavor, that students who have entered college feel that they have been handicapped during their freshman year, and that college records of students seem to indicate poor preparation.


Attempts to compare the relative achievement of Spanish-Americans on old-type and new-type tests in classes where segregation is not practiced, and to discover teachers' tendencies in assigning marks in such classes.

3378. Ojerholm, Julia Charlotte. The effects of county-wide examinations upon the teaching of English in the schools of Travis county, Texas. Master's, 1933. Texas.


3382. Sproule, Chester E. Negative suggestion effects of the true-false examination. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 91, October 1933)

3383. Tallmadge, Margaret and Douglass, Harl. The opinions and practices of college students relative to various types of written examinations. Minnesota, University of Minnesota, 1933. 25 p. ms.


EDUCATIONAL AND VOCATIONAL GUIDANCE


Attempts to determine the amount and kind of training offered vocational counselors by 100 representative institutions of higher learning.


Attempts to discover how boys and girls of Philadelphia, who drop out of school, get their positions, how long they stay, and whether they are satisfied.


Describes the work of Dr. G. E. Dawson, psychologist of the Springfield, Mass., public schools in testing students and in vocational guidance.

3394. Buchanan, Roy I. A comprehensive plan of counseling for a large rural high school. Master's, 1933. California.


Surveys five colleges related to the United Presbyterian church, by means of a questionnaire submitted to all students as of May 1, 1931.


Discusses vocational guidance for a changing world; occupational analysis; the teaching of occupations; counseling; placement and follow-up.
3400. Dondlinger, Ray N. Guidance in the secondary schools of Wisconsin in communities of 10,000 or less. Master's, 1933. Wisconsin.

3401. Failor, Clarence W. Need and desire for guidance in larger Iowa high schools. Master's, 1932. Wisconsin.


Discuss biology in relation to agriculture, forestry, animal husbandry, teaching, nursing, pharmacy, tree surgery.


A comparison of two selected groups of students in two Pittsburgh high schools with regard to a number of items bearing on the effectiveness of the life career or occupations course, indicates that there is no marked difference between the students who took the course and those who did not take it.


Data indicate that the most important factor in the choice of an occupation is the enjoyment, liking, and interest in the work itself.


Attempts to determine the guidance practice in small Colorado high schools and to suggest a constructive program for the small high school.


3414. Hughes, Rose Virginia. Use of tests and measurements in the guidance program of a junior high school. Master's, 1933. Boston Univ.


Gives the results of a survey of the Cape Cod junior and senior high schools to determine the nature and extent of educational and vocational guidance, and to determine the guidance needs of the schools.


Attempts to discover and classify guidance problems of high-school seniors as revealed by questions asked of the counselor in individual conferences, and by case records of individual conferences, and to suggest implications with respect to training teachers, counselors and administrators, and organization of guidance programs.


Discusses the history of the guidance movement, the need of guidance below the junior high school, the activities of progressive systems; and suggests a guidance program.


Considers the influence of objective tests, counseling, placement, personnel records, and part-time and continuation schools on the vocational guidance movement.


3428. Miller, Vera Alice. The function of the dean of girls in the secondary school guidance program. Master's, 1933. Ohio. 139 p. ms.

An evaluation of guidance given by Ohio deans of girls made on the basis of information gained from 80 Ohio deans through a combination of interviews and questionnaires.
3429. Neel, Mary O. and Mathews, C. O. The guidance needs of superior college students. Delaware, Ohio Wesleyan University, 1933.

Studies two groups—a control and an experimental group of superior college students for recommendations in regard to the guidance needs of those failing to do academic work efficiently. Those falling to work efficiently according to their apparent aptitudes and capacities seem to differ in certain significant respects from those who are utilizing their abilities. It seems that more attention should be given to the academic, social, and personality problems of the inefficient superior student to prevent vast wastes of human and social values.


Data indicate that the graduates believe that faculty members could aid students in preparing for vocations by giving information about them, attempting to find the students' interests and abilities, and guiding the selection of courses.


3435. Reynolds, Jesse David. Some factors related to the vocational ambitions of 1,100 Texas boys. Master's, 1933. Texas.

Analyzes the vocational choices, the reasons therefor, and the means employed in learning about selected occupations of boys in the fifth through the eleventh grades of schools in 10 typical Texas cities.


Surveys vocational interests of pupils in high school and occupations in community for the purpose of formulating a program of vocational education for the high school.

3440. Russell, J. C. The vocational choices of the high-school pupils of Lincoln parish, La., and some of the factors influencing the choices. Master's, 1933. Louisiana.


Contains a list of questions children ask in junior and senior high school and shows that pupils desire guidance but are not receiving the help that they want.


EXTRACURRICULAR ACTIVITIES


3457. *Anderson, Margaret Ellen. A personnel study of the women students who held office in extracurricular activities at Syracuse university, 1931-32. Master's, 1933. Syracuse. 73 p. ms.

Attempts to determine some of the factors which are common among all of the women students who held offices in campus activities, some of the factors in the social background of the senior women in the study, and to give a composite evaluation of the students' opinions concerning the values which they received from participation.


Studies activities, teaching materials, badge requirements and award procedures, with special reference to industrial education.


Data were secured for 688 students entering the University of Michigan as freshmen in 1928. From the university admission blanks and other records at the university, Extracurricular activities affected vocational choice, particularly in music and athletics. Tentative vocational choices had been made by about 67 percent of the students.

3463. Clarke, Nettie M. A proposed course of study for 4-H club leaders. Master's, 1933. Purdue.

Studies the training, methods used, and experience of outstanding leaders of 4-H club work.


Compares a group of pupils whose intelligence quotients were below 95 with a group whose quotients were above 125, and finds that pupils of high intelligence and high scholastic rating do the same things in their leisure time as pupils of lower intelligence and lower rating.

3466. Dean, Elizabeth Alice. The Latin club in the junior high school. Master's, 1933. Boston Univ. 60 p. ms.

Presents a program of activities suited to the interests and abilities of early adolescent pupils.


Finds no relationship between varying degrees of participation in the corps and scholarship.


An investigation of records of 106 graduates of Ruston (La.) high school who entered the Louisiana polytechnic Institute.


Studies intelligence, occupation of fathers, school grade, chronological age, sex, foreign parents, and race to determine their effect upon the selection of clubs.


3474. Fuhrmann, Lella E. A. A program of activities for girls' clubs, supplementing the experience of the home, school, and church. Master's, 1933. Temple. 101 p. ms.


