

UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*

OFFICE OF EDUCATION

J. W. STUDEBAKER, *Commissioner*

BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1933-1934

Prepared in
THE LIBRARY DIVISION

by
RUTH A. GRAY



Bulletin, 1935, No. 5

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FOREWORD

The 1933-34 bibliography, the eighth in the series, lists 469 doctors' dissertations, 2,763 masters' theses, and 274 studies reported as faculty research, from 117 institutions of higher education. Of the 3,506 studies reported, 352 theses and 174 faculty studies have been received in the library, where they are available for interlibrary loan.

The Office of Education appreciates the courtesy of authors and institutions of higher education in reporting their theses and faculty studies, and in depositing copies of theses and faculty research in the library. We hope through these means to serve other research workers more effectively.

BESS GOODYKOONTZ,
Assistant Commissioner.

VII

INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The eighth¹ compilation of research studies in education, which is presented herewith, covers the school year, September 1, 1933, through August 31, 1934. A total of 3,506 studies were reported by 117 institutions, several of which had not reported in earlier years. These included 469 doctors' dissertations, 2,763 masters' theses, and 274 studies reported as faculty research. Three other bibliographies have been issued recently: Two mimeographed bibliographies listed the research and investigations carried on by State departments of education and State educational associations, and research and investigations reported by city school systems; a printed bibliography, entitled *Doctors' Theses in Education*, lists 797 theses deposited with the Office of Education prior to September 15, 1934, and available for loan.

Reports were received from colleges and universities granting graduate degrees in education, and from some other institutions in which faculty members 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 1934, but were included because the studies were completed within the period covered by the bibliography. A total of 174 faculty studies have been received in the library, where they are available for loan. These studies are marked with a (†) in 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 the 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

¹ Earlier bulletins in the series are: 1926-27, Bulletin, 1928, no. 2; 1927-28, Bulletin, 1929, no. 36; 1928-29, Bulletin, 1930, no. 23; 1929-30, Bulletin, 1931, no. 13; 1930-31, Bulletin, 1932, no. 16; 1931-32, Bulletin, 1933, no. 6; 1932-33, Bulletin, 1934, no. 7.

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

Number of research studies in various fields of education, 1933-34

Subject	Doc- tors'	Mas- ters'	Theses received	Faculty research	Faculty studies received
1	2	3	4	5	6
1. Education—history and biography.....	22	59	7	3	3
2. Current educational conditions—United States.....	4	37	7	5	2
3. Current educational conditions—foreign countries.....	16	45	8	4	3
4. Educational theory, special methods.....	22	111	14	11	9
5. Psychology, educational and child study.....	13	36	1	10	5
6. Testing and research.....	17	145	15	45	31
7. Curriculum studies, including subjects of curriculum.....	163	1,065	142	64	33
8. Elementary education, including preschool.....	5	39	5	1	1
9. Secondary education and junior college.....	20	132	10	12	7
10. Higher education.....	29	78	16	22	14
11. Adult education, including parent education.....	2	14	3	7	6
12. Teacher training and teachers, status.....	43	140	23	12	6
13. Administration of schools and school management.....	61	590	52	47	33
14. School buildings, equipment, and janitors.....	11	35	5
15. Sociology, educational.....	11	40	14	15	12
16. Racial groups, education.....	11	43	9	3	2
17. Exceptional groups.....	17	82	11	5	3
18. Libraries.....	2	66	10	5	4
Total.....	409	2,763	352	274	174

It is interesting to note the timeliness of the subject content of the theses reported this year. They touch on special taxation for the support of education, equalization of educational opportunity, emergency feeding, emergency schools, the effect of the depression, child labor, and of unemployment on the schools, the new systems of education in Italy, Russia, Greece, and Germany, Federal emergency relief activities, and the application of various subjects of the curriculum and of extracurricular activities to leisure-time activities.

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 1,811 masters' theses and doctors' dissertations in the various fields of education from 64 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.

Copies of the sample form printed below will be sent on request. It is the card used in collecting data for this bibliography. It is hoped that in addition to the theses completed in the school of education of the various colleges and universities, all theses dealing with any phase of education will be reported, especially studies on the professional training of doctors, engineers, librarians, ministers, pharmacists, and other professional groups, and theses dealing with the development of the curricula of the graduate departments of the universities.

WASHINGTON, D. C.

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 UNITED STATES
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EDUCATIONAL RESEARCH STUDY COMPLETED

(Fill in items applicable)

(Date)

Author(s) of study Position

Title of study
(Attach copy of study if available)

Institution or agency Location

Under direction of what department Year completed

If thesis, give college and degree

Number of printed pages Number of typed or mimeographed pages

Publisher and date, if printed

Scope of study

Findings

(Use reverse side if necessary)

This report made by

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

ABBREVIATIONS

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

ABBREVIATIONS	INSTITUTIONS
Agr. and Mech. Coll. of Texas.	Agricultural and Mechanical College of Texas, College Station, Tex.
Arizona.....	University of Arizona, Tucson, Ariz.
Auburn.....	Auburn Theological Seminary, Auburn, N. Y.
Ball St. T. C.....	Ball State Teachers College, Muncie, Ind.
Birmingham-Southern.....	Birmingham-Southern College, Birmingham, Ala.
Boston Col.....	Boston College, Boston, Mass.
Boston Univ.....	Boston University, Boston, Mass.
Brown.....	Brown University, Providence, R. I.
Bryn Mawr.....	Bryn Mawr College, Bryn Mawr, Pa.
Buffalo.....	University of Buffalo, Buffalo, N. Y.
Butler.....	Butler University, Indianapolis, Ind.
California.....	University of California, Berkeley, Calif.
Catholic Univ.....	Catholic University of America, Washington, D. C.
Chicago.....	University of Chicago, Chicago, Ill.
Cincinnati.....	University of Cincinnati, Cincinnati, Ohio.
Claremont.....	Claremont Colleges, Claremont, Calif.
Coll. of the City of New York.	College of the City of New York, New York, N. Y.
Colorado.....	University of Colorado, Boulder, Colo.
Colo. Agr. Coll.....	Colorado Agricultural College, Fort Collins, Colo.
Colo. St. T. C.....	Colorado State Teachers College, Greeley, Colo.
Columbia.....	Columbia University, New York, N. Y.
Cornell.....	Cornell University, Ithaca, N. Y.
Creighton.....	Creighton University, Omaha, Nebr.
Delta St. T. C.....	Delta State Teachers College, Cleveland, Miss.
Denver.....	University of Denver, Denver, Colo.
DePaul.....	DePaul University, Chicago, Ill.
Duke.....	Duke University, Durham, N. C.
Emory.....	Emory University, Emory, Ga.
Fisk.....	Fisk University, Nashville, Tenn.
Florida.....	University of Florida, Gainesville, Fla.
Fordham.....	Fordham University, New York, N. Y.
George Washington.....	George Washington University, Washington, D. C.
Georgia.....	University of Georgia, Athens, Ga.
Hartford.....	Hartford Theological Seminary, Hartford, Conn.
Harvard.....	Harvard University, Cambridge, Mass.
Hawaii.....	University of Hawaii, Honolulu, Hawaii.
Howard.....	Howard University, Washington, D. C.
Illinois.....	University of Illinois, Urbana, Ill.
Indiana.....	Indiana University, Bloomington, Ind.
Ind. St. T. C.....	Indiana State Teachers College, Terre Haute, Ind.
Iowa.....	State University of Iowa, Iowa City, Iowa.
Iowa St. Coll.....	Iowa State College, Ames, Iowa.
Johns Hopkins.....	Johns Hopkins University, Baltimore, Md.
Kansas.....	University of Kansas, Lawrence, Kans.
Kans. St. T. C., Emporia.....	Kansas State Teachers College, Emporia, Kans.

ABBREVIATIONS

INSTITUTIONS

Kans. St. T. C., Pittsburg.	Kansas State Teachers College, Pittsburg, Kans.
Kentucky.....	University of Kentucky, Lexington, Ky.
Louisville.....	University of Louisville, Louisville, Ky.
Loyola.....	Loyola University, Chicago, Ill.
Marquette.....	Marquette University, Milwaukee, Wis.
Marywood.....	Marywood College, Scranton, Pa.
Mass. St. Coll.....	Massachusetts State College, Amherst, Mass.
Miami.....	Miami University, Oxford, Ohio
Michigan.....	University of Michigan, Ann Arbor, Mich.
Mich. St. Coll.....	Michigan State College, East Lansing, Mich.
Mills.....	Mills College, Mills College, Calif.
Minnesota.....	University of Minnesota, Minneapolis, Minn.
Missouri.....	University of Missouri, Columbia, Mo.
Nebraska.....	University of Nebraska, Lincoln, Nebr.
New Mexico.....	University of New Mexico, Albuquerque, N. Mex.
N. Mex. Nor. Univ.....	New Mexico Normal University, Las Vegas, N. Mex.
N. Mex. St. T. C.....	New Mexico State Teachers College, Silver City, N. Mex.
New York.....	New York University, New York, N. Y.
N. Y. St. Coll. for Teach.....	New York State College for Teachers, Albany, N. Y.
North Carolina.....	University of North Carolina, Chapel Hill, N. C.
N. C. St. Coll.....	North Carolina State College, Raleigh, N. C.
North Dakota.....	University of North Dakota, University, N. Dak.
Northwestern.....	Northwestern University, Evanston, Ill.
Notre Dame.....	University of Notre Dame, Notre Dame, Ind.
Ohio.....	Ohio State University, Columbus, Ohio.
Oklahoma.....	University of Oklahoma, Norman, Okla.
Okla. A. and M. Coll.....	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.
Oregon.....	University of Oregon, Eugene, Oreg.
Peabody.....	George Peabody College for Teachers, Nashville, Tenn.
Pennsylvania.....	University of Pennsylvania, Philadelphia, Pa.
Penn. State.....	Pennsylvania State College, State College, Pa.
Pittsburgh.....	University of Pittsburgh, Pittsburgh, Pa.
Presbyterian Coll. of Christian Educ.	Presbyterian College of Christian Education, Chicago, Ill.
Princeton.....	Princeton University, Princeton, N. J.
Puget Sound.....	College of Puget Sound, Tacoma, Wash.
Purdue.....	Purdue University, La Fayette, Ind.
Rutgers.....	Rutgers University, New Brunswick, N. J.
St. Louis.....	St. Louis University, St. Louis, Mo.
St. Mary's.....	St. Mary's College, Notre Dame, Ind.
Simmons.....	Simmons College, Boston, Mass.
Smith.....	Smith College, Northampton, Mass.
South Carolina.....	University of South Carolina, Columbia, S. C.
South. Baptist.....	Southern Baptist Theological Seminary, Louisville, Ky.
Southern California.....	University of Southern California, Los Angeles, Calif.
South. Methodist.....	Southern Methodist University, Dallas, Tex.
Stanford.....	Stanford University, Stanford University, Calif.

ABBREVIATIONS

INSTITUTIONS

St. T. C., Montclair.....	State Teachers College, Montclair, N. J.
Syracuse.....	University of Syracuse, Syracuse, N. Y.
T. C., Col. Univ.....	Teachers College, Columbia University, New York, N. Y.
Temple.....	Temple University, Philadelphia, Pa.
Tennessee.....	University of Tennessee, Knoxville, Tenn.
Texas.....	University of Texas, Austin, Tex.
Utah.....	University of Utah, Salt Lake City, Utah.
Vanderbilt.....	Vanderbilt University, Nashville, Tenn.
Vassar.....	Vassar College, Poughkeepsie, N. Y.
Vermont.....	University of Vermont, Burlington, Vt.
Villanova.....	Villanova College, Villanova, Pa.
Virginia.....	University of Virginia, Charlottesville, Va.
Va. Poly. Inst.....	Virginia Polytechnic Institute, Blacksburg, Va.
Washington.....	University of Washington, Seattle, Wash.
Wash. St. Coll.....	Washington State College, Pullman, Wash.
Washington Univ.....	Washington University, St. Louis, Mo.
Wellesley.....	Wellesley College, Wellesley, Mass.
Wesleyan.....	Wesleyan University, Middletown, Conn.
West Va.....	West Virginia University, Morgantown, W. Va.
Western Reserve.....	Western Reserve University, Cleveland, Ohio.
West St. Coll.....	Western State College, Gunnison, Colo.
Whitman.....	Whitman College, Walla Walla, Wash.
Wichita.....	University of Wichita, Wichita, Kans.
Wisconsin.....	University of Wisconsin, Madison, Wis.
Wittenberg.....	Wittenberg College, Springfield, Ohio.
Wyoming.....	University of Wyoming, Laramie, Wyo.
Yale.....	Yale University, New Haven, Conn.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1933-1934

(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 may be found on pp. xii-xiv.

* Indicates theses on file in the United States Office of Education Library. † Indicates faculty research studies on file in the Library. The theses and studies may be borrowed on interlibrary loan unless they are printed in periodicals, i. e., Archives psychology and Genetic psychology monographs.

EDUCATION—HISTORY

1. **Aagesen, Elmer H.** Social aspects of early public education in Iowa. Master's, 1934. Iowa.

2. **Axley, Nina Shaw.** The history and the educational program of the Telfair academy. Master's, 1934. Peabody. 156 p. ms.

Presents a brief history of an outstanding art academy and a more extended description of its educational work.

3. ***Beck, Thor J.** Northern antiquities in French learning and literature. (1755-1855): a study in preromantic ideas. Doctor's, 1934. Columbia. New York. Institute of French studies, inc., Columbia university, 1934. vol. 1: The Vagina gentium and the liberty legend, 195 p.