3479. Hartman, Russell C. A study in pupil appreciation of assembly programs presented during one school year at the Oskaloosa (Iowa) high school. Master's, 1932. Wisconsin.


3485. Howe, Knowles C. Physical activities in boys' clubs in certain Wil- shire district churches in Los Angeles. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 84, October 1933)


3488. Jarrett, Paul K. A study of the relationships between the amounts of money expended by the various extracurricular activities of certain high schools in Pennsylvania and the numbers of pupils participating in them. Master's, 1933. Bucknell. 41 p. ms.


3491. Knox, James A. A study of the reaction of 1,200 pupils to the high-

3492. Lackey, Ralph L. The organization, administration and activities of

3493. *Lancaster, Richard C. A study of the persistence of new entrants
into the secretaryship of the Young men's Christian association. Master's,

Analyses were made of 1,002 new entrants for five different years in an attempt
to determine factors associated with tenure in the Y.M.C.A. secretaryship.

in the non-urban schools of Ohio. Master's, 1933. Ohio. 86 p. ms.

3495. Lebo, Adrian G. A study of personality traits of 400 eagle
scouts. Master's, 1933. Wittenberg. ms.

3496. Lovellette, Normal. A study of the problems of high-school

3497. *Ludwig, George Philip. Attitudes and convictions of pupils and
teachers of seven West Virginia high schools toward cocurricular activities.
Master's, 1933. West Virginia. 79 p. ms.

Studies membership in clubs; distribution of elective offices among pupils; required
participation in cocurricular activities; effect of participation on scholarship; scholastic
limitation of membership; value of different kinds of clubs; effect of these activities
on social life in high school; their vocational value; time of club meetings; length of
the cocurricular period; normal pupil activity load; recognition of cocurricular
activities; and gives suggestions for improving them.

3498. McCarthy, John Vincent. Boys' clubs—a factor in training for citizen-

3499. McKown, Harry C. Commencement activities. New York City, Mac-
millan company, 1932. 310 p. (University of Pittsburgh)

Describes the significance of commencement and basic principles of organization,
details of commencement activities and procedures, standard graduation programs, and
gives a scale for rating commencement activities.

3500. McMurray, Guy R. A study of the values associated with participa-
tion in the extracurricular activities of a high school. Master's, 1933. Kansas.
96 p. ms.

Studies self-determined values to participants in extracurricular activities in the
Fort Scott, Kansas high school.

3501. Main, George O. A critical study of the extracurricular activities in
seven Illinois high schools. Master's, 1933. Iowa. 345 p. ms.

3502. *Mochtry, Ivan Royer. The correlation of time spent on extracur-
ricular activities and improvement with intelligence held constant. Master's,

Attempts to determine how student participation in extracurricular activities cor-
relates with their improvement in the traditional fields of knowledge as measured by
achievement tests. Data indicate that participation in extracurricular activities did
not greatly help or hinder the students in the Red Lion high school for the period
studied.

3503. Nation, Marlon Allen. The objectives and values of clubs in the junior

3504. Noble, Guy Lee. History and development of the 4-H club movement
with an outlook report on the future. Master's, 1933. Iowa St. Coli,


Attempts to determine whether the extracurricular activities at Brooklyn City college give the students opportunities for practice in social relationship and function as a laboratory for citizenship.


3509. Scott, Oliver Winfield. The organization and administration of extracurricular activities in the junior high schools of Texas. Master's, 1933. Texas.


FAILURES


The 5 chief causes of failure found, listed in order of frequency, were: home conditions caused by prolonged unemployment of father; improper curricular choices; outside interests; ineffective study habits; day-dreaming.


3517. Hart, William H. A study to determine the causes of failure of pupils to receive promotion from grade one in the Fordson public schools, with suggestions for improvement. Master's, 1933. Michigan. 74 p. ms.


3520. Marts, Andrew Jackson. Elimination of high-school failures through a boys' adviser's counseling program. Master's, 1933. Denver. 98 p. ms.

Describes an attempt on the part of a dean of boys to change 67 sophomore boys and girls from unsuccessful to successful workers through a program of counseling. Procedure followed was based largely upon individual and group conferences.

3522. Noble, Georgia. Factors determining the success or failure of eleventh- and twelfth-year pupils. Master's, 1933. N.Y. St. Coll. for Teach.


**MARKS AND MARKING**

3525. Arkenberg, Stella Louise. The scholastic records of junior high schools as factors of effective prognosis in senior high school. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)


3529. Crites, Vera A. A study of some non-intellectual factors influencing scholastic ratings of high-school girls. Master's, 1932. Cincinnati.


Data on 704 students indicate that 58.9 percent of the grades were correctly predicted.


Involves the records of 324 graduates from 136 public high schools in the State of Louisiana. Data indicate that the records for the last two years of high school are superior as a basis for predicting college success, to the records of three or four years; that certain academic subjects, such as English and mathematics, have greater predictive value than others.

3534. Gifford, George E. A study of the marks of a certain group of high-school graduates in Maryland and their relationship to marks received in colleges and normal schools. Master's, 1933. Maryland. 51 p. ms.

3535. Hagedorn, Ella Blanka. Teachers' practices in assigning and distributing marks. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)

Attempts to determine the relation between the midsemester grades and the final grades in the Eastern Kentucky State teachers college, based on reports for the first semester of the academic year 1931-32.


3540. Long, Frank E. A determination and comparison of the variation in distribution of achievement and of citizenship marks as assigned by individual teachers in the various divisions of the University high school. Master's, 1932. Michigan. 88 p.


Studies the marks of 100 college seniors, and compares those of the persons who had chosen a vocation before entering college with those who had not, and compares the marks made on subjects related to the vocation with marks on all other subjects.


Studies the marking system in all of the normal schools of one state, formulates a system of marking which promises to eliminate the worst features of the plans of marking found in use in these schools, and reports the results of an experiment carried out in an experimental group of schools and classes.


3549. Prout, Dale. A comparative study of the intelligence quotients and grades of high-school pupils on special courses and those on academic courses.
RESEARCH STUDIES IN EDUCATION


Compares the I.Q. of pupils majoring in industrial arts and commerce with those majoring in academic subjects, and compares pupils' grades in the special subjects with their grades in the academic subjects.

3550. Prude, Mary Eloise. A comparative study of the grades of high-school and college students in certain sciences common to both. Master's, 1933. Alabama. 84 p. ms.


3552. Richardson, Robert. The relationship between intelligence as measured by the intelligence quotient and school scholarship and citizenship as scored by school marks. Master's, 1933. Michigan. 62 p. ms.


Finds that a group of between 40 and 50 pupils who had their tonsils and adenoids removed improved in reading, but not in arithmetic or spelling, and that the improvement was not great.


Reports a comparative study of scores made by departmental majors on the American council psychological examinations showing that the students majoring in Latin have the highest standing.

3558. Wickerham, Donald S. Correlation of teachers' marks with personality ratings. Master's, 1933. Ohio. 125 p. ms.

Finds that women teachers are affected by the personality of their pupils more than are men teachers, and that the correlation between marks and personality is higher for boys than for girls.


3560. Woolman, Benjamin B. Relationship between general intelligence and school marks in junior high school manual training and English. Master's, 1933. New Mexico. 43 p. ms.

REPORTS AND RECORDS


3562. Bledsoe, Luther E. The permanent cumulative record on the junior college level. Master's, 1933. West Virginia. 72 p. ms.

From a study of the literature in the field of records, and from record forms used in various junior colleges, a permanent record form was devised.
3563. Browning, Roy W. A study of the annual reports of school district clerks in 51 selected third class cities in Kansas during the year 1928. Master's, 1933. Kansas. 80 p. ms.


3565. Deaton, Joseph Charles. A study of high-school records, forms, and reports other than financial in five Missouri cities. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)


3567. Gaulke, Orville N. A proposed system of records for the head of a high-school commercial department. Master's, 1933. Iowa.


3569. Ingram, Katherine Priscilla. Pupil reports used in the laboratory schools of teachers colleges. Master's, 1933. Peabody. 96 p. ms.

3570. Kissack, Elmer Richard. Forms (printed and mimeographed) used in administering the pupil personnel of junior and senior high schools in selected cities of the United States. Master's, 1933. Wyoming.


RETDATION AND ELIMINATION

3576. Ellis, Olive E. A study of certain factors contributing to elimination and failure in one or more subjects in the ninth grade, of the Marion township high school, 1930-31. Master's, 1932. Northwestern.


Finds that retarded children who are not mentally deficient should be given an opportunity to regain lost ground; that summer schools do not help greatly, and that case study and incidental promotion reduce "overseness."


Data indicate that the pupils leaving school are, as a class, handicapped in home environment, intelligence, achievement, school adjustment, character traits, and activity participation, when compared with those remaining in school.

STUDENT SELF-GOVERNMENT


Discusses the nature, extent, organization, administration and supervision of the pupil participation government; the nature and extent of the activities concerned; the objectives that should be set up for the operation of pupil participation program; the manner in which pupil participation stimulates and develops certain values; and the probable future of pupil participation in West Virginia schools.

TEXTBOOKS


Shows that there has been a greater change in the material of instruction in arithmetic between 1920 and 1930 than there was between 1820 and 1920.


3591. Ayres, Lawrence Raymond. A comparison of the most frequent science allusions found in periodicals with the contents of general science textbooks. Master's, 1933. Colo.St.T.O.


Studies 56 textbooks adopted for use in southern states, covering the subjects history, civics and problems of democracy. Findings: The writers of the histories analyzed do not ignore the Negro in American life, but pay more attention to the Negro as a slave than as a factor in our modern life. The civics and problems of democracy textbooks surveyed reveal that 19 of the 28 ignore the subject of the Negro. The 9 textbooks which treat the Negro, with one exception, give the pupils sufficient facts concerning the Negro to show that there is a very pressing problem and the solutions which have been suggested for the problem.


Find a marked decrease in the war content of American history textbooks published since the World War.


3605. Cooper, Hugh. A rating of 11 well-known beginning reading series based upon an analysis of the rate of introduction of new vocabulary words, the type sentence used, and the subjective rating of these readers by 150 public school educators. Master's, 1932. Michigan. 201 p.


3611. Cummings, Mable E. Comprehension of quantitative statements in social science textbooks. Master’s, 1933. Iowa. 247 p. ms.


3613. Dardenne, Roger K. The factual content of biology textbooks compared with criteria as determined by certain investigations. Master’s, 1933. Northwestern. ms.


3616. Debus, Earl S. A determination of scientific principles as found in 14 widely used high-school chemistry textbooks. Master’s, 1932. Michigan. 90 p.


3618. Dolch, E. W. Efficiency of primers. Journal of educational research, (University of Illinois)


3621. Dudley, Marion Sylvan. An evaluation of junior high school American history textbooks and the preparation of a list of textbooks to be used in
Attempts to determine the objectives for teaching American history in the junior high school, to set up criteria for selecting textbooks to meet these objectives, and to use these criteria to select a list of textbooks suitable for use in a junior high school American history course.


3624. Epling, Thelma B. An experimental investigation of the relative difficulties of the vocabularies of certain geography textbooks. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 83, October 1933)

3625. Erwin, Cecil R. A study of the vocabularies in recently written first- and second-year high-school Latin texts to determine the probable influence of the Latin word list of the College entrance examination board. Master's, 1933. Ind. St. T.C. 105 p. (Abstract in Indiana State teachers college. Teachers college journal, 4: 294-95, July 1933)

Examine 8 Latin texts to determine whether their vocabularies were influenced by the first and second year Latin word list of the College entrance examination board of New York. An investigation was made to ascertain how many words of the Latin word list had at least one English derivative.


3627. Flanders, Mark J. Mathematical skills involved in the solution of problems in L. B. Spinney's "A textbook of physics." Master's, 1933. Iowa. 60 p. ms.

3628. Förchtnert, Frank. The adaptation of recent high-school biology textbooks to curriculum needs. Master's, 1933. South Dakota. 48 p. ms.


Attempts to determine the extent to which similarities and differences exist in the histories of England and the United States with regard to the question, illustrations, personalities, causes, events, equipment, results, and the amount of space devoted to the War of 1812. Ten textbooks representative of those used in the secondary schools of the United States and 10 textbooks representative of those used in the secondary schools of England were selected for this purpose.


3632. Godson, William F. H., Jr. A procedure leading to the writing of a solid geometry textbook to meet the requirements of the college entrance examination. Master's, 1932. Temple. 81 p. ms.


Shows that 24 states and the District of Columbia have mandatory free textbook legislation, 20 states have permissive legislation and 4 states have legislation which applies only to indigents; 35 Ohio city and exempted village school districts furnish all or part of their textbooks free, a number of counties furnish some or all textbooks free.


3642. Ivens, Howard J. The determination and evaluation of some scientific principles as found in six widely used textbooks of physics. Master's, 1933. Michigan. 114 p. ms.


Analyses selections found in basal second and third readers, now state adopted, and compares them with children's interests.