Discusses Scandinavia as the vagina centium, the Upsala school and nationalism, "freedom found in the woods", Germanism and Pantheism, the barbarian "mission" and Utopia, and miscellaneous contributions after Mallet.

4. **Berger, Max.** Education in early Texas, 1821-1835. Master's, 1934. Coll. of the City of N. Y. 114 p. ms.

5. **Berner, Carl Walter.** A historical study of education in the Christian church from Paul to Augustine. Master's, 1934. Southern California.

6. **Boutwell, S. S.** A history of the private schools of Kaufman county. Master's, 1934. South. Methodist. 77 p. ms.

7. ***Buckley, Arthur Robert.** An analysis of Roman educational theory and practice based on the Instituto Oratoria of M. Fabius Quintilianus. Master's, 1934. Boston Univ. 57 p. ms.

Examines and evaluates the aims, programs and methods of the Roman schools. Studies the elementary school, the "Grammaticus", the teaching of the "Rhetor", and the post school activity of Quintilian.

8. **Burr, Nelson R.** History of education in New Jersey. Doctor's, 1934. Princeton.

9. **Clawson, Johann Strauss.** The early history of Jefferson county, Kansas. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 11-12)

Traces the early history, economic conditions, and educational and religious developments of the county.

10. **Collins, Addison Boyce.** Historical study of the Union county schools. Master's, 1934. North Carolina. 69 p. ms.

Shows the part played by academies in the development of education prior to the Civil war, their slow growth during days of reconstruction, their role in creating a wholesome educational sentiment during the latter part of the nineteenth century, the growth of schools from 1900 to date, and the present condition of the schools of the county.

11. Cross, Elizabeth S. The attitude of the governors of the State of Pennsylvania toward education from 1834 to 1933. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 456-57)

Studies the attitudes of the governors as expressed in their messages to the general assemblies.

12. DeMott, Eva Mae. The development of early education in Schoharie county. Master's, 1934. N. Y. St. Coll. for Teach.

13. Donner, Ruth Mai. A history of the governmental provisions for public education in Los Angeles. Master's, 1934. Southern California.

14. Eaves, Robert Wendall. A history of the educational developments of Alexandria, Virginia, prior to 1860. Master's, 1933. George Washington. 104 p. ms.

15. Elliott, Helen. Development of the New Harmony community. with special reference to education. Master's, 1933. Indiana. 129 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 32)

Analyzes the educational principles of Robert Owen and William Maclure, discusses Owen's plan for the social betterment of the New Harmony community, and the reasons for the socialistic and educational decline of the community.

16. Elrod, Henry Johnson. The educational development of Oconee county, South Carolina. Master's, 1934. South Carolina. 71 p. ms.

17. Farr, Catheryn M. The development of education in the public schools of Terre Haute, 1816-1860. Master's, 1933. Ind. St. T. C. 94 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 227, July 1934)

18. Fitch, Ben, Rosger. History of Washington State board of education. Master's, 1934. Washington. 70 p. ms.

Gives a brief story of early education in Washington and the history of establishment of the board of education in territorial days and of its development as a State board, with its bearing on the educational progress in the State.

19. Fitts, Dora A. A history of Rice institute. Master's, 1934. Butler. 128 p. ms.

Presents an historical study of the founding and growth of Rice institute as a significant factor in the development of education in the southwest.

20. Gobbel, Luther L. Church-state relationships in education in North Carolina since 1776. Doctor's, 1934. Yale.

21. Godson, William F. H., jr. The history of West Point, 1852-1902. Doctor's, 1934. Temple. Philadelphia, Temple university, 1934. 108 p.

Presents the history of the second 50 years of the United States Military academy.

22. Goerte, Anne Lenora. Some phase of the development of the Fort Worth, Texas, school system, 1854-1930. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 25-26)

Discusses early private schools, 1854-1882; early public schools, 1882-1890; later public schools, 1890-1909; and the modern period, 1909-1930.

23. Grinnell, John Erie. The rise of the North central association of colleges and secondary schools. Doctor's, 1934. Stanford. 400 p. ms.

Discusses the background of education in the 1890's and the first 25 years of the history of the North central association.

24. Hagen, Sam. The act and proposals of Congress to aid education from 1857 to 1890. Doctor's, 1934. North Dakota.

25. **Hansen, Lorentz I.** The history and educational philosophy of the early Massachusetts academies. Doctor's, 1934. Boston Univ.

26. **Hatcliff, Ralph G.** The development of public education in Montgomery county, Kansas, 1869-1932. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 31)

27. **Hertz, John Joseph.** A decade of progress in the public schools of North Carolina. Master's, 1934. Duke. 170 p. ms.

28. **High, Lee Oscar.** Agitation for health and physical education in the United States from 1820 to 1865. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 106-107)

Finds that rapidly changing systems and methods of education had a tremendous effect upon the introduction of health training and physical education into the public schools.

29. **Jacobsen, Jerome V.** Educational foundations of the Jesuits in New Spain. Doctor's, 1934. California.

30. **Karges, Theodore W.** History of public education in Buena Vista county, Iowa. Master's, 1934. Iowa.

31. **Keenan, Sister M. Ellen.** French teaching communities and early convent education in the United States, 1727-1850. Master's, 1934. Catholic Univ.

32. **King, Samuel Elmore.** History of education in Grant county. Master's, 1934. Kentucky. 104 p. ms.

Traces the development of public and private education in Grant county from the time of the earliest settlements in the county to the present.

33. **LaRue, Olan Jesse.** The history, development, and present status of the reading circle movement in Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 158)

Shows that the state teachers' reading circle movement, which was initiated by the Ohio State teachers' association in 1882 spread to every state except New Hampshire. Traces the development of the pupils' reading circle movement in Ohio since its inception in 1890.

34. **Lash, Frederick Merrick.** Public education in Seattle, Washington. Doctor's, 1934. Washington. 344 p. ms.

Describes the discovery, exploration and settlement of Seattle, and follows the growth of public education from its beginning to the present time.

35. **Leis, Sister M. deChantal.** Christian utilization of pagan educational facilities. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 234-41)

Shows that Christian education was negligible during the first three centuries, that Clement of Alexandria in the third century saw the need of adapting pagan educational facilities for Christian purposes, and that the sixth century saw complete usage of classical education by Cassiodorus.

36. **Lunden, Walter A.** Changes in mobility and structure of higher education in the Western world since 1100 A. D. Doctor's, 1934. Harvard.

37. **Lundine, Rose C.** Supplementary readings in the history of education for the junior high school level. Master's, 1934. Kans. St. T. C., Emporia. 167 p. ms.

38. **McGrath, Rev. Maurus.** Century of private secondary education in Alabama, 1819-1919. Master's, 1934. Notre Dame. 86 p. ms.

39. †**Maria Alma, Sister.** *Sisters, servants of the Immaculate Heart of Mary with life and letters of our founder, Reverend Louis Florent Gillet.* Philadelphia, Pa., The Dolphin press, 1934. 347 p. (Immaculata college)

Describes the founding of motherhouses in Monroe, Michigan, Scranton and West Chester, Pennsylvania, and the work carried on in education by the Sisterhood since its founding.

40. **Matthews, Wayne T.** *History of the State department of education in Ohio.* Master's, 1934. Ohio. 141 p. ms.

Studies the history of the Ohio State department of education from 1837 to 1934, including legislation and activities pertaining to the department.

41. **Miller, Leota Agnes.** *The pursuit of classical learning by a lady of the nobility in the age of Elizabeth.* Master's, 1933. Southern California.

42. **Nalder, Mae Mark.** *The academy era in the State of Washington.* Master's, 1934. Wash. St. Coll. 246 p. ms.

Studies the origin, purpose and main characteristics of each private academy founded in the State of Washington; evaluates the work done and compares it with that of public institutions.

43. **North, Rev. William E.** *The influence of the town on the gown in the Middle Ages.* Master's, 1934. Catholic Univ.

44. **O'Leary, Sister Mary Rosalia.** *History of Catholic education in Nelson county, 1805-1934.* Master's, 1934. Kentucky. 124 p. ms.

45. **Olson, Arthur Joseph.** *A history of Mt. Vernon academy.* Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses. 12: 188-89)

Traces the rise, organization, and growth of the Seventh-day Adventist denomination, and discusses the objectives, and principles underlying the characteristic features of their schools and the Mt. Vernon academy in particular, and indicates the success of the academy as judged by the work of its graduates.

46. **Orcutt, Leon M.** *Influence of the academy in Western Massachusetts.* Master's, 1934. Mass. St. Coll.

47. **Petrasek, Sister Mary Emerentia.** *History of the Sisters of St. Cyril and Methodius, first Slovak congregation of sisters founded in the United States, 1909-1934.* Master's, 1934. Marywood.

48. **Ptáček, Ted W.** *The growth and development of the Cleveland, Ohio, public schools.* Master's, 1934. Kans. St. T. C., Emporia. 134 p. ms.

49. **Rennard, Robert E.** *History of education in Wyoming.* Master's 1934. Wyoming.

50. **Rice, Lawrence Kelly.** *A history of education in Breathitt county, Kentucky.* Master's, 1934. Kentucky. 184 p. ms.

51. **Roeder, William S.** *Roman civic education as revealed in the literature of the "Golden Age" (70 B. C.-25 A. D.)* Doctor's, 1933. New York. 241 p. ms.

Gives a résumé of the historical background of the "Golden Age"; describes life before and after the Punic wars; education, the authorities, training in proper attitude towards the state, leadership, moral training, training in tolerance, participation in votations, training for physical efficiency, and social responsibility.

52. **Sanders, Eldon Alve.** *A history of the public schools of Hardeman county, Texas.* Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 59)

Traces outstanding features in the development of the public schools of Hardeman county, surveys present conditions, and indicates means by which educational opportunities may be equalized.

53. *Schmitthenner, John W. The origin and educational contribution of Hartwick seminary. Doctor's, 1934. New York. 186 p. ms.

Discusses the men and events leading to the establishment of Hartwick seminary, curriculum expansion, the relation of Hartwick seminary to state control of education in New York; the contribution of Hartwick seminary as a theological seminary.

54. Shampansky, Ira A. The election of 1876: its educational and professional aspects. Master's, 1933. St. T. C., Montclair. 116 p. ms.

Analyzes critically the election of 1876 and illustrates the handling of a controversial issue in the high school.

55. Singley, Phoebe Schumpert. A survey of education in Newberry county, South Carolina, prior to 1870. Master's, 1934. South Carolina. 69 p. ms.

56. Steininger, Russell Frail. History of the female diaconate in the Lutheran church in America. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh, Abstracts of theses, researches in progress, and bibliography of publications, 10: 325-32)

Traces the origin and expansion, control and support, buildings and equipment, and the training program of the motherhouses.

57. *Stuerm, Francis H. American interest in European education from 1865 to 1914. Doctor's, 1934. New York. 315 p. ms.

Traces American interest in European educational thought and practice as shown in the American Journal of education, Education, the Academy, Educational review, School and college, and in famous kindergarten magazines and a periodical dealing with genetic psychology.

58. Tichenska, Sister Mary S. The American hierarchy and education: studies in Catholic educational history of the United States (1493-1920). Doctor's, 1934. Marquette.

59. Usher, George Ephriam. Development of the Georgia education association. Master's, 1934. Duke. 158 p. ms.

Relates the growth and influence of this education association to the development of public education in the State of Georgia from its founding in 1867 to the present time.

60. Van Antwerp, Chiles. A history of Cranbrook school. Master's, 1934. Michigan.

61. Welch, James R. The history of education in Bourbon county. Master's, 1934. Kentucky. 155 p. ms.

62. Welsheimer, Edith L. The literature of education of the sixteenth century. Master's, 1934. New Mexico. 135 p. ms.

63. Whafén, Sister M. Francis Borgia. Some methods of using the educational contributions of the pioneer period in St. Joseph county. Master's, 1934. St. Mary's. 36 p. ms.

Discusses the local history, geography, nature study and history of education from 1820-1850.

64. Wilson, Carl B. A history of Baptist educational efforts in Texas, 1820-1900. Doctor's, 1934. Texas.

65. Wolfkill, Guy F. History of public grants-in-aid to private educational institutions in the United States. Doctor's, 1934. California. 186 p. ms.

66. Work, Helen Elizabeth. An historical study of the colored public schools of Nashville, Tenn. Master's 1933. Fisk. 61 p. ms.

67. Wrinkle, Lee. The origin and development of the Federal Department of the Interior. Master's, 1934. Southern California.

68. Yordy, Alvin Ray. The development of compulsory education in the State of Kansas. Master's, 1934. Kansas.

EDUCATIONAL BIOGRAPHY

69. Bolzan, Emma. Life of Mrs. Almira H. L. Phelps. Doctor's, 1934. Pennsylvania.

70. †Burgess, John W. Reminiscences of an American scholar: the beginnings of Columbia university. New York, Columbia university press, 1934. 430 p. (Columbia university)

Sketches the life of John W. Burgess, and describes Amherst college, the German universities, and Columbia university.

71. Conroy, Katherine. George Colvin. Master's, 1934. Kentucky. 223 p. ms.

Presents an authentic account of his youth, his achievements as a student at Centre college, and his rapid rise from an unknown teacher at Springfield, Ky., to the state superintendency, the superintendency of the Louisville and Jefferson county children's home, and the presidency of the University of Louisville.

72. Dixon, Clarence Bertram. Educational contributions of Dr. Joseph Ray. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's theses, 12: 67-69)

Discusses his early training and experience, his influence on the educational reform of mathematics, and the range and popularity of his textbooks on arithmetic and algebra.

73. *Dorgan, Ethel J. Luther Halsey Gulick, 1865-1918. Doctor's 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 180 p.

Describes the youth, training, family and personal life of Luther Halsey Gulick, and discusses his influence on physical and health education, athletics, and recreational activities, appraises him as a writer and a speaker, and compiles a bibliography of his writings with an evaluation of his most significant contributions.

74. Foley, Elizabeth F. Horace Mann and his educational activities as correlated with the social and economic conditions in 1837. Master's, 1934. Mass. St. Coll.

75. Foster, Charles Smalley. The life and educational labors of Thomas W. Harvey. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 13: 51-60)

Traces his early life, his chief educational labors, and evaluates his service to education.

76. Funk, Mary Amelia. Educational biography: a study and comparison of the biographical material on American educators in Monroe's *Cyclopedia of education* and in various other reference books which supplement Monroe. Master's, 1933. Columbia.

77. Garcia, Rev. Dolse A. Don Andres Manjón—educator, 1846-1923. Master's, 1934. Catholic Univ.

78. *Gauche, Rev. William J. Didymus the blind: an educator of the fourth century. Doctor's, 1934. Catholic Univ. Washington, Catholic university of America, 1934. 138 p.

Studies the methods of teaching employed by Didymus, and discusses the organization and methods of teaching of the Catechetical school in Alexandria, and the way these methods were adapted by Didymus to the needs of the church in the fourth century.

79. Kearney, Maryadelle. Arnold as an educator. Master's, 1934. Iowa.

80. †Land, William G. Thomas Hill, twentieth president of Harvard. Cambridge, Mass., Harvard university press, 1933. 263 p.

81. Roberts, Margaret Manning. The man who pioneered in kindergartens—William N. Hallmann. Master's, 1934. Southern California.

82. Rumbolz, Harry Herman. A study of Thomas Jefferson and his influence on higher education. Master's, 1934. Stanford.

83. Schaap, Eleanor H. The educational significance of the life and works of David Starr Jordan. Master's, 1934. Southern California.

84. White, H. M. A study based on biographies of leaders in education. Master's, 1934. Kansas.

CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES

85. Allen, Hollis P. Universal free education. Stanford University, Calif. Stanford university press, 1934. 100 p. (School economy series) (Claremont colleges).

Studies the motive and extent of school attendance; the present status of compulsory attendance laws; proposed retrenchment programs involving universal free education; the economy of education in a democracy; an economical program of compulsory education; and the economy test of universal free education.

86. Bock, Aleta Margaret. Personality characteristics of a group of high school students. Master's, 1934. Kansas. 174 p. ms.

87. Capps, A. G., Carpenter, W. W. and others. Evaluation of Missouri's schools in times of depression. Warrensburg, Central Missouri State teachers college, 1934. 47 p. (Bulletin 34, no. 2) (University of Missouri)

88. ————. Uncle Sam and his children. School executives magazine, 54: 70—November 1934. (University of Missouri)

89. Collier, Edward Rupert. Education for creative cooperation. Doctor's, 1933. Harvard. 541 p. ms.

90. Connole, Rev. Roger J. Recent trends toward State control of education in Minnesota. Master's, 1934. Catholic Univ.

91. Ewald, Harold H. A student's hand-book of Kansas school facts. Master's, 1934. Kans. St. T. C., Emporia. 61 p. ms.

92. *Fisher, Shirley. The influence of the cotton industry on education in South Carolina. Master's, 1934. Boston Univ. 145 p. ms.

Gives a brief history of the use of cotton since 3000 B. C. Shows the results of race and class feeling on education in South Carolina, and the influence of cotton production in maintaining the plantation system and in keeping the present day child away from school until the crop is picked. Traces the influence of the cotton mills on education in South Carolina.

93. Gleason, Clela Gilhams. Individual case studies of an opportunity room. Master's, 1934. Kansas. 214 p. ms.

94. Grimsley, Florence Elizabeth. Student attitude during a depression. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 588)

Analyzes the constructive and destructive attitudes of 208 eighth grade students toward the effect of the depression on home, school, recreation, welfare, the community, economic problems, and the government. Shows that these pupils of varying nationalities and races were aware of the evils of the depression but were not frightened by them.

95. Johnston, John B. Education for democracy: essays and addresses. Minneapolis, University of Minnesota press, 1934. 280 p.

Contents: What parents may expect in their children; Opportunity and duty of the college; Setting of professional and vocational training in higher education; Work of the liberal college in view of its professional aims; Organization of higher education with

reference to vocational training; New demands for differential treatment of students in the college of liberal arts; Development of differential college curricula; Integration of the senior college and the graduate school; Guidance in the secondary schools and colleges; Guidance function in education; How shall our students face their future; Curriculum and preparation for life; Higher education and public policies; and a State system of higher education.

96. Lanigan, Elizabeth Imelda. A discussion of the contribution made to the solution of the unemployment problem by the schools in the St. Louis metropolitan area. Master's, 1933. St. Louis.

97. *McGuire, Samuel Harrison. Trends in principles and practices of equalization of educational opportunity. Doctor's, 1933. Peabody, Nashville, George Peabody college for teachers, 1934. 115 p. (Contribution to education, no. 121)

Discusses the philosophy, history and present status of equalization, and analyzes plans and beliefs relating to equalization.

98. Morris, John W. Some educational inequalities in Seminole county, Oklahoma. Master's, 1934. Okla. A. and M. Coll.

Considers inequalities in elementary and secondary schools in buildings, equipment, teachers, and finances, and recommends the consolidation of the 38 school districts into 7.

99. Oliveras, Cleto M. Progressive education movement types and objectives. Master's, 1934. Washington. 82 p. ms.

Studies the meaning, types, objectives and philosophy of progressive education.

100. Reese, Howard. A study of the voluntary professional associations in the United States for teachers of business education. Master's, 1934. Southern California.

101. Robinson, Aileen W. A critical evaluation of the American federation of teachers. American teacher, 19: 12-14, O.; 7-10, N. 1934, 4-7, Ja., 1935. (Smith College)

Concludes that due to the "crisis in education and the depression, public opinion is changing in a direction which may offset the previous offended prejudices and win for the federation both popular support and the support of a large body of teachers."

102. Russell, Cyrus T. The emergency schools with special reference to Franklin county, Ohio. Master's, 1934. Ohio.

Studies the authorizations used as laws in the emergency schools, their finances, and facts concerning the students. Data indicate that unemployed teachers received livable wages, and that they were made more competent to render solutions to the problems of adult education that might arise in future emergency schools.

103. Smith, Stephen. A description of public-school conditions in Missouri during the depression. Doctor's, 1934. Missouri.

104. Staunton, George Edgar. The activities of the Illinois Congress of parents and teachers. Master's, 1934. Chicago.

105. Stuart, Walter S. The parent-teacher association in New Mexico. Master's, 1934. N. Mex. Nor. Univ.

106. Stumpff, Wippert Arnot. Federal participation in public education in Illinois under emergency relief measures. Master's, 1934. Chicago.

107. *Wilke, Walter H. An experimental comparison of the speech, the radio, and the printed page as propaganda devices. Doctor's, 1934. Columbia. New York city, 1934. 82 p. (Archives of psychology, no. 169)

Constructs four attitude scales, dealing with war, distribution of wealth, birth control, and the existence of God. Experiments were conducted with 12 groups of students in Washington Square college, New York university, in which the same material was presented as a speech, over a loud-speaker, and as a printed text. Data indicate that the speaker technique had the most striking positive effects, the loudspeaker technique was less effective, and the printed technique had the least effect.

SURVEYS

108. **Abernethy, Clarence M.** A survey of public education in Caldwell county. Master's, 1934. North Carolina. 100 p. ms.

Sets forth the educational conditions of the high schools and elementary schools of Caldwell county. Recommends that Caldwell county be made a single administrative unit, that five consolidation centers be established for high schools instead of eight, that 14 consolidation centers be established for elementary schools instead of 21, thereby reducing the total number of schools in the county from 29 to 14.

109. **Abrahamson, Earl Arthur.** A general survey of the school system in Renville county, North Dakota. Master's, 1933. Minnesota.

110. ***Bradley, Howard R.** A survey of the public schools of Sinclairville, New York. Master's, 1934. Syracuse. 109 p. ms.

Suggests a plan of reorganization for the school system, based on the survey.

111. **Buley, Hilton C.** Survey of Milwaukee country day senior school. Master's, 1934. Cornell. 59 p. ms.

Surveys all phases of the school, with especial reference to the curriculum and the character building features, discovers several unsuspected weaknesses, and reveals previously unregarded strong points.

112. **Calhoun, Tommie C.** A survey of Negro rural schools of Bibb county, Georgia. Master's, 1934. Fisk. 146 p. ms.

113. **Cummings, Adison Gilmore.** A survey of certain aspects of the public school system of Bedford county, Virginia. Master's, 1934. Virginia.

114. **Davis, Henry C.** A survey of education in Glacier county, Montana, with recommendations for consolidation. Master's, 1934. Washington. 85 p. ms.

115. **DeMoranville, Aaron Francis.** A general survey of the public schools of Smithfield, R. I. Master's, 1934. N. Y. St. Coll. for Teach.

116. **Elmore, Harry Robert.** Survey of the schools of Tazewell county. Master's, 1934. Virginia.

117. ***Fouracre, H. Rogers.** A survey of the Petersburg-Logan consolidated vocational school of Petersburg, Pennsylvania. Master's, 1934. Penn. State. 53 p. ms.

Discusses the community, the school plant, finance, the teaching staff, the pupil, and school organization.

118. **Friedrich, Paul E.** A comparative study of the school systems of Shorewood and Whitefish Bay, Wisconsin. Master's, 1934. Wisconsin.

119. ***Fuller, Edward H.** Public relations in a suburban school community: a study to determine a policy and a program of public relations for the Darien, Connecticut, public schools. Master's, 1934. New York. 88 p. ms.

Gives a brief history of the town of Darien; a resumé of the development of public education including a study of the present public school program and facilities; a diagnosis of the immediate and more remote future needs for education, town finances; general educational policy of the board of education; reviews the educational public relations in the public schools; analyzes the needs for educational public relations; surveys the facilities for and types of public relations available; studies public relations in other suburban school communities; and evolves a policy of public relations to meet the needs of the town.

120. **Griffin, William Belger.** An educational survey of Daisy community, Hamilton county, Tennessee. Master's, 1934. Tennessee. 96 p. ms.

121. **Kidd, C. B.** A statistical survey of the educational extension activities in Michigan. Master's, 1934. Michigan.

122. King, Lloyd Harvey. A county survey of the public schools and their financing, Bottineau county, North Dakota. Master's, 1934. Minnesota.

123. Lang, George William, jr. A study of the Boulder City schools, Boulder City, Nevada. Master's, 1934. Stanford.

124. Neveln, Samuel Thomas. A general survey of the Austin, Minnesota, public schools. Master's, 1934. Minnesota.

125. Pemberton, Olson. Educational, economic, and community survey of Scott county, Tennessee. Master's, 1934. Tennessee. 126 p. ms.

126. *Shaad, Ernest G. A limited school survey of the Belleville, New York, area. Master's, 1934. Syracuse. 59 p. ms.

Studies the character of the community, and presents a plan for the extension of the present centralized area, a program of education, surveys the present school plant, and recommends a plant program for the enlarged centralized area, and discusses a plan of finance for the area.

127. Smith, G. Hobart. Economic, social and educational survey of Campbell county, Tenn. Master's, 1934. Tennessee. 92 p. ms.

128. ~~Smith~~, Russell Thorson. A survey of the Grundy Presbyterian school, Buchanan county, Virginia. Master's, 1933. Virginia.

129. Thomas, John Quincy. A school survey of Flagstaff, Arizona. Master's, 1934. Stanford.

130. Towle, Mary Eva. A survey of the relationship between state control of public-school curriculums, as revealed by school codes, and state educational standards. Master's, 1934. Southern California.

FOREIGN COUNTRIES

131. Andrews, George F. Physical education for boys in the secondary schools in India. Doctor's, 1934. T. C., Col. Univ.

Reviews the history of physical education in India, and its present status, suggests means of reconstructing the curriculum, and the organization of playgrounds and recreation centers for children and adults, education for the proper use of leisure, cooperation of the physical education program with the health program.

132. Ash, W. Ross. A comparative study of the English public schools and the American public high schools. Master's, 1934. Cincinnati.

133. Bailey, Ewing Macready. Problems in the education of teachers for Egypt with special reference to the American mission. Doctor's, 1934. Harvard. 544 p. ms.

134. Blankemeyer, Felix. Contribution of the Brothers of the Christian schools to education in Egypt. Doctor's, 1934. Fordham.

135. Carlson, Joel Sebastian. The people's high school movement in Sweden. Master's, 1933. Brown. 45 p. ms.

Shows that these institutions are an outgrowth of the early 19th century movement for popular education and represent a protest against the formalism that developed in the regular public schools; that, while influenced to some extent by the corresponding Danish school, they developed in response to specific needs in Sweden; and that character and citizenship rather than vocation are the central aims.

136. Carlyle, Elizabeth M. The development of nursing education in China. Master's, 1933. Washington. 111 p. ms.

Finds the development of nursing in China similar to that in the West, with interest at present in the public health phase of the work. The greatest needs are for training in tuberculosis and psychiatric nursing, and for university schools of nursing.

137. Chen, Li Y. A general concept of the Chinese elementary and secondary school system. Master's, 1934. Indiana. 167 p. ms.

138. Cheng, Ronald Yu Song. The financing of public education in China, being a factual analysis of its major problems of reconstruction. Doctor's, 1934. T. C., Col. Univ.

Analyses the costs of the educational program, fiscal control, sources of support, and the economic and financial ability of China to support education. Shows that there were enrolled 12,611,942 children and youths in schools for the year 1930-31, 24.5 per cent of whom were in private schools.