3645. Jones, Isabelle B. A study of textbooks and references for home economics available in Iowa high schools and their relation to the use of the State course of study. Master's, 1933. Iowa.


Finds little agreement between the seven college and seven high-school teachers of physics who acted as judges, on either the validity of the principles or their value.


3648. Kilburn, Hyrum Parley. An analysis of American history texts in the eighth grade and an evaluation of content or materials of current eighth grade history texts according to the objectives set up by the American historical society. Master's, 1933. "Utah St. Agr. Coll."


3657. Lien, Jacob A. The grade location and drill frequency of certain adjective modifiers and selected language textbooks. Master's, 1932. Iowa.


3662. McCarthy, Rev. William Dennis. A study of the problem of textbook evaluation and of some of the current methods employed in selecting them. Master's, 1933. Catholic Univ. 74 p. ms.


3665. Martin, Eleanore C. Analysis of American history textbooks to determine important geographic concepts. Master's, 1933. Iowa. 102 p. ms.


3668. Miller, Hanford. The correspondence of high-school chemistry textbooks and their related laboratory manuals. Master’s, 1933. Colo. St. T.C.


Traces the development of various theories of speech training in textbooks with their influence upon subsequent books and present teachings in the United States.

3670. Mohr, Dorothy R. The contribution of ninth-year mathematics textbooks to the attainment of the objectives of ninth-year mathematics. Master’s, 1933. Chicago. 113 p. ms.

Analyzes 17 outstanding textbooks to determine the extent of their contribution to a comprehensive list of objectives, and finds that most textbooks offer the teacher valuable assistance in the attainment of some objectives and little, if any assistance in the attainment of others.


Attempts to create a permanent interest in literature; to keep the material studied on the junior high school level; to teach the child to express himself; to stimulate the imagination; to teach the values of literature; and to teach citizenship.


3679. Perpinan, Jesus Espolon. The Philippine Islands in American school textbooks. Doctor’s, 1933. Iowa. (Abstract in: University of Iowa studies, new series no. 269. Series on aims and progress of research, no. 43. 1 p.)

Analyzes the materials dealing with the Philippine Islands and their people as presented in American social science textbooks for the elementary and high school grades. Data indicate that much emphasis is placed on the triumphant incidents and altruistic endeavor of the United States in the Philippine Islands.


3683. Poole, Roger Kay. Study of the variations in type and frequency of written problems in two unknowns as evidenced by an analysis of several standard algebra textbooks. Master's, 1933. Boston Univ. 98 p. ms.


3695. Spotts, George A. The vocabulary of high-school biology offering difficulty in comprehension to high-school pupils as found in Pieper, Beauchamp and Frank's "Everyday problems in biology." Master's, 1933. Michigan. 186 p. ms.

RESEARCH STUDIES IN EDUCATION

Analyses the content of 15 basic readers designated for the third grade publishers during the years 1929-30-1931-32.

3698. Summerell, Frances. Relative difficulty of the vocabulary of the 10 most frequently used high-school biology textbooks. Master's, 1932. Pitts-
burgh. (Abstract in: University of Pittsburgh. Abstracts of theses, re-
searches in progress, and bibliography of publications, 8: 373-74)

3699. Thompson, Theron Barker. Study of the variations in type and fre-
quency of written problems in one unknown; as evidenced by an analysis of
several standard algebra textbooks. Master's, 1933. Boston Univ. 85 p. ms.

3700. Voth, John J. An analysis of mechanical drawing textbooks used in
Iowa high-schools for the purpose of determining a reading vocabulary for
mechanical drawing. Master's, 1933. Iowa St. Coll. 92 p. ms.

3701. Walker, Mary Lou. A first book in reading. Master's, 1933. Stan-
ford. 85 p. ms.

3702. Walters, Lee. Analyses of seven high-school geography textbooks.
Master's, 1933. Ind. St. T.C. 120 p. (Abstract in: Indiana State teachers

3703. Weiss, Leo. A descriptive analysis of the treatment of labor problems
in the American history textbooks used in the high schools of New York
City. Master's, 1933. Coll. of the City of N.Y. 48 p. ms.

3704. Weltzin, E. M. The content of biology in high-school texts. Master's,
1933. Iowa. 256 p. ms.

3705. Williams, Muzetta. A first book in reading. Master's, 1933. Stan-
ford. 85 p. ms.

3706. York, Esther. Examination of recent geography textbooks. Master's,
1933. Colo. St. T.C.

3707. Youmans, John S. A comparative analysis of English composition

3708. Ziegler, Blooms. An examination, comparison, and contrast of primer
manuals, and introductory reading books published before and after 1925.
Master's, 1933. Ohio. 191 p. ms.

SCHOOL BUILDINGS AND EQUIPMENT

3709. Andersen, Erik Andreas. A study of the educational and service
facilities in the Providence junior high schools in comparison with accepted

Discusses the basic considerations affecting the planning of the Providence junior high
schools, the auditorium, cafeteria, library, classrooms, science, drawing, music, home eco-
nomics, and practical arts rooms, health and physical education facilities, administrative
offices and auxiliary rooms, and service systems.

3710. Batcher, Robert William. Comparative architectural studies for the
future development and expansion of Engineering hall at Iowa State college
Master's, 1933. Iowa St. Coll.

3711. Bateson, William H. A study of the auditorium plan of procedure
SCHOOL BUILDINGS AND EQUIPMENT


Shows the existing conditions of the school buildings of Ohio county, West Virginia, as compared with published standards, estimates the future enrollments of these buildings based on the enrollments of the past 10 years, and proposes a school housing program and re-districting of the county according to the best present standards.


3716. Goss, Victor V. The flag of the United States and our schools. Master's, 1933. Wisconsin.

3717. Holy, T. C. Comparison of school plant insurance premiums and reported school fire losses in Ohio cities and counties for 1930 and 1931. Columbus, Ohio State university, 1933. 9 p. ms.


Gives a brief historical sketch of the evolution of the physical facilities of the school; analyzes an activity program; describes the physical facilities provided for kindergarten—grade 6 children in 20 progressive schools; and discusses the desirability of certain physical facilities for an activity program.


3724. Mercereau, George W. A study of the relative value of electrical equipment in terms of usage and cost based on Los Angeles, Long Beach, and Pasadena school systems. Master's, 1933. Southern California. (California quarterly of secondary education 9: 90, October 1933)


Discusses the use of the pupil's own room, the classroom, lunch room, auditorium, and the library as study halls, and suggests that for a large high school the library, or lunch room built to be used as a study hall is the most useful.