139. Comicescu, Cornelia. A criticism of Roumanian elementary education and some remedies through an American influence. Master's, 1933. T. C., Col. Univ. 39 p. ms.

140. Comicescu, Gheorghe. Some American educational practices available for the actual system of education in Roumania. Master's, 1933. T. C., Col. Univ. 41 p. ms.

141. Crane, Esther. The training of secondary school teachers in Prussia—some impressions. School review, 42: 177-87, March 1934. (Goucher college)

Describes the changes in the training of German secondary school teachers since 1917; the test of teaching ability in which the student teacher teaches a class before a large number of observers who later discuss the manner of teaching and offer suggestions for improvement; the final examination of the teacher in training, and applies the scheme to conditions in the United States.

142. Damon, Joseph K. The youth movement in Italy. Master's, 1934. Coll. of the City of N. Y. 2 p. ms.

Presents the general structure, aims and activities of the "Opera Nazionale Balilla", which aims to crystallize the emotions, bodies, and minds of the Italian youth from 8 to 18 years of age toward a greater militaristic Italy.

143. Ehrenburg, Anatole France. The educational ideas of the leaders of communism and their application in the Soviet Union. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 20-21)

Attempts to determine whether communist educational theory and educational practices in the Soviet Union offer adequate tools for the transformation of present Soviet society into a truly classless communist society.

144. Gonzalez, Ema Lastenia. Development of normal schools in Chile with a brief history of the national system of education. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 104-105)

Presents the geographic features of the country; traces the evolution of the educational system, the history of the normal schools; discusses the present program for teacher training and suggests a plan for the reorganization of teacher training.

145. Hayashida, Akiyoshi. Japanese moral education and democracy. Master's, 1933. Hawaii.

146. Helser, Albert D. Education of primitive people: a presentation of the folklore of the Bura Animists with a meaningful experience curriculum. Doctor's, 1934. Teachers college, Columbia university. New York, 1934. 317 p.

Describes primitive society and outlines a practical community program for a primitive situation; presents samples of the folklore of the Bura Animists; and presents in detail projects in home and social life, health, agriculture and livestock, and crafts.

147. Hill, Benjamin O. Foundations and beginnings of religious education in Cuba. Master's, 1933. South. Methodist.

148. Hobson, Grace Ruggels. A study of education in Finland. Master's, 1934. Southern California.

149. Hoffman, Benjamin Philip. The place of religious education in the modernization of Japan. Master's, 1934. Southern California. 126 p. ms.

150. Hoh, Yam Tong. The Boxer indemnity remissions and education in China, being an historical and analytical study of the China indemnity of 1901 as remitted to China by the United States of America, Great Britain, France, Belgium, Italy, Soviet Russia and the Netherlands, and the application of these remissions to educational and cultural purposes (together with a chapter on Japan's use of her share "for cultural work for China"). Doctor's, 1933. T. C., Col. Univ.

151. Holzschuh, Alma. The treatment of juvenile delinquency in Germany. Master's, 1933. Southern California.

152. Job, Cordelia Crafts. Education in France: its organization and institutions. Master's, 1934. Wellesley.

153. Kahan, Norbert N. A translation of George Kerschensteiner's *Charakterbegriff und Charaktererziehung* with a translator's introduction on the application of George Kerschensteiner's conception of character training by modern progressive schools in Germany. Master's, 1934. Coll. of the City of N. Y. 178 p. ms.

154. Kalibala, Ernest B. Education for the villages in Uganda, East Africa. Master's, 1934. T. C., Col. Univ. 79 p. ms.

155. Kettley, Daisy. The supervision of African schools. Master's, 1934. Rutgers.

Discusses the problem of native education in Africa, and outlines a program of supervision based on the Jeanes supervision of teachers in the Negro schools of the United States.

156. Kraft, Milton E. A study of the governmental decrees regulating the preparation and certification for certain of the learned professions in Germany. Doctor's, 1934. Illinois.

157. Leasure, Mrs. Nettie Norris. Educational adaptations to African conditions. Master's, 1934. T. C., Col. Univ. 86 p. ms.

Finds that villages should be center of education using a modification of social studies grouping of children.

158. Levitas, Arnold. Methods of education and training in the Union of Soviet Socialist Republics. Master's, 1934. New York. 66 p. ms.

159. Loram, Joan Marion. Suggestions for a physical education and health program for Cape Province, South Africa. Master's, 1934. T. C., Col. Univ. 78 p. ms.

Studies existing methods of health and physical education in Cape Province, South Africa, and finds present system inadequate in scope and based on faulty principles.

160. Loyes, Sister M. Edmund. Preschool education in Poland. Master's, 1934. Catholic Univ.

161. *McCoy, Berenice Bowman. Secondary education in Mexico. Master's, 1934. George Washington. 75 p. ms.

Traces the racial and historical background of the Mexican people, the history of education prior to the reform of 1917. Describes the rural school movement for the training of native Indians, the secondary schools and teacher training institutions.

162. McEachern, Aubrey. A comparative study of the development of school legislation in Alberta and Saskatchewan. Master's, 1934. Minnesota.

163. **MacGregor, Hugh Alton.** An evaluation of existing courses of study in pre-college science in terms of the needs of Alberta, Canada. Master's, 1934. Cornell. 106 p. ms.

Studies a number of courses of study with reference to materials suitable for educational purposes and a group of science references, to ascertain the available sources of teacher assistance other than outlines of study, and applies the data to conditions in Alberta.

164. **McLellan, Frederick Andrew.** The organization of a visual instruction department in the Kitsilano high schools, Vancouver, British Columbia. Master's, 1934. Washington.

165. ***Meyering, Harry Ralph.** A preliminary study of organization in American Board schools. Master's, 1934. Michigan. 80 p. ms.

Studies the location, date of founding, size of the student body, the ratio of American teachers to foreign teachers, the ratio of the total number of teachers to the student body of 46 secondary schools of the American Board of foreign missions, and demonstrates, by means of the Frederick-Schorling check list for the organization of junior and senior high school grades the comparative degree of organization of seven representative American schools in the Near East.

166. ***Nordi, Noach.** Zionism and education in Palestine. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 99 p. (Contributions to education, no. 629)

Presents a critical analysis of Jewish education in Palestine in the light of ideals of the Zionist movement, and of the possible contribution to the Palestinian elementary schools of progressive methods and practices in the United States and Russia.

167. **Palmer, Claire W.** Education among primitive peoples. Master's, 1934. Colo., St. T. C.

168. **Parisi, Attilio G.** A comparative study of the new Italian and Russian systems of education. Master's, 1934. California.

169. **Pease, Kingsley Eugene.** The American penetration of old China and the democratic drift in education under the empire. Master's, 1934. Southern California.

170. ***Perz, John Raymond.** Secondary education in Spain. Doctor's, 1934. Catholic Univ. Washington, D. C., Catholic university of America, 1934. 180 p.

Traces the evolution of Spanish education from 206 B. C. to 1934, and analyzes the administration and management of the modern high schools.

171. **Pickard, Edward E.** A survey of commercial education in Mexico City. Doctor's, 1934. Rutgers.

Traces the historical development of commercial education in Mexico City. Discusses the course and subject requirements in the various careers offered, points out the differences in the types of duties performed by male and female employes, sets up standards to show the practical value of the subjects offered, and proposes a method for comparing the practical and theoretical value of the subjects.

172. ***Pinson, Koppel S.** Pietism as a factor in the rise of German nationalism. Doctor's, 1934. Columbia. New York, 1934. 229 p.

Shows how certain intellectual, psychological, and emotional reactions engendered and developed within the religious sphere of Pietism were transferred to the realm of nationalism and nationality, and the relation of Pietism to education.

173. **Prentice, John Wilbur.** A financial accounting system for Christian colleges in India. Master's, 1933. Chicago.

174. **Reithmeier, Amandus.** Public education in the Republic of Cuba. Master's, 1934. Florida.

175. Reynolds, James P. Soviet influence on the Russian educational system. Master's, 1934. Mass. St. Coll.

176. Rogers, Sidney Philo. A plan for a course of study among the primitive blacks in Africa. Master's, 1933. Wash. St. Coll. 85 p. ms.

177. *Byder, Stephen W. A historical-educational study of the Japan mission of the Reformed church in America. Doctor's, 1934. T. C., Col. Univ. York. Pa., York printing company, 1935. 173 p.

Studies the achievements and methods of the Japan mission of the Reformed Church in America from 1859 to the present time, taking into consideration the changing attitude of the Japanese government towards Christianity, the system of government schools and the regulations concerning mission schools.

178. San Shao, Luther C. Religious liberty and Christian education in China. Doctor's, 1934. Yale.

179. Shastry, Shominath. The development of a suggested elementary school curriculum for village schools of Bengal, India. Master's, 1934. South. Methodist, 56 p. ms.

180. Sheldon, Mabel. Vitalizing the primary school curriculum in the village schools of India. Master's 1934. Kans. St. T. C., Pittsburg. 193 p. ms.

Presents a course of study in beginning arithmetic for the village primary schools.

181. †Smith, Henry Lester and Littell, Harold. Education in Latin America. New York, American book company, 1934. 431 p. (Indiana university).

Describes the educational systems of Argentina, Brazil, Chile, Peru, Bolivia, Paraguay, Ecuador, Uruguay, Venezuela, Colombia, Panama, Mexico, Costa Rica, El Salvador, Honduras, Guatemala, Nicaragua, Haiti, Dominican Republic, and Cuba.

182. Speas, Geneva Mae. The Mexican revolution of 1910 and the peon: a study in rural problems and education. Master's, 1933. California.

183. Stansell, Sidney Smith Stout. The rise of elementary education in Alberta. Master's, 1934. Stanford.

184. Stone, Mabel. A comparative study of secondary education in New Zealand and selected states. Master's, 1934. Stanford.

185. Suleyman, Zekiye. A study of the history and development of education in Turkey with special emphasis upon the influence of Professor Dewey's theories of education. Master's, 1934. Smith. 87 p. ms.

Describes the new attitude towards education in Turkey and sketches the possibility of reorganization.

186. Sun, Pal Fan. Secondary schools in Honan Province, China. Master's, 1934. Washington.

187. †Swift, Fletcher Harper. European policies of financing public educational institutions: 3. Australia. Berkeley, University of California press, 1934. (University of California publications in education, 8: 251-344).

Compares the educational conditions of Austria in 1927-28 and 1928-29, with pre-war conditions, and discusses the financing of elementary and secondary schools and institutions of higher instruction.

188. †———. European policies of financing public educational institutions: 2. Czechoslovakia. Berkeley, University of California press, 1934. (University of California publications in education, 8: 181-250).

Discusses the organization of schools of various types from kindergarten to colleges and universities, national and local policies of financing primary, secondary schools, and institutions of higher instruction.

189. **Takenaka, Jiro.** A historical study of western influence on Japanese national education. Master's, 1934. T. C., Col. Univ. 67 p. ms.

Finds that great European influences have been exercised on Japanese national education, and that American influences have been greater than they have usually been considered.

190. **Tseng, Tso C.** Nationalism and pragmatism in modern education with special application to post-revolutionary Chinese conditions. Doctor's, 1934 Washington.

191. **Vickland, Ellen Elizabeth.** The nationalization of education in India. Master's, 1933. Chicago.

192. ***Wilcox, George Milo.** Education in modern Greece. Doctor's, 1933. T. C., Col. Univ. Tiffin, Ohio, Commercial printing company, 1933. 113 p.

Discusses the development of education in Greece since her independence, administration of schools, elementary, secondary, vocational, and higher education.

193. **Zieroth, E. H.** The Hitler youth and the German schools under the Nazi regime. Master's, 1934. California.

INTERNATIONAL EDUCATION

194. **Bruce, J. Clark.** International relations as a high school subject: including a study of New Mexico high schools. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 10.)

Considers the changing status of the United States in its relation to world affairs, and the function of the high school in this field of education, and determines to what extent the high schools of New Mexico are teaching international relations. Finds that only one high school in New Mexico gives such a course, and that there is a need for a program for the teaching of international relations in the high schools.

195. ***Cherrington, Ben M.** Methods of education in international attitudes. Doctor's, 1933. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 123 p. (Contributions to education, no. 595)

Reports the procedures and findings of an investigation carried on at the foundation for the advancement of the social sciences of the University of Denver during the years 1929-1932.

EDUCATION—THEORIES AND PRINCIPLES

196. **Anderson, A. Edwin.** Some theoretical aspects of the problem of selection in America. Master's, 1934. Peabody. 142 p. ms.

Examines the American political scene and the system of secondary education in regard to the possibility of introducing the continental system of selective education into the American public-school system.

197. ***Bacon, Samuel Frederick.** An evaluation of the philosophy and pedagogy of Ethical culture. Doctor's, 1934. Catholic Univ. Washington, Catholic university of America, 1934. 182 p.

Discusses Felix Adler's philosophy, and attempts to appraise the Ethical culture movement from the standpoint of the principles of Catholic education.

198. †**Bagley, William C.** Education and emergent man: a theory of education with particular application to public education in the United States. New York, Thomas Nelson and sons, 1934. 238 p. (Teachers college, Columbia university)

199. **Barker, David N.** Technology of dynamic education. Master's, 1934. California.

200. **Barkley, David Wright.** The concept of history in the philosophy of Benedetto Croce. Master's, 1934. Southern California.

201. ***Beers, Elsa L.** Herbert Spencer's philosophy of art. Master's, 1934. New York. 69 p. ms.

202. **Bittenz, Francis A.** A discussion of the influence of Cusa and Copernicus on the pantheistic teaching of Giordano Bruno. Master's, 1933. St. Louis.

203. **Blum, Victor Joseph.** The concept of space and time in the scholastic and relativistic philosophies. Master's, 1933. St. Louis.

204. **Bourland, Minnie Leigh.** Quintilian as a modern teacher. Master's, 1934. Washington. 139 p. ms.

Compares Quintilian's principles of education and methods of teaching with those of modern educators; and shows that he foresaw and developed principles and ideas which have influenced modern educators.

205. **Brazelton, Helen Kathryn.** French educational philosophies of the eighteenth century. Master's, 1933. Arizona.

206. **Brown, Louise.** A study of the educational concepts of certain English writers during the Victorian period. Master's, 1934. Cincinnati.

207. **Case, Harry L.** The state in modern theories of education. Doctor's, 1934. Cornell. 182 p. ms.

208. **Cox, Charles Nelson.** The conceptions and the work of Thomas Jefferson in the field of education. Master's, 1933. California.

209. **Custer, Donald M.** The educational plan of Matthew Arnold. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 15)

Shows that Arnold would have education, using literature as the basic study, bring about culture by providing a knowledge of the best that has been said and thought in the world on all aspects of human life.

210. †**Douglass, Aubrey A.** The American school system: a survey of the principles and practices of education. New York, Farrar and Rinehart, 1934. 491 p. (Claremont colléges)

Discusses the national school system; the cost of the schools; purpose of the educational program; education before the age of 6; origin and development of public elementary education; theory and practice of elementary, secondary and higher education; the curriculum; principles of method; measuring the results of instruction; training for occupation; part-time and adult education; education of exceptional children; rural education; extra-curricular activities; the instructional staff; the organization and control of public education; and issues in American education.

211. ***Engelbrecht, H. C.** Johann Gottlieb Fichte: a study of his political writings with special reference to his nationalism. Doctor's, 1933. T. C., Col. Univ. New York, Columbia university press, 1933. 221 p. (Studies in history, economics and public law, no. 383)

212. **Everett, Samuel.** Education and the new era. Doctor's, 1934. T. C., Col. Univ.

Studies science, art, economics and government in relation to American life. Shows the need for an extension of adult education, and for a revision of teacher training to enable the teachers to carry on the type of education suited to present needs.

213. **Farrell, Emma Lucille.** Joseph Neef and the New Harmony experiment. Master's, 1934. Peabody. 138 p. ms.

Discusses the educational ideas of Joseph Neef and attempts to show how he carried them out as leader of the educational experiment at New Harmony, Ind., in 1826, during the time of Robert Owen.

214. **Fiske, Bertha Vocha.** An investigation of the educational theory of Charles Wesley Emerson relative to speech pedagogy. Master's, 1933. Southern California.

215. **Francis, Ray T.** A classification of objective values. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 460-61)

216. **Gelinas, Sister Marie de Liesse.** Madame de Maintenon's educational methods in the light of present day terminology. Master's, 1934. Boston Coll.

217. **Harris, Ellsworth Greene.** The influence of modern educational theories upon the educational program of the Young men's Christian association. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's theses, 13: 124-25)

Traces the development of the Young men's Christian association, the educational emphasis of its program, and its present tasks.

218. **Hatteberg, Eloise.** The growth and development of educational theory and philosophy as depicted by the teacher in literature. Master's, 1934. Kans. St. T. C., Emporia. 116 p. ms.

219. **Hayes, Rev. John J.** The educational principles in the great catechism of St. Gregory of Nyssa. Master's, 1934. Catholic Univ.

220. **Heffernan, Rev. Arthur J.** An evaluation of ancient educational ideals. Master's, 1934. Catholic Univ.

221. **Holderness, Lucy Moore.** Educational views of American men of letters, 1607-1821. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 32-33)

Traces the influence of such religious leaders as Mather and Edwards on the schools of the early Colonial period, the influence of Franklin and Palne on the revolt from religious domination of schools and its replacement by secular aims, and the expansion of the curriculum to include scientific and commercial subjects, and the influence of Washington and Jefferson on universal education.

222. **Hunter, Robert Vincent.** Roger Ascham and his philosophy of education. Master's, 1934. N. Y. St. Coll. for Teach.

223. **Hurd, A. W.** A synthetic philosophy of education. New York city, Teachers college, Columbia university, 1934.

Published under the title: How may present-day educational practice be improved? *School and society*, 39: 442-44, April 7, 1934.

224. **James, Myrtle.** Contributions of the transcendental group to the educational theory in the United States. Master's, 1934. Washington.

225. **Johnson, Harold Llewellyn.** Influence of Plato's environment on the educational doctrines of the "Republic". Master's, 1934. Southern California.

226. **Kael, Mildred Ruth.** The ethical functions of education and the contributions of the English studies to the achievement of these functions. Master's, 1934. Ohio. 115 p. ms.

227. **Lawson, James Henry.** An analysis of some instances of high school teaching and an appraisal of their contributions to certain ultimate objectives. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 227-33)

Analyses stenographic reports on the methods of teaching Latin, mathematics, science, and the social sciences in the McKeesport high school, McKeesport, Pa.

228. **Licari, Joseph J.** Matthew Arnold's philosophy of secondary and higher education. Master's, 1934. Coll. of the City of N. Y. 66 p. ms.

229. **Liston, Sister M. Victorine.** Objectives in education as set forth by Bishop John Lancaster Spalding. Master's, 1934. Notre Dame. 65 p. ms.

230. **Littell, Harold.** The evolution of educational aims. Doctor's, 1933. Indiana. 506 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 35-36)

Seeks out the different aims of education, traces their evolution from the earliest period of the history of civilization to and including the twentieth century; attempts to establish the relationship of ultimate aims and general aims of education, to show the effect of the disproportionate relationship between ultimate aims as well as between general aims upon the progress of civilization, and to show the effect of unbalanced educational aims on civilization's progress as the nationalities of the world came into closer relationships with each other.

231. **Lyons, Anthony T.** Horace Mann's influence on schoolhousing. Master's, 1934. Mass. St. Coll.

232. **Mallett, Carlos Welcôme.** Principles of scientific management (Taylorism) with applications to certain phases of public school administration. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 177-78)

Studies the underlying principles of scientific management as defined by Dr. Frederick W. Taylor, its founder, and applies these principles to the organization, finance, selection of the staff, and the salary schedule of public schools.

233. **Manley, Michael Francis.** Locke's theory of primary and secondary qualities as a development of Cartesian psychology. Master's, 1933. St. Louis.

234. **Mendenhall, Mary.** A transcendental philosophy of education. Doctor's, 1934. Yale.

235. ***Meredith, Bernice H.** An interpretation of the educational theories of John Locke in contrast to the theory of formal discipline. Master's, 1934. Syracuse. 104 p. ms.

Attempts to prove that John Locke was not a formal disciplinarian in the meaning of the term as used by modern educators, and that the major contentions of his educational theory were against the formal disciplinarians' idea of study restricted to the classics and mathematics.

236. ***Mitchell, Mildred Janet.** An evaluation of mysticism in the educational philosophy of Friedrich Froebel. Master's, 1933. New York. 78 p. ms.

237. **Mueller, F. E.** The attitude of the citizenry of Wright county, Iowa, toward certain principles of education. Master's, 1934. Iowa.

238. ***Osborn, Andrew D.** The philosophy of Edmund Husserl in its development from his mathematical interests to his first conception of phenomenology in Logical Investigations. Doctor's, 1934. Columbia. New York city, 1934. 116 p.

Attempts to reduce the difficulties of understanding phenomenology to a minimum by treating Husserl's work in its historical sequence and showing how he came upon his problems and how he reacted to them.

239. **Pygman, Clarence Huston.** The effect of recent economic and social changes on educational thought. Master's, 1934. Chicago.

240. **Reineck, Paul Clare.** Rousseau's educational theories regarding civic, moral and religious indoctrination. Master's 1934. St. Louis. 148 p. ms.

Finds that Rousseau is the enemy of indoctrination, and the champion of exaggerated natural freedom.

241. **Rueff, Marie Elizabeth.** The classical ideal of culture and the educational implications. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13:244-45)

Shows that the modern conception of culture is based on the classical ideal of culture which had its origin in the lives of the Greeks and the Romans.

242. **Seeman, Rev. Lester.** The educational theories of some modern idealists. Master's, 1934. Catholic Univ.

243. **Simpson, Mabel.** A comparison of the social theories of Joseph Addison with the ideas of modern frontier thinkers in education. Master's, 1934. Oregon.

244. ***Thompson, Willard Chandler.** The philosophy and history of the land-grant colleges and universities in the United States of America. Doctor's, 1934. New York. 179 p. ms.

Discusses the antecedent philosophy of higher education, agricultural and industrial conditions in 1860, Justin Smith Morrill and the Morrill act, the founding of the land-grant colleges and their influence on the theory and practice of higher education, and estimates critically the philosophy of the land-grant college.

245. **Tinsley, Anna Irene.** Educational practice as found in the works of Quintilian. Master's, 1934. Okla. A. and M. Coll.

Gives a brief discussion of early Roman education to the time of Quintilian, and deals with his methods of instruction in the training of an ideal orator from his infancy, through his primary school work and the school of the grammaticus and of the rhetor to a finished orator.

246. †**Tugwell, Rexford G. and Keyserling, Leon H.** Redirecting education. vol. 1. The United States. New York, Columbia university press, 1934. 296 p.

Discusses the social objectives in education and in the American college, and economics, history, and political science in the college.

247. **Turner, Helen.** The influence of Comenius in an elementary school. Master's, 1934. South Carolina. 102 p. ms.

248. **Walsh, Sister M. Verona.** Educational contributions of Archbishop Ireland. Master's, 1934. Notre Dame. 127 p. ms.

249. **Warren, Luther E.** The educational ideals of Charles William Elliot. Doctor's, 1934. Western Reserve. 553 p. ms.

Discusses university development, reform of medical education, educational finance, buildings and grounds, methods of teaching, professional study of education, health, ministry, appreciation of the beautiful, and international goodwill.

250. ***Williams, Paul.** A social philosophy of education. Doctor's, 1933. New York. 214 p. ms.

Surveys political doctrines, social theory, religion, educational theory, and gives the essentials of an educational program.

251. **Woolfan, Howard Leroy.** The influence of John Locke on *The Spectator*. Master's, 1934. Mich. St. Coll.

252. **Worley, Ralph L.** Educational publications of Caleb Mills. Master's, 1934. Ind. St. T. C. 110 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 251-52, July 1934)

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

253. **Chenoweth, Margaret.** An evaluation of the three-track plan in Trinidad, Colorado. Master's, 1934. Wisconsin.

254. **Henkel, Clara L.** The German contribution to the historical method. Doctor's, 1934. Boston Coll.

255. Keating, Marcella. An appraisal of the group-study plan in terms of achievement and interest. Master's, 1934. N. Y. St. Coll. for Teach.

256. Kelly, Sister Mary Esther. A study of the techniques employed in remedial teaching. Master's, 1934. Washington.

257. Li, P'ei Yu. A critical study of group instruction in American schools. Doctor's, 1934. Southern California.

258. Parsons, Clare Mae. An investigation of integrated teaching. Master's, 1934. Southern California.

259. Simpson, Ray J. A comparison of achievement in arithmetic, English, and geography for seventh and eighth grades under departmental and non-departmental plans in two schools in Tennessee. Master's, 1934. Michigan.

260. Travis, Ivan Verner. A study of classroom technique as practiced by a selected group of progressive teachers in the schools of Seattle, Washington. Master's, 1934. Washington. 247 p. ms.

261. Walter, George Avery. A study of the elements of teaching conducive to pupil achievement. Doctor's, 1934. Washington. 150 p. ms.

HOMOGENEOUS GROUPING

262. Borrum, Margaret Daphne. The homogeneous grouping movement in the United States. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 7)

Discusses the historical background of the homogeneous grouping movement, and traces its development during the last 20 years. Reveals that homogeneous grouping is the most widely used of all methods for adapting instruction to individual differences, although investigators have been unable to supply definite proof of its effectiveness.

263. Greene, Mary Jackson. A study of homogeneous grouping in Columbia, South Carolina, elementary schools. Master's, 1934. South Carolina. 40 p. ms.

264. Main, Arthur Mahlon. A comparative evaluation of two systems of homogeneous grouping. Master's, 1934. Stanford.

265. Neff, John Jerry. An evaluation of homogeneous grouping and diagnostic procedure as practiced in a typical four year high school. Master's, 1934. Southern California.

266. Scaggs, Pearl B. Effectiveness of homogeneous grouping combined with differential courses in general science. Master's, 1933. Chicago.

267. Wyndham, Harold Stanley. Recent developments in methods of class grouping in the elementary schools of the United States. Doctor's, 1934. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1933-34. Fifth series, no. 178, p. 165-69)

Traces the history of the class group as a feature of the internal organization of the American elementary school, studies the nature, extent and value of the experimental evidence available upon the efficacy of different modes of class grouping, and the arguments raised for and against these methods in terms of educational ends and values. Finds that ability grouping has not yet been put into practice in an extensive way in the elementary schools of the United States, and that a reaction against this form of grouping has recently set in.

ACTIVITY PROGRAMS

268. *Adams, Fay. The initiation of an activity program into a public school. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 80 p. (Contributions to education, no. 598)

Attempts to discover the major difficulties encountered by teachers initiating an activity program in their classrooms, to determine some solutions of these difficulties, and to evaluate the relative desirability of the solutions, based upon the recommendations of teachers, administrators, supervisors and specialists in activity work.

269. Barth, Sarah Laster. A study of the basic provisions for an activity program. Master's, 1934. Wash. St. Coll. 81 p. ms.