Data were secured from replies to a questionnaire sent to 800 biology teachers in Indiana.


3734. *Sahlstrom, John W. Some code controls of school building construction in American cities: an evaluation of certain building code requirements especially as they influence the safety of the occupants, the cost of construction, and the educational efficiency of the school building, with criticisms on the form and method of municipal building legislation. Doctor's, 1933. T.C., Col. Univ. - New York City, Teachers college, Columbia university, 1933. 154 p. (Contributions to education, no. 551)

3735. Sandstrom, Alice Lorraine. Optimal physical facilities that may be incorporated in an architectural plan for a nursery school at Iowa State college. Master's, 1932. Iowa St. Coll.


3737. Slocum, Clyde. Analysis of building and equipment needs of a central rural school. Master's, 1933. N.Y. St. Coll. for Teach.


3741. Standley, Lyman Leroy. The adjustment of school building programs to economic conditions. Doctor's, 1933. California. 161 p. ms.

Finds that savings to the taxpayer will result if the future planning of school building programs takes into consideration the building in sufficient amounts to meet current needs during periods of low construction costs; maintaining a continuous building program of relatively small amounts during periods of high construction costs; financing capital outlay by sale of bonds during periods of marked economic depression when bond interest rates are low and money values are high; finance capital outlay by current tax during periods of high interest rates and low money values; and accumulate a capital reserve during periods of marked economic prosperity.


Finds that so far as the distribution of light is concerned, there is no justification for educators demanding a standard arrangement of windows in classrooms.


Studies the legal authority by which public school property is insured against loss through fire; the nature of the litigation which arose under such authority; analyzes the provisions of the State fire insurance fund laws now in operation; provisions in the proposed fund for public school property in Pennsylvania together with possible challenges and defense for the proposed plan; and the costs involved in present practices, contrasting the experience of states and cities using commercial insurance with the experience of States having state fire insurance funds in operation.

3747. Whitehead, Willis A. A school building survey for Marion township, Franklin county, Ohio, including a bibliography of references concerning school building planning. Master's, 1933. Ohio. 210 p. ms.

3748. Willey, W. M. Requirements for a modern junior high school plant. High school teacher, 8: 264-66, September 1932. (Western Kentucky State teachers college)

3749. Williams, Edward Howard. The engineering valuation of publically owned educational properties with special reference to the mechanical engineering laboratory, Iowa State college. Master's, 1933. Iowa St. Coll.

JANITORS


Ascertains the nature and extent of the work expected of janitors, their academic and technical training, method of election, compares the salaries of janitors with those of teachers, the attitude of school men regarding examinations for janitors, and the professional spirit prevalent among janitors.

SOCIOMETRY, EDUCATIONAL


Data indicate that the courts hold that there is no adequate reason to justify the school authorities in denying the parent the right to make a reasonable selection of studies or to exclude a child from any class that he can attend with profit to himself and without detriment to others.


8754. Bolton, Mabel Frances Moore. The Chaffey experiment—the history of a unique community project in Ontario, California. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 82, October 1933)

8755. Brandt, Karl R. A study of the relationship between mental and educational status and the size of family. Master's, 1932. Temple. 79 p. ms. Higher intelligence and greater achievement are found in smaller families.


Attempts to discover the ways in which the subject is defined, and content of courses, their function or aims, the texts most commonly used, methods employed, the attitude toward the subject and the background and training of the instructors in the field.


Data indicate that density of population is closely associated with the measures of school efficiency in 95 percent of the states.


3765. Haines, James Clayton. Contacts between the school and home. Master's, 1933. Southern California. (California quarterly of secondary education, 9:84, October 1933)


Studies the activities and potentialities of the parent-teacher association and shows how educators may join with parents in successfully integrating the work of the organization with the work of the school.


3771. Luse, Reid O. In the Washington trip by high-school groups in Michigan justified from social and educational standpoints. Master's, 1933. Michigan. 40 p. ms.


3773. Merriam, Thornton W. The relations between scholastic achievement in a school of social work and six factors in students' background. Doctor's, 1933. T.C., Col. Univ.

Attempts to determine the relation between a series of biographical items in the preprofessional school history of students and the ability to do good work in a school of social work as shown by grades received in courses, ratings in actual social work done in the field under supervision during the two years of the course.


 Finds that authors lead the list of approximately 2,000 women listed, with educators representing the next largest group, that more married women are listed than unmarried, and that only two states have not produced at least one member of the list.


3777. Schneider, Margaret Louise. Major indices of social change within a neighborhood area. Master's, 1933. Temple. 320 p. ms.

Finds population growth, age and sex distribution, racial and national invasion, home ownership, economic and industrial factors, and social maladjustments indicate the nature of the change.

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RACIAL GROUPS, EDUCATION


Studies American born children of Japanese parentage in the third to the eighth grades in eight school districts, in four of which the Japanese children were segregated, whereas in the other districts they attended school with children of Caucasian parentage.


Seeks to discover if there are real differences in musical talent between Mexican school children and children of other racial groups. Finds no real racial differences in musical talent so far as could be measured.


Studies 97 white and 97 Mexican junior high-school pupils, grades 6, 7 and 8, who were given Kuhlmann-Anderson intelligence, Test and Orleans public school achievement test, grades 5-8, form 1, and finds that Mexican pupils achieve relatively more than white pupils when considering mental ability, especially in arithmetic, computation and spelling.


Studies history and handicraft of prehistoric and historic Indians from archeological remains and documents from 1740 to present.

Discusses theories of Jewish survival; the meaning of democracy; democracy and minority groups, religion, nationalism, social reconstruction, Judaism and Jewish education in a changing civilization.


Presents a summary of a 7-year intelligence and achievement testing program in a typical “foreign” school; stresses the study of arithmetic and reading. Analyzes a group of Polish pupils, and shows the need for careful study of the home environment of the “foreign child.” Describes two separate investigations dealing with the ability of foreign children to understand ordinary reading material.


Discusses public school organization, population, general distribution of public school pupils, race-grade, race-age, and progress of the public school population.

3802. Lyon, Laura Lucile. Investigation of the program for the adjustment of Mexican girls to the high schools of the San Fernando Valley. Master’s, 1933. Southern California. (California quarterly of secondary education, 9: 85, October 1933)

3803. Manuel, Herschel Thurman. Supplementary studies in the education of Spanish-speaking children. Austin, University of Texas, 1933.


3806. POT, James H. The measurement of attitudes of Chinese students at the University of Michigan toward Americans. Master’s, 1933. Michigan. 76 p. ms.