270. Condon, Sister Mary Eloise. Classical backgrounds of the activity movement. Master's, 1933. Washington.

271. †Gustin, Margaret and Hayes, Margaret L. Activities in the public school. Chapel Hill, University of North Carolina press, 1934. 200 p. (New York State college for teachers)

Describes the working of an activity program in the elementary schools of Carteret and Craven counties, N. C.

272. Howard, Homer. The activities program of the St. Lucie county high school (Fort Pierce, Fla). Master's, 1934. Peabody.

Analyzes the daily schedule of classes, the school's financial records, the school calendar, the school's daily bulletins, the files of the local newspaper, and the minutes of the home rooms, and finds that the activities consisted of 14 principal kinds, of which social events, physical education, dramatics, and interscholastic athletics received the greatest emphasis.

273. McArdle, Sister Marguerita. The significance of the activity program for Catholic primary education. Master's, 1934. Catholic Univ.

274. †Mead, Cyrus D. and Orth, Fred W. The transitional public school. New York, The Macmillan company, 1934. 371 p. (University of California)

Part 1: Theory and philosophy underlying the activity versus the more conventional subject-matter school. Part 2: Programming and organizing elementary schools on an activity-subject-matter basis; Part 3: Illustrations of actual classroom activity-enterprises.

275. Seal, Marie L. Development of one class of fourth grade children as evidenced by an activity program. Master's, 1934. Cincinnati.

276. Whaley, Kenneth M. The vitalization of twelfth year social science teaching in the rural secondary school. Master's, 1933. Ohio. (Abstract in; Ohio State university. Abstracts of masters' theses, 13: 297-99)

Organizes a course in American problems to study intensively a few major problems, and introduces an activities program in the teaching unit.

CONTRACT PLAN

277. De Jarnett, Warren W. A study of the lecture demonstration and individual laboratory methods of teaching biology in a small high school. Master's, 1934. Kansas. 95 p. ms.

278. Dritt, Sarah Elen. Comparison of the unit technique and a modified recitation technique in teaching geometry. Master's, 1933. Chicago. 78 p. ms.

279. Fields, George H. An experimental comparison of the daily-assignment-recitation and the unit assignment plans in high school chemistry. Master's, 1934. Minnesota. 45 p. ms.

Describes a series of three experiments each of one semester duration, involving two equated pairs of sections of chemistry of 29, 28, and 34 pairs of cases, respectively. Results do not show superiority of either plan as measured by gains on Powers test and test constructed by author.

280. Gocker, Reuben Henry. A comparison of the assignment-recitation and unit method of instruction in general science. Master's, 1934. Chicago.

281. Goss, William. A unit plan in United States history. Master's, 1934. California.

282. Harkins, Otis. History of Uniontown, Kentucky; a high school project. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 30-31)

Describes a project in which 27 high-school juniors and seniors completed a history of Uniontown covering the period from 1778 to 1934.

283. Hirni, Paul Raymond. A comparative study of the effectiveness of the lecture-demonstration method and the individual laboratory method in teaching high school chemistry. Master's, 1934. Kans. St. T. C., Pittsburg. 60 p. ms.

Compares the results of immediate and delayed retention tests on two equated groups of 8 students each, both of which received the same classroom instruction, one of which received group demonstration of laboratory instruction, the other receiving individual laboratory instruction. Indicates that the lecture-demonstration method was as effective as individual instruction.

284. Lewis, Mildred Welch. Relative values of the laboratory and the contrasted methods of teaching composition to groups of average ability. Master's, 1933. Chicago. 83 p. ms.

285. McBride, Helen. A study of the unit method of teaching algebra. Master's, 1934. Colo. St. T. C.

286. Maple, Mary Frances. A comparative study of the individual laboratory method and the teacher demonstration method in biology. Master's, 1933. Ind. St. T. C. 64 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 229-30, July 1934)

Tests the relative value of the individual laboratory method and of the teacher demonstration method to impart factual knowledge of biology to pupils in the ninth year of senior high school. Finds that the individual method is better for deferred retention of factual knowledge while the demonstration method is better for immediate retention.

287. Miller, Frank Bruno. Evaluation of teaching procedures. Doctor's, 1934. Kentucky. 185 p. ms.

Studies the Winnetka plan, the Morrison unit plan, and the Miller contract or differential plan, with a view to determining what factors they contain that should be included in progressive and effective teaching procedures.

288. Norby, Maurice Joseph. The relative effectiveness of two methods, semi-directed study in contract form and directed study using specific questions, in the teaching of high-school biology and general science. Master's, 1934. Minnesota.

289. Ramsey, Chapman Lucas. Relative efficiency of the unit method and daily recitation method of teaching second year algebra. Master's, 1933. Virginia.

290. Storms, H. S. An experiment comparing the effectiveness of the recitation-textbook method versus the unit-conference plan. Master's, 1934. Penn. State. 98 p. ms.

Describes an experiment conducted with an experimental group and a control group of ninth grade general science pupils over a period of two years, during the first year of which the unit-conference plan was used, followed by the recitation-textbook method the second year. Data indicate that the unit-conference plan makes for greater achievement over a period of time.

291. **Swick, William Landon.** Reorganization of physics by the unit plan. Master's, 1933. Ohio. (Abstract in: Ohio State university, Abstract of masters' theses, 13: 268-69)

Selects the materials, places the units in the course according to demand, makes definite assignments, provides for motivation, and aims to provide the "practical", and budgets the pupil's time.

292. **Van Dusen, Clarence B.** A laboratory study of improvement in speaking. Doctor's, 1934. Iowa.

293. †**Virginia University.** The evolution of the unit method of teaching. University, 1934. 48 p. (University of Virginia record. Extension series, vol. 19, no. 3. Secondary education in Virginia, no. 20)

Contents: (1) Recent trends in instructional procedures for individualizing learning activities, by Calvin H. Phippins, p. 5-12; (2) Current developments in the unit method of teaching, by Edward Alvey, jr., p. 13-19; (3) Current trends in the development of units in English, by Edward Alvey, jr., p. 20-25; (4) Current trends in the development of units in mathematics and science, by F. G. Lankford, jr., p. 26-40; (5) Current trends in the development of units in social science, by R. E. Swindler, p. 41-44; (6) Administrative aspects of the unit method of teaching, by R. Claude Graham, p. 45-48)

294. **Wagner, Harvey F. J.** An experimental comparison of the daily assignment recitation and the contract methods of teaching bookkeeping in the high school. Master's, 1934. Minnesota.

Describes two controlled experiments, each involving two equated groups of pupils in successive years, 21 pairs and 20 pairs, respectively. Shows slight differences both years in favor of the contract method as measured by gains on a test constructed by the author. Pupil opinion favors the contract method. Shows slight differences in general favoring daily recitation plan in terms of short-unit tests given throughout the semester.

HOMEROOMS

295. **Kinsey, Wilhelmina S.** Guidance as it operates through the homeroom curriculum. Master's, 1934. Ohio. 160 p. ms.

Analyzes replies to questionnaires from city senior and 4-year high schools with enrollments of 800 or more pupils, in 39 states; studies available literature on guidance, and high-school manuals furnished by schools filling the questionnaires. Replies to the questionnaires indicate that the homeroom curriculum should include educational, vocational, social, civic, cultural or avocational, ethical, health and personal guidance.

296. **Moore, Otis Gould.** A study of guidance in the homeroom. Master's, 1933. Kans. St. T. C., Pittsburg.

INDIVIDUAL INSTRUCTIONS

297. †**Eriksen, Edward G., Gilliland, Isabelle, Kean, Agnes J. and others.** A demonstration of individualized training methods for modern office workers. Minneapolis, University of Minnesota press, 1934. 122 p. (Bulletins of the Employment stabilization research institute, vol. 3, no. 2)

Describes an experiment conducted to determine the validity of tests given at the Occupational analysis clinics as predictive measures, and to determine to what degree a distinct departure from the usual methods of instruction might result in shortening and improving courses in commercial training.

298. **Fausold, Samuel.** A study of the comparative effectiveness of single and double classes when taught by an individualized technique. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 92-100)

Attempts to discover the measurable differences in attainment of pupils in grades 7A and 8B in English usage, English literature, mathematics, and social science; and in grade 9A in general science, mathematics, and social science in the Monessen public

schools. Data indicate that large classes of approximately 75 pupils may be organized and taught without any statistically significant loss in such subjects as mathematics, social science, English usage, English literature, and general science in the grades of the junior high school. Provisions should be made in building programs to assure sufficient flexibility in school buildings to make possible the operation of large classes.

299. **Feder, Daniel D.** A study of individualized instruction at the college level. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45, 1 p.)

Devises and places in operation a plan of individualized instruction in the first year French classes of the University of Iowa during the year 1933-34. Evaluation of the results was made in terms of 11 tests of known reliability and validity taken by the students during the course of the year. The students showed consistently superior achievement over the students of the previous year.

300. **Franklin, William Albert.** A comparative appraisal of the results of rural individual progress schools. Doctor's, 1934. Oklahoma. 24 p. ms.

Formulates 13 criteria of a good school, compares the activities of the rural individual progress schools with the conventional schools of Oklahoma in the light of the criteria. Finds that the individual progress schools are far superior to the conventional schools.

301. **Hagemann, Rev. Leo H.** Individualized instruction in history. Master's, 1934. Catholic Univ.

302. **Hickey, Sister M. Carmela.** Individualism of instruction in English. Master's, 1934. Villanova. 85 p. ms.

303. **Kay, E. Coda.** An experimental program of individualized instruction in sixth and seventh grade reading. Master's, 1934. Southern California.

304. **Metzger, Harry.** A study of group instruction compared with individual instruction in remedial teaching in common fractions. Master's, 1934. Miami. 83 p. ms.

305. ***Proctor, Ralph Warner.** The objective-assignment versus the recitation technique of instruction. Master's, 1934. Boston Univ. 125 p. ms.

Surveys the development of individual instruction from a functional point of view; gives a detailed study of some of the most successful techniques of individual instruction in current use; explains the objective-assignment technique as a practical plan for insuring the advantages of individual instruction in an average public school; and reports a controlled experiment comparing the results of the results achieved in the application of this technique with those obtained by the traditional recitation technique.

306. **Tanton, Clarence Ernest.** A program of individualized instruction based on a personnel study of high-school pupils. Master's, 1934. Southern California.

METHODS OF STUDY

307. **Bistline, Viola M.** The value of supervised study. Master's, 1934. Kans. St. T. C., Pittsburg. 42 p. ms.

Describes four experiments conducted with classes in citizenship and commercial geography, in which the achievement of a class with supervised study was compared with a similar class without supervised study. Shows that the supervised classes had slightly higher achievement scores, and that pupils and parents preferred supervised study.

308. **Bower, Viola Kathryn.** Trends in the supervised study movement, 1890-1932, as revealed by the periodical literature of the time. Master's, 1933. Chicago. 104 p. ms.

309. **Davis, Marion Louise.** Elements of the supervised study technique employed in geometry textbooks. Master's, 1934. Chicago.

310. **Dougherty, Joseph Patrick.** A how to study program for the preparatory seminary. Master's, 1934. Washington.

311. **Fleming, Floyd Lester.** The relation of study technique to attainment and intelligence of college students. Master's, 1933. Wash. St. Coll. 102 p. ms.

Analyses study practice of 475 students enrolled in psychology and education of the State college of Washington through a 'click list. Finds that the majority of college students would prefer to study alone at home from 8 to 10 P. M. and to have it absolutely quiet.

312. **Jones, Glenn L.** An analysis of study habits in English literature. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 477-78)

Observes and analyzes the study habits of tenth grade boys in studying the essay, literary letter, editorial, and oration.

313. **Kilzer, L. R.** A handbook for supervised study. University of Wyoming, 1934. 21 p. ms.

Covers various devices necessary to the most satisfactory type of program of supervised study.

314. ***Kuiper, Henry J.** The validity of the Woody study-habit questionnaire. Master's, 1934. Michigan. 84 p. ms.

Attempts to determine the value of a study-habit questionnaire in reading as a means of differentiating the study habits of dull, average, and bright pupils, by studying 110 pupils in grades 6A and 7B of the Muskegon public schools, and 80 pupils in a private school. Shows that the bright pupils tend to use more effective study habits than either the average or dull pupils. The questionnaire as a whole is not serviceable in predicting the study habits of the various groups of pupils, but is valuable in showing some of the differences in the reactions of the groups.

315. **Mays, Ruth Wood.** Case studies to determine students' habits of study in history. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications. 10: 491-92)

Analyses the study habits of 68 freshmen and 36 seniors at the Butler senior high school, and compares the methods of the above average, average, and below average groups. Data indicate that the above average group have their methods better organized than the average group, while the below average group show little organization; and that sex, intelligence, grade, interest in history, and reading ability appear to affect study habits.

316. **Naden, James Lauren.** An experimental study of the relative values of a direct and an indirect method of teaching study habits in science. Master's, 1934. Michigan.

317. **Ryder, Clara.** Specific study habits of junior high school pupils. Master's, 1933. Chicago.

318. **Spangler, Gladys Doerschlag.** A critical analysis of the time spent in home study by the pupils of the Elliot junior high school, Pasadena, California. Master's, 1934. Southern California.

319. **Yarter, Catherine Yvonne.** Extent to which students and teachers know good study rules. Master's, 1934. N. Y. St. Coll. for Teach.

PLATOON PLAN

320. **Kerr, Clara Corbin.** The function of the auditorium in the elementary platoon school. Master's, 1934. South. Methodist. 182 p. ms.

321. ***Wallace, Marie E.** The effect of platoon instruction on the teaching of reading. Master's, 1934. Johns Hopkins. 37 p. ms.

Describes an experiment conducted in the 2A and 3B classes of platoon and non-platoon schools. The classes were equated as to mental, chronological, and initial reading age, and socio-economic status. Finds that the children in the 2A classes of the non-platoon

schools made more progress in reading than did the 2A classes in the platoon schools, whereas the children in the 3B classes in the platoon schools made more progress in reading than did the 3B classes in the non-platoon schools.

RADIO IN EDUCATION

322. Brockway, Don Carlos. Sound systems in education. Master's, 1934. Southern California.

323. Brockway, Wilhelm Waldo. Sound system engineering for school use. Master's, 1934. Southern California.

324. †Lumley, F. H. Broadcasting foreign-language lessons. Columbus, Ohio State university, 1934. 90 p. (Ohio State university studies. Bureau of educational research monographs, no. 19)

Gives a resume of printed reports of foreign-language broadcasting; discusses radio instruction in foreign languages in North America; reports from pupils and teachers on French radio lessons, and the effectiveness of radio in teaching pronunciation in the classroom.

325. †———. Measurement in radio. Columbus, Ohio State university, 1934. 318 p.

Shows how broadcasting investigators have attempted to discover what programs appeal to listeners, which ones they actually hear, when they find time to listen, how much listening they do, and how radio affects their daily activities.

326. McConagha, Mary C. An experiment in radio broadcasting with college classes. Master's, 1933. T. C., Col. Univ. 64 p. ms.

327. Millson, William A. D. Radio drama and the speech curriculum. Quarterly journal of speech, 20: 206-23, April 1934. (Western Reserve university)

328. Spickler, Julia. A critical study of the content and organization of radio programs for children. Master's, 1934. Iowa.

329. Windesheim, Karl. Practical apparatus for sound recording and reproducing in the speech classroom, laboratory, and clinic. Doctor's, 1934. Wisconsin.

VISUAL INSTRUCTION

330. Bonwell, William Alva. The efficiency of visual education in the teaching of first-grade reading. Master's, 1934. Stanford.

331. Cameron, Virgil E. A comparison between the use of motion pictures and the question-discussion method in teaching high-school physics. Master's, 1934. Southern California.

332. Chamberlain, D. Edna. The value of visual aids in teaching retarded children. Master's, 1934. Okla. A. and M. Coll.

Studies the use of visual aids with a group of underprivileged, retarded children ranging in age from 12 to 18 years, whose IQ range was between 60 and 85, and whose mental ages ranged from 6 to 12 years, and finds them of great value.

333. Condon, Edna Dean. A survey of motion pictures for children, and their relation to educational objectives. Master's, 1934. Stanford.

334. Crawford, John Edmund. Effect of visual aids, additional to text, on learning in technical electricity theory. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 455-56)

Shows that where a good visual-mechanical device was used by the student, even without any special classroom discussion, an appreciable increment in better learning of the subject matter involved would result.

335. Crawford, Paul John. Movie habits and attitudes of the underprivileged boys of the All Nations area in Los Angeles. Master's, 1934. Southern California.

336. Jordan, Charles Osburn. A study of the application of visual instruction to the teaching of high school chemistry. Master's, 1934. Kans. St. T. C. Pittsburg. 73 p. ms.

Surveys the various methods of visual instruction, and recommends the use of the still film.

337. Mason, William Leon. A study of the status of motion pictures in education. Master's, 1934. Virginia.

338. Matthies, Martin F. Are pictures an effective aid in the learning of a foreign language vocabulary? Master's, 1934. Wisconsin.

339. Nelson, P. C. Selection, preparation, and presentation of projected visual instruction material in industrial arts. Master's, 1934. Iowa St. Coll. 101 p. ms.

340. †Stoddard, George D. What motion pictures mean to the child. Iowa City, University of Iowa, 1933. 8 p. (University of Iowa studies. New series, no. 713. Child welfare pamphlets, no. 31)

341. Tilton, J. W. and Childs, A. E. The use of the Yale photoplays in an elementary school for adults. Educational method, 13: 71-75, November 1933. (Yale university)

Describes an experiment conducted in the Opportunity school at Clemson, S. C., in which 12 Chronicles of America photoplays were shown to 199 adults whose schooling ranged from 1 to 8 years and whose ages ranged from 15 to 70.

342. *Westfall, Leon H. A study of verbal accompaniments to educational motion pictures. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 68 p. (Contributions to education, no. 617)

Describes an experiment conducted with 25 fifth-grade classes in New York City and nearby smaller cities, in which 3 films intended for silent projection and 3 films intended for projection with a mechanically reproduced lecture were selected.

PSYCHOLOGY—EDUCATIONAL

343. Cleveland, Henry E. Educational psychology. Doctor's, 1934. North Dakota.

344. Meadows, Thomas Burton. Predictive values of a teacher's rating scale and intelligence tests. Doctor's, 1933. Indiana. 113 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 37-38)

Analyzes ratings of 200 students in classes in educational psychology at the Georgia State college for women during the first semester of 1932-33 on interest in school work, attitude toward studies, ambition, and evaluating work, and on Thurston's psychological examination. Data indicate that the ratings on the four traits were superior to scores on intelligence in predicting grades in educational psychology.

CHILD STUDY

345. Austin, Harman Hiatt. An analysis of children's ability to think in terms of similarities and differences. Master's, 1934. Ball St. T. C. 108 p. ms.

Studies 169 selected children, ages 6-14, to determine their ability to reason. Results show that formal reasoning ability appears rather abruptly at age 10 and ability to make generalizations at age 12.

346. **Barry, Mary Margaret.** Influence of medium and high protein diets on the chlorine metabolism of two pre-school children. Master's, 1934. Mich. St. Coll.
347. **Bostwick, Willa Jean.** Pre-school children in an institution. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 26-27)
- Gives observations on the play activities, eating, and mental tests given 54 children between the ages of 1 and 3 years whose mothers are patients in the Rome State school for the feeble-minded at Rome, N. Y. From a study of the mothers and children, data indicate that the children tend to have intelligence ratings which excel those of their mothers.
348. **Bouck, Polly.** A study of the effect of wide differences in the education of parents upon the behavior of their children. Master's, 1933. Minnesota.
349. **Bowman, Lola Alberta.** Factors associated with type and outcome of treatment in child guidance. Master's, 1933. Smith.
350. **Bublitz, William F.** An objective study of the informational needs of parents in child psychology. Doctor's, 1934. North Dakota.
351. **Clark, Adella Mae.** A study of the ability of young children to control breathing and the relation of this ability to certain psychological factors. Master's, 1933. Minnesota.
352. **Cohen, Esther Lillian.** A study of the personality traits of children with Froelich syndrome. Master's, 1933. Smith.
353. **Crissey, Oglo L.** Mental development of orphan children under differential environmental demands. Doctor's, 1934. Iowa.
354. **Dennett, Linnea C.** The magnesium metabolism and its relation to calcium retention of two normal pre-school children on high and medium protein diets. Master's, 1933. Mich. St. Coll.
355. **Driver, LaVerne.** The influence of certain environmental factors upon the mental growth of orphanage preschool children. Doctor's, 1934. Iowa.
356. †**Francis, Kenneth V. and Fillmore, Eva A.** The influence of environment upon the personality of children: Iowa City, University of Iowa, 1934. 72 p. (University of Iowa studies. New series no. 274. Studies in child welfare, vol. 9, no. 2)
- Analyzes data collected from two areas of a typical Iowa city, one representing the homes of the artisan classes and the other the home of rich suburbanites, and finds that the personality adjustment of the children in the two areas did not differ significantly, and that poor economic conditions, broken homes, foreign-born parents, and physical sickness have little effect on their own account, and that harmful attitudes of parents tend to produce maladjustment in the children and helpful attitudes do the reverse.
357. **Green, Elise Hart.** Friendships and quarrels among preschool children. Child development, 4: 237-52, September 1933. (University of Minnesota)
- Determines the relative roles of group play and quarrelling in the socialization of the preschool child; studies age and sex differences in social contacts and in quarrels; and analyzes the types of social play in which quarrels arise.
358. ———. Group play and quarrelling among preschool children. Child development, 4: 302-307, December 1933. (University of Minnesota)
359. **Haley, Phyllis.** The visiting child guidance clinic of the California Bureau of juvenile research. Master's, 1934. Stanford.
360. **Hawkins, Gertrude C.** An analysis of the relationship between ability and achievement of 153 pupils. Master's, 1934. Western Reserve. 109 p. ms.

361. **Hill, Phyllis.** An analysis of mothers' information secured through questionnaire and interview concerning the activity of 40 children. Master's, 1933. Smith.

362. **Howard, Ruth W.** A study of the development of triplets. Doctor's, 1934. Minnesota.

363. **Hutchings, Dorothy Compton.** The children of psychotic parents: a study of the factors of heredity and environment. Master's, 1933. Smith.

364. †**Iowa. University.** Behavior of the preschool child. Iowa City, 1934. 171 p. (University of Iowa studies. New series no. 275. Studies in child welfare, vol. 9, no. 3)

Contents: (1) An experimental study of ascendant behavior in preschool children, by Lois M. Jack, p. 9-65; (2) A study of the development of 2- and 3-year-old children with respect to play activities, by Elizabeth M. Maxwell and Ida G. Mengert, p. 69-111; (3) The adequacy of samples of behavior obtained during short observation periods, by Esther Van Cleve Berne and Helen G. Kelly, p. 113-25; (4) An experimental investigation of certain factors involved in the preschool child's compliance with commands, by LaBerta A. Weiss, p. 126-57; (5) A study of the behavior of young children in anger, by Agnes F. Bicketts, p. 158-71.

365. †————. Studies in infant behavior I. Iowa City, 1934. 175 p. (University of Iowa studies. New series no. 281. Studies in child welfare, vol. 9, no. 4)

Contents: (1) Differential variations in the amount of activity of newborn infants under continuous light and sound stimulation, by LaBerta A. Weiss, p. 123-33; (2) The effect of the factors of duration, intensity, and pitch of sound stimuli on the responses of newborn infants, by Esther W. Stubbs, p. 77-135; (3) Differential variations in the activity and crying of the newborn infant under different-intensities of light: a comparison of observational with polygraph findings, by Orvis C. Irwin and LaBerta A. Weiss, p. 136-50; (4) The effect of clothing on the general and vocal activity of the newborn infant, by Orvis C. Irwin and LaBerta A. Weiss, p. 151-64; (5) The effect of darkness on the activity of newborn infants, by Orvis C. Irwin and LaBerta A. Weiss, p. 165-75)

366. **Jewell, Mildred Regina.** A study of the motor achievements of children eight, nine and ten years of age. Master's, 1934. Washington.

367. **Knight, Elizabeth May.** A descriptive comparison of markedly aggressive and submissive children. Master's, 1933. Smith.

368. **Knockel, D. B.** -Development status of 16 home management house children. Master's, 1934. Iowa St. Coll.

369. **Landis, Agnes T.** An investigation of perseverence in the pre-school child. Doctor's, 1934. Minnesota.

370. **Lane, Jesse I.** A study of the spoken vocabulary of pre-school children. Master's, 1934. Colo. St. T. C.

371. **Love, James Bolden.** An analysis of the literature of child psychology. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 169-70)

Traces trends in child psychology and shows the authorities who wield the most influence because of the volume and significance of their work in the field. Shows an increase in the study of infancy and childhood, and a decrease in the study of adolescence.

372. **Mallay, Helena.** The latent memory span of the preschool child. Master's, 1933. Vassar.

373. ***Melcher, Ruth T.** Children's motor learning with and without vision. Doctor's, 1934. Johns Hopkins. Child development, 5: 315-50, December 1934.

374. Meyer, Irene. A study in the nutrition of artificially fed infants. Master's, 1934. Kans. St. T. C., Pittsburg. 85 p. ms.

375. Miller, Frances Blake. Relation of parental behavior and cooperation to the probable outcome of treatment in a child guidance clinic. Master's, 1933. Smith.

376. †Minnesota. University. Institute of child welfare. Report of research activities. Minneapolis, 1934. 22 p. ms.

Summarizes the research conducted in the fields of physical growth, dental development, physiological studies, studies of infant development, sensation and perception, development and acquisition of motor skills, development of language, intellectual development, development of social behavior, emotional development and personality adjustment, studies of special groups of children, studies of special talent in young children, effects of the depression upon children and family life, studies in teaching, parent education, and methods of research, and outlines plans for the future.

377. O'Connor, Jeanette. A study of factors leading to success or failure in the treatment of children from unhappy homes. Master's, 1933. Smith.

378. Orth, Marjorie H. The study of the intake of a child guidance clinic over a 6 months' period. Master's, 1933. Smith.

379. Page, Marjorie. The experimental modification of ascendant behavior in preschool children. Doctor's, 1934. Iowa.

380. Parfitt, Eleanor. An attempt to evaluate the work of the home finder in a child placing agency. Master's, 1933. Smith.

381. Quinlan, Deborah Marie. A study of preschool children who do not play. Master's, 1934. Catholic Univ.

382. Ricciardi, Patricia. An experimental study of a technique for summarizing parent interviews in a child guidance clinic. Master's, 1934. Claremont. 116 p. ms.

383. †Richards, Esther Loring. Basic factors in child-teacher relationships. Iowa City, University of Iowa. 1934. 16 p. (Bulletin of the State university of Iowa. New series no. 750. Child welfare pamphlets, no. 33) (Johns Hopkins university)

384. Richards, Laura Ellen. The reliability of a classification of cases according to the behavior of the parents toward the children. Master's, 1933. Smith.

385. *Roeder, Jesse Norman. Characteristic differences between under-age, normal, and over-age pupils. Doctor's, 1933. New York. 184 p. ms.

Studies achievement, intelligence, socio-economic status, emotional or nervous stability, and teacher ratings of 1,278 children in the school system of Palmerton, Pa.