Data were secured on 61 communities in the United States with a total Jewish population of approximately 3,500,000.00. Studies the background, volume and distribution, status, and treatment of Jewish transients.


NEGROES, EDUCATION


Describes the results of an experiment made in connection with the athletic program of the Booker T. Washington high school, Norfolk, Va., during the years 1927-28.


3818. *Baker, Paul E. Methods of race adjustment between white and colored Americans (illustrated by the activities of national interracial agencies). Doctor's, 1933. T.C., Col. Univ.

Studies the history, philosophy and programs of 10 national interracial agencies, analyzes 40 cases and projects in race relations, and studies the change of race attitudes before, during and after college and the influences that contributed to this change.


Involves occupations of parents, home conveniences, recreation, school progress, selection of curricula, future plans, family size.


Finds that Negro teachers and principals are comparable in age, training and experience to white teachers in the State, but in general receive about two-thirds as much salary.


3826. Corbin, Clinton W. Supervision in the Negro elementary schools of Somerset county, Md. Master's, 1933. Peabody. 60 p. ms.


Surveys the personnel, equipment and activities of the Kansas vocational school for Negroes.

Data on 1,389 persons indicate that the average amount of education for both male and female was 6.68 years.

3837. Jenkins, Herbert C. The Negro student at the University of Iowa; a sociological study. Master's, 1933. Iowa.


3840. McInham, Mildred Marie. The record of 82 Negro students in the University of Michigan for the school years 1912-1933: A study of the high-school and college curricula choices and activities of such students. Master's, 1933. Michigan. 41 p. ms.


Studies 4,343 Negro children in 10 elementary schools, taught by 86 teachers. Finds that Georgia made the least provision for the education of Negroes of any of the southern states, and Richmond county made the least provision of any of the counties in Georgia.

3842. Owens, Christopher Columbus. A study of church schools for Negroes to determine their usefulness in Negro schools. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 86, October 1933)


Studies only the general divisions of occupations engaged in by the rank and file of Negro women as represented by requests from the mass of workers at an employment agency. Emphasizes clerical occupations, industrial pursuits, and domestic and personal service, and studies the women's educational qualifications for their work.


Indiana State teachers college. Teachers college journal, 4: 302-308, July 1933)

Data were secured on 690 pupils from all classes in grades 9-12 in 11 colored high schools in Indiana, selected at random and given the Terman group test of mental ability, form A.


Shows that the Catholic endeavors to impart religious instruction to the Negro passed from oral catechising and explaining to formal school arrangements to teach reading and writing as a more adequate means of imparting knowledge of doctrines and morals, to the present system of organized schools by Catholics for the colored people.


3351. Smith, Fred Tredwell. An experiment in modifying attitudes toward the Negro. Doctor's, 1933. T.C., Col. Univ.

A controlled experiment was carried out in which students of education were exposed to first hand experiences with cultural classes of Negro Harlem. Data indicate that marked increases in favorable attitude toward the Negro were registered by the experimental group.


Discusses the status of Negro high schools, colleges, and business employment in Georgia.


Studies occupations, business enterprises, grades reached in school, estimates of employers, and state in which born, and finds that no matter what education they may have had, most of the men are laborers and the women domestics.


Describes a questionnaire study of the extent to which the results of standard tests administered by them are used for educational guidance by 108 Negro public junior and senior high-schools in 23 states.


3359. Witty, Paul A. The maturation levels of Negro children of ages 3 to 5 years. Evanston, Ill., Northwestern University, 1933.
EXCEPTIONAL GROUPS


Finds that the states in the north east and north central sections of the country are far ahead of other sections in the education of exceptional children, and shows a growing realization of the need of special study, organization, method and curriculum, and special teachers.


Studies the voluntary reading in books, magazines and newspapers of special class girls in the Frances E. Willard school, Boston, Mass., in an effort to discover what these girls, retarded at least three years, read for recreatory purposes. The 90 girls studied represented 10 different nationalities.


Shows the work being done for the subnormal, dull normal, impaired hearing, speech defects, crippled, gifted, impaired vision, truant and disciplinary, tubercular, non-English speaking, and cardiac case children.

3865. Pugh, Roy M. A recommended program of special education for Summit county school system. Master's, 1933. Ohio. 119 p. ms.


Studies the private schools in the State offering vocational training below college level.

GIFTED


Attempts to determine the methods employed in the selection or location of gifted children; the administrative procedures and methods employed in dealing with such children; the standards used in the selection of teachers for the gifted, the individuals making the selection of such teachers and the salaries paid to such teachers; and to evaluate the findings in terms of the literature of the field of the gifted child; the opinion of the authorities in the field as gained from personal correspondence; and actual practice in schools acknowledged to be solving these problems adequately.


Compares gifted, superior, and average groups of high-school students as to positions of student leadership (elective offices). Finds gifted excel superior group slightly, and average group is far below both the others.


Determines the educational opportunities provided for gifted children by the public schools of the United States during the last 10 years.


Compares the racial and social origins, anthropometric measurements, and educational achievements of 54 superior children with the average elementary school child.

3876. Smith, Catherine. Educational and social adjustment of 45 superior pupils of the ninth year. Master's, 1933. N.Y. St. Coll. for Teach.


PHYSICALLY HANDICAPPED


Survey of 160 Negro children in a special class center shows that there are 2 factors mainly responsible for pupil status in school: intelligence and previous schooling, and concludes that they should be given special training in trades due to their short expectancy of stay in school.


3882. Witty, Paul A. The physical status, mental ability, and educational attainment of homunculæ. Evanston, Ill., Northwestern university, 1933.

BLIND AND PARTIALLY SEEING


Discusses the preschool blind child; verbalism; phantasy life of the blind; voice and speech; problems in their emotional life; their sex behavior and aesthetic life; personality problems in institutions for the blind; and social adjustment in a college community.
3886. Holland, Benjamin F. The relation of pressure factors to reading Braille. Austin, University of Texas, 1933.

3887. Lennon, Lawrence Joseph. The constancy of hypochromatic vision over a period of nine months. Master's, 1933. Penn. State. 104 p. ms.

Attempts to answer the questions: Are color vision and general acuity interdependent; do large variations from the means of the red and green for color mixtures correlate significantly with the number of errors on the Ishihara, Nagel, and Holmgren tests; are more errors made when green is the stimulus in the tests than when red is the stimulus; and do women make the same number of errors as men?


Determines the distribution of dextral, sinistral, and bimanual preference in the case of the blind, using as subjects blind students at the Pennsylvania Institute for the blind at Overbrook.


Shows that residential schools for the blind are losing their charitable and elementary character and becoming organic parts of state educational programs; that objective tests are being developed for use as measuring instruments in these schools; and that lack of accurate information about the learning process among the blind was reflected in the programs of study and in the methods of teaching.


DEAF AND HARD OF HEARING


3893. Young, Irene B. A conservation of hearing program. Master's, 1933. T.C., Col. Univ. 32 p. ms.

Describes group and individual tests of hearing ability, with follow-up program in grades 3 to 12, including 218 high-school girls and 152 elementary pupils.

CRIPPLED

3894. Brayerton, George P. The etiology, description, diagnosis and treatment of those acquired deformities and disabilities of the foot which respond to corrective exercises. Master's, 1933. Temple. 84 p. ms.


Notes similarities and differences in the general policies pursued in these countries.
EXCEPTIONAL GROUPS

SPEECH DEFECTIVE

Studies unimanual and bimanual activity, and rhythmic voluntary movements of the lips, jaws, tongue, and diaphragm.

3900. Davis, Serena F. A study of the order of presentation of elementary consonant sounds to hearing children suffering from articulatory defects of speech. Master's, 1932. Temple. 75 p. ms.

Describes a study made of 18 students in the State teachers college, Slippery Rock, Pa., who were recommended for remedial treatment.

Studies 25 stammerers, chosen from the junior and senior high schools of Johnstown, Pa., to discover the traits which are common to the group, and to determine how they differ in types of symbolization, neurotic tendencies, self-sufficiency, introversion, extraversion, and dominance-submission.


3907. McKenna, Mary Elizabeth. The relation of handedness to speech disorders. Master's, 1933. Boston Univ.


3911. Steer, Max. An objective study of the effect of social and non-social situations upon the severity of stuttering. Master's, 1933. Iowa.


Compares 26 closely matched pairs of stutterers and non-stutterers for strength of grip, manipulation, eye-hand coordination, steadiness and "mirror" or simultaneous writing of digits. No significant statistical differences were found, but there was a constant tendency for non-stutterers to do better than stutterers on the tests.

3915. Inman-Kane, Christine Valentine. Pre-natal factors in the etiology of mental deficiency. Master's, 1933. Southern California. (California quarterly of secondary education, 9 : 84, October 1933)


3922. Witty, Paul A. The play activities of subnormal children. Mental hygiene. (Northwestern university)

SOCIALLY MALADJUSTED


Data indicate that the movies may direct the behavior of persons along socially acceptable lines or they may lead to misconduct.


Notes the increase in enrollment in secondary schools and juvenile delinquency in the middle Atlantic states since 1910. It was found that the per cent of increase in juvenile delinquency had been proportionate to the increase in pupil enrollment.


Finds that disciplinary difficulty in school is a factor in retardation, that physical defects correlate with disciplinary difficulties, and that the influence of environment is more important than heredity.


Finds that a low sense of moral values, poor physique, lack of hobbies, psycho-neurotic tendencies, abnormal family relationships, low economic status, and heredity, cause incorrigibility in adolescents.


Examines the relation between group acceptability and the behavior problems: seeking adult attention, showing-off, dominating and withdrawing behavior.

3939. Hamm, Max S. The administration of detention homes in California. Master's, 1933. California. (California quarterly of secondary education, 9: 78, October 1933)


3941. Hill, George E. Factors associated with delinquency among boys with special emphasis on educational background. Educational trends, January 1933. (Northwestern university)

Involves 1,500 inmates of the Illinois reformatory at Pontiac, Ill.


Data indicate that desertion, broken homes, lack of security in the home, unhappiness in school work, low intelligence, and poor attitudes are some of the causes of delinquency.

3944. Hunter, Lewis B. The influence of mental and physical characteristics on the types and course of delinquency. Master's, 1933. Iowa.


Attempts to relate delinquent behavior to the environment in which it arises. Data indicate that the highest rates of delinquency cases are concentrated in the poorer residential areas; delinquency rates are higher in those areas in which the population is decreasing rapidly, with the exception of the Negro section of Harlem which shows a special type of problem not encountered in any of the foreign or native-born white regions.

3946. Lane, Howard A. Factors contributing to juvenile delinquency with special reference to educational background. Educational trends, 2: April 1933. (Northwestern university)

Studies 756 boys in the St. Charles school for boys, St. Charles, Illinois.

3947. Lehman, Margie Shea. The school histories of 75 delinquent boys committed to St. Charles school. Master's, 1933. Northwestern. ms.


Studies the causes of juvenile delinquency in one section of Pittsburgh.


3959. Rasmussen, Alice F. The earlier environment of boys committed to the State training school at Mandan, North Dakota. Master's, 1933. N.D.St. Coll. 77 p. ms.
Finds broken homes, working mothers, low economic status of the family, employment of boys, crowded living conditions, lack of control and discipline, and educational retardation, whether due to environment or heredity, factors of delinquency.


Attempts to determine at what age boys are most likely to be delinquent, parental condition in delinquent's home, scholastic retardation of delinquents, offenses most frequently committed by delinquents, and the relation, if any, of scholastic standing to delinquency.

3964. Smith, Helen Raymond. The difficult child and the teacher. A study of factors in the situations of children whom teachers found it difficult to handle constructively. Doctor's, 1933. T.C., Col. Univ.
Studies several groups of children who were difficult to handle, and the relation of their teachers to the individual children.

Studies differences in intelligence, school records, socio-economic status, and personality traits in a problem and non-problem group of 264 pupils each. Finds a reliable difference in favor of the non-problem group in the items studied except in the socio-economic status.


Attempts to determine the incidence of problem behavior, the characteristics of problem children, the criteria used by the schools in identifying problem children, and the treatment of problem children in school.

LIBRARIES

3971. Aclepohl, Dory Wiley. A study of the terminology used for professional library literature, with a suggested list of subject headings. Master's, 1933. Illinois.


3977. Buckner, Alice Honor. Important factors to be considered in planning a new library building for the municipal University of Wichita. Master’s, 1933. Wichita. 169 p. ms.

3978. Calhoun, Margaret Dean. Administrative control of southern teachers college libraries through faculty committees. Master’s, 1933. Peabody. 79 p. ms.


3985. Eurlieh, Alvin C. Students’ use of the library. Journal of higher education, 4: 421-24, November 1933. (University of Minnesota)


Lists books found in industrial arts libraries of junior and senior high schools in 107 cities of Iowa having an enrollment of 200 or more.