386. Rosenthal, Rose S. How foreign-born parents affect therapy. Master's, 1933. Smith.

387. Ross, Frances W. A study of the reactions of children in the learning of certain concrete words. Master's, 1934. California.

388. Schatzman, Mary E. A quantitative study of children's fears. Master's, 1933. Ohio. 76 p. ms.

Studies 17 fears of 50 children, ranging in age from 11 to 12 years.

389. Schumacher, Henry C. An inquiry into the etiology of children's maladjustments. American journal of orthopsychiatry, 3: (Western Reserve university)

390. *Simpson, Mrs. Margarete. Parent preferences of young children. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 83 p.

Studies the attitudes of young children toward the parent of the same and that of the opposite sex and whether their father- or mother-preference changes with age. Attempts to determine whether there is any relationship between preference of a parent and such factors as punishment, reward, and play, by studying 500 public-school children ranging in age from 5 to 9 years. Data indicate that children generally prefer the mother to the father, with the exception of the 5-year-old girls, who seem to prefer the father.

391. Smith, Josephine. The responses of newborn infants to hue, brightness, and saturation of light after dark and light adaptation. Doctor's, 1934. Iowa.

392. Trolan, Helen M. Types of problems referred to a child guidance clinic from a residential section and a factory district. Master's, 1933. Smith.

393. Van Dyke, Margaret A. A study of family attitudes toward children of two different levels of intelligence. Master's, 1933. Smith.

394. Voss, Mildred Dow. The experimental induction in children of the appreciation of aesthetic values. Doctor's, 1934. Iowa.

395. Wetzel, Norman C. Clinical aspects of human growth and metabolism with special reference to infancy and preschool life. Journal of pediatrics, 4: 465-93 (Western Reserve university)

396. Widner, Guy L. Individual differences among children in the same school system. Master's, 1934. Oklahoma. 182 p. ms.

397. Wild, Julianna Marie. Range and change in the adolescent boy voice. Master's, 1934. Chicago.

398. Wittler, Clarence J. An analysis of the behavior of boys of different ages. Master's, 1933. Catholic Univ.

399. Young, Katherine C. Factors related to the success and failure in the treatment of child guidance clinic patients: part 15. Master's, 1933. Smith.

SEX DIFFERENCES

400. Irish, Frances. Sex differences shown by college freshmen on the elementary and English tests. Master's, 1934. Colo. St. T. C.

401. Phillips, Lloyd. Sex differences in intellectual abilities of college freshmen. Master's, 1934. Colo. St. T. C.

TESTS AND TESTING

PSYCHOLOGICAL TESTS

402. Bickley, Mildred Cameron. A test of auditory-memory span. Master's, 1934. Iowa.

403. Bobbitt, Joseph Matthew, II. A compilation of norms on several tests of learning. Master's, 1933. Southern California.

404. Bowles, Luanna J. Relation of intelligence test scores to grades and majors chosen. Master's, 1934. Peabody. 38 p. ms.

Analyzes the grades of 131. Fisk graduates who have taken the Otis test and the psychological examination of the American council on education since 1929, and the majors chosen by Fisk graduates since 1927 for whom the scores on both tests are available.

405. Bress, Clara. Study of mental growth as revealed by re-tests on Terman group test of mental ability. Master's, 1934. Southern California.

406. *Carpenter, Celia Lydia. A comparison of the responses of rural children of Fairfax county, Virginia, and urban children of Washington, D. C., to an intelligence test. Master's, 1934. George Washington. 21 p. ms.

Attempts to discover significant differences in the responses of rural and urban children on the items of the Otis self-administering test of mental ability, form B., by testing 230 sixth grade children in Fairfax county, and 460 sixth grade children from all sections of Washington, D. C. Data indicate that there is a distinct difference in the type of errors made by the two groups studied.

407. Carter, Clinton Lyle. Construction and validation of a scientific attitude test. Master's, 1934. Wisconsin.

408. Clauson, Helen Victoria. Fertility and intelligence as measured by the Terman group test. Master's, 1933. California.

409. Crary, Julia. The correlation of some psychological tests with success in high school speech courses. Master's, 1933. Southern California.

410. DeMagistris, Enis Eva. Some practical results of psychological testing at Pembroke college in Brown university. Master's, 1934. Brown. 40 p. ms.

Covers three years' use of the Brown university psychological examination and the Columbia research bureau English test and 2 years' use of the Otis self-administering tests of mental ability in Pembroke college in an attempt to discover to what extent these test scores were related to the quality of academic work done in college. No significant relationship was found to exist between psychological scores and failure to remain longer than a certain period in college or between psychological scores and poor academic work accompanied by leaving college.

411. Demaree, Alice Marion. A test of sensory recall. Master's, 1933. Southern California.

412. E. God, Mary Isabel. A statistical study of results of the Stanford revision of the Binet-Simon scale with a selected group of Pittsburgh school children. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 84-91)

Studies the test results on the Stanford-Binet tests and on sub-tests of 1,821 cases of children ranging in mental ages from 4 years, 7 months through 10 years, 6 months and of IQ below 90, and of 495 children of the same mental age range, but of IQ 90 or more. Shows that the internal consistency of the Stanford-Binet test is fairly high, that parts of the various sub-tests are not of equal difficulty, that a few tests show significant differences between the normal and the subnormal children, and that the use of shortened methods of testing with Pittsburgh children is unsatisfactory.

413. Ford, Alice Mitchell. A comparative study of results obtained in successive tests of the preschool child. Master's, 1934. N. Y. St. Coll. for Teach.

414. Frey, Orian Clarence. A study of psychological technique for the objective measurement of recklessness. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 83-84)

Describes tests devised and administered to 21 members of a fraternity group in which the subject under standard conditions might work rapidly and carelessly or make more accurate adjustments, in driving an automobile, betting, and handling money.

415. †Garrett, Henry E. and Schneck, Matthew B. Psychological tests, methods and results. New York, Harper and brothers, publishers, 1933. 235 p. (Columbia university, University of Arizona)

Discusses tests of physical and sensory capacity, motor ability and mechanical aptitude, perception and attention, learning, association and memory, verbal or linguistic tests of general intelligence, performance and non-language tests of general mental ability, measurement of personality and temperament, tests in special fields, and applications of psychological tests.

416. **Hayden, Harry Eugene.** What is the relation between teachers' judgments and scores derived from tests of intelligence and achievement? Master's, 1933. Vermont.

417. **Heilman, J. D.** Report on the 1933-34 cooperative testing program of the Colorado high schools and higher institutions of learning. Greeley, Colorado State teachers college, 1934. ms.

Analyzes the results of the American council psychological examination given to approximately 3,500 senior students in 90 Colorado high schools, comparing test scores of students planning to go and those not planning to go to college, of students of different ages, of different sexes, of students preferring various courses, and of those choosing different vocations.

418. ———. Report on the 1933-34 testing program of the Teachers college personnel association. Greeley, Colorado State teachers college, 1934. ms.

Reports the results of the American council psychological examination, 1933 form, and the English and Elementary tests, form C, administered in 37 teachers colleges to approximately 7,500 freshman entrants.

419. **Huff, Charles A.** The reliability of tachistoscopic methods of measuring visual perception span. Master's, 1934. Washington Univ. 61 p. ms.

420. **Hurley, May Veronica.** Further results of psychological testing at Brown university. Master's, 1934. Brown. 42 p. ms.

Extends studies already made at Brown university concerning the practical significance of psychological test scores and shows the relationship of psychological scores to first semester average, first semester marks, double selection based on test scores related to survival and quality of work done, time and reasons for withdrawals, refused registrations, academic group lists, and honors.

421. ***Kuipers, Cornelius C.** Preliminary results of an intelligence test based on Indian culture. Master's, 1934. New Mexico. 8 p.

Constructs the Navajo Indian culture experimental tests, and administers them, together with the Otis self-administering tests to pupils in grades 4, 5, and 6 and ages 11, 12, and 13 in Navajo schools in New Mexico and Arizona, and in four white schools in Iowa and New Mexico.

422. **McColey, Vaughn E.** Some relationships between psychological examination scores and scholastic marks of college freshmen. Master's, 1933. Kans. St. T. C., Pittsburg.

423. **Mackintosh, Bentley.** A problem in test construction. Master's, 1934. Brown. 19 p. ms.

Tests the reliability of rewritten forms of a psychological examination.

424. **Maizlish, Israel L.** A suggested revision of D. S. Snedden's *Disguised intelligence tests, interview form*. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 603-604)

425. **Nimtz, Albert E.** An analysis of the results of the Iowa every-pupil intelligence testing program in 1934. Master's, 1934. Iowa.

426. **Odoroff, Maurice Edwin.** Visual versus aural presentation in standard intelligence tests under varying time limits. Master's, 1934. Minnesota. 28 p. ms.

Tests 76 subjects with the Otis self-administering tests of mental ability, form A, and two equal forms of the Van Wagenen association test, and shows that an oral intelligence test measures nearly the same thing that a written intelligence test measures.

427. **Pyles, Marjorie Knickerbocker.** The attitudes of preschool children toward mental test situations and the relation of these attitudes to test performance. Master's, 1933. California.

428. **Batcliff, John Moses.** An analysis of results obtained from different intelligence tests and from repeated examinations, with particular reference to the effect of practice. Doctor's, 1934. Harvard. 293 p. ms.

429. **Royer, Robert Delnar.** The reliability of repeated group intelligence tests administered to regularly promoted high-school pupils. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's theses, 12: 209-10)

Describes an experiment conducted in Allen and Hancock county schools and in the city schools of Findlay and Urbana to gain some knowledge of the effects of annual re-tests of high-school pupils. Data indicate that a pre-college guidance program can be instituted at the tenth grade level.

430. **Schaul, Martin W.** The predictive value of certain psychological and qualifying examinations at the City college of the College of the City of New York. Master's, 1934. Coll. of the City of N. Y. 55 p. ms.,

Finds the psychological examinations and the special examinations prepared and administered to 100 students who failed to be admitted to the College of the City of New York, were equally poor in predicting college achievement.

431. ***Schiller, Belle.** Verbal, numerical and spatial abilities of young children. Doctor's, 1933. Columbia. New York, 1934. 69 p. (Archives of psychology, no. 161)

Analyzes representative verbal, numerical and pictorial or spatial elements constituting group tests designed to measure the general intelligence of 189 boys and 206 girls, nine years of age, of Jewish parentage, in the third and fourth grades of Public school no. 225, Brooklyn, N. Y.

432. **Skeel, Magda Skalet.** A statistical study of the responses of a group of normal children to the individual tests in the Stanford revision of the Binet-Simon scale. Psychological clinic, 21: 183-95, (Western Reserve university)

433. **Skinner, W. V.** The elements of difficulty in the 1934 thought problem tests of Kansas City, Missouri. Master's, 1934. Kansas.

434. ***Thorne, Frederick C.** The psychophysical measurement of the temporal course of visual sensitivity. Doctor's, 1934. Columbia. New York-city, 1934. 66 p. (Archives of psychology, no. 170)

435. **Upshall, C. C.** Report on the tests given to the first grades in Bellingham in May and October, 1933. Bellingham, Washington State normal school, 1934. 15 p. ms.

Analyzes results of the Kuhlmann-Anderson intelligence tests, and the Gates primary reading tests given to the first grade children.

436. **Weibel, Frances Marie.** A statistical survey of a series of psychological group tests. Master's, 1934. Southern California.

SOCIAL INTELLIGENCE—TESTS AND SCALES

437. ***Atkinson, F. Clare.** Measuring independence in the young child. Master's, 1933. New York. 62 p. ms.

Analyzes a rating scale to determine how effective it is in measuring the independence of the preschool child.

438. **Bateman, Richard Marion.** The relationship between attitudes toward school subjects and certain other variables. Master's, 1934. Purdue. 60 p.

Attempts to find the best method of item arrangement for attitude scales and determine the relationship between the attitudes of 2,100 high school students toward school subjects and sex, age, grade in school, other subjects, occupations, signed names, and unsigned names. The results indicate that any method of item arrangement used will give the same results. Latin showed a decided trend toward being the most disliked subject for which attitudes were obtained.

439. Baumgardner, Herbert W. A proposed scale for the measurement of the Negro's self-respect. Master's, 1934. Ohio. 75 p. ms.

Constructs a scale for the measurement of the attitudes of Negroes towards their own race, based on the results of a questionnaire administered to a southern college group and to an unselected northern group.

440. Beeson, Charles Edward. A study of student attitude tests. Master's, 1933. Agr. and Mech. Coll. of Texas.

441. Biggs, Anna Regina. A scale for measuring religious home background. Master's, 1934. Catholic Univ.

442. Brown, Elizabeth. A comparison of test and interview methods in obtaining a measure of personality adjustment. Master's, 1933. California.

443. Conrad, Herbert S. A statistical study of ratings on the California behavior inventory for nursery school children. Genetic psychology monographs, vol. 11, no. 1, 1934. 78 p. (University of California)

Studies the consistency of ratings, or self-agreement of a judge from one occasion to the next based on three nursery school teachers' ratings and re-ratings of 30 children on a seven point scale at a nursery school. Analyzes the consistency of ratings of traits, and of children, inter-judge agreement in ratings, consistency of confidence-ratings, and consistency of ratings in relation to the confidence of rating and the estimated importance of the trait for the child being rated.

444. Dillahunt, Mabel A. An attempt to measure the aesthetic, spiritual and mental effects of music, literature, and art in the teaching of ideals in the junior high school. Master's, 1934. Wittenberg. 78 p. ms.

Tests 200 pupils in the seventh, eighth, and ninth grades of the Roosevelt junior high school, Springfield, Ohio.

445. Douglas, Claire. The measurement and interrelationship of social and emotional adjustment