3987. ——— A survey of the industrial arts libraries in junior and senior high schools with an enrollment of 200 or over, located in the western half of Iowa. Master’s, 1933. Iowa St. Coll. 110 p. ms.


3993. Larkin, Arthur Edward. The historical development of the current indexing of published educational information. Master's, 1932. Notre Dame. Includes an index handbook for education reference and research which was issued separately, and contains 86 manuscript pages.

3994. Lehman, Ralph A. Status of 188 high-school libraries and librarians in Kansas Class A and Class B schools. Master's, 1933. Kansas. 95 p. ms.


3997. Martin, Lora Pearl. The present status of the elementary school library in representative city-schools of Kentucky. Master's, 1933. Cincinnati.


4002. Rufsvold, Margaret I. Library service to schools in the south since 1900. Master's, 1933. Peabody. 128 p. ms.

4003. Shepard, Alice Catherine. Analysis of the types of training which should be given in the elementary school relating to the use of books and libraries. Master's, 1932. Michigan. 92 p.

RESEARCH STUDIES IN EDUCATION

Abstract: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 8: 376-77)

Studies the libraries of 20 Negro church schools with respect to personnel in charge; housing and equipment, including classification and indexes; contents, including books, reference material, periodicals, newspapers, and visual education material; use made of the libraries and their contents; and financial support.


4008. Wilson, Louis R. The service of libraries in promoting scholarship and research. Library quarterly, 3: 127-45, April 1933. (University of North Carolina)


Compares the status of high-school libraries in Tennessee 1929-30 and 1931-32 with reference to number of books in library at beginning of school year, total appropriations, total expenditures, and number of new books added during the year in libraries in small, medium and large high schools; also comparing libraries in Tennessee high schools with the libraries in high schools in 10 other southern states.

BOOKS AND PERIODICALS


Analyzes and edits these stories for classroom use.


Finds that problems of educational interest in general receive about the same emphasis for two succeeding years, but that there are shifts in rank caused by changes in the social order.


Discusses the novelist as a social and educational critic; his views on college and university education, elementary and secondary education, rural education, college and university administration, teachers and their methods; religion and ethics as college problems; sex and the schools; college football; social organizations in college; and phases of the novelists' criticism.


Investigates the steps taken by the National publisher's association and the American library association toward the standardizing of reference books for use in homes, schools and libraries. A code of 18 points sets up definite standards by which all reference books are reviewed by the Subscription books committee of the A.L.A.
4016. Friedman, Koppel C. and Nemzek, Claude L. The school magazine in educational literature. School review, 40: 820-26, October 1932. (University of Minnesota)


Traces the background of children's literature in Italy, and discusses the writings of various Italian authors of children's stories.

4019. *Helm, Margie M. A technique for the determination of the number of duplicate copies of collateral reference books needed in college libraries. Master's, 1933. Chicago. 82 p. ms.

Presents and analyzes a formula which may be applied in any college library to determine the number of duplicate copies of collateral reference books should be kept on reserve shelves.


Finds that the most frequently used applications of industrial drawings are furniture, electrical drawing, sheet metal drafting and machine drawing. These four applications include 70 per cent of the total number of drawings represented.


4024. Page, Joanne E. A study of the growth of world-mindedness as evidenced in the magazines, "Scholastic" and "Literary digest" for the two groups of years, 1923-24 and 1930-32. Master's, 1933. Michigan. 50 p. ms.


Attempts to determine the standing of these authors in the opinion of their time, and to determine the characteristics of literary criticism in America during the period covered by the study.


Compares the general make-up of 80 school magazines with criteria shown on score sheets and manuals issued by scholastic press associations; indicates the different methods of initiating the magazine, getting the staff cooperation, and financing the magazine; summarizes the values of the magazine; and states some of the problems that confront the advisers.


READING INTERESTS

4031. Atkinson, Dora Alberta. An investigation of the reading habits, tastes, and attitudes of junior high school students as revealed in their voluntary reading. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 81, October 1933)


Analyzes reading texts and professional literature published between 1775 and 1924, courses of study and professional publications dealing with library reading published since 1924, 254 answers to a questionnaire filled out by teachers conducting a library reading program in the primary grades, and compares the objectives and techniques advocated by courses of study, professional publications and teachers.


Data indicate that the required reading of high-school students influences their voluntary reading over a fourth of the time.


4035. Gerberich, J. R. and Jones, Charles. The optional and required reading of college students. School and society, 38: 93-95, July 15, 1933. (University of Arkansas)


Studies the books read by the children in the fourth to the eighth grades, inclusive, in the Gunnison, Colorado, public schools during the second semester of the year 1932-33 and the reasons for reading the different books.


4040. Hogg, Calvin. The voluntary reading, available library facilities, and reading achievement of the eighth grade pupils in the 1-teacher schools of Butler county, Pennsylvania. Master's, 1933. Pittsburgh. (Abstract in:
University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 9: 385-87


4043. Mendenhall, James E. and Mendenhall, Marcia E. The influence of familiarity upon children's preference for pictures and poems. New York City, Lincoln school of Teachers college, 1933. 74 p. (Lincoln school research studies)

Describes an experiment conducted with grades 7 and 9 of the junior high school of Lincoln school.


4045. Miller, Elmer Joseph. A study of the reading interests of eleventh grade students with special attention to the effect of these reading interests upon the students' reading vocabularies. Master's, 1932. New York. 97 p. ms.

Studies the reading interest of 337 eleventh grade pupils in the high-school at Easton, Pennsylvania.

4046. Minnear, Harold H. A comparison of the free reading with the collateral reading for credit of high-school students. Master's, 1933. Kansas. 77 p. ms.

Attempts to discover how well reading as taught in the high-school carries over to free reading habits, and the factors bringing this about, by pairing students in the Osage training school, Lawrence, Kans., with students in the Wyandotte high school, Kansas City, Kans.


Attempts to determine the type or style of writing that the greater number of children enjoy, and to discover the elements, qualities and characteristics revealed in the content that appeals to the interests of children.


Reports a questionnaire investigation of reading interests of 294 pupils in three high schools with reference to types of reading, authors, books and periodicals. Sex differences in interests were taken into account.


Finds that certain specific books and authors are of outstanding interests; the novel, play and short story are the best liked types of literature; human nature, character and adventure are the elements most preferred in literature; with increasing maturity, interest changes from romantic to realistic fiction.


4061. Young, Irma S. The development of the reading interests of high-school pupils. Master's, 1933. Southern California. (California quarterly of secondary education, 9: 88, October 1933)
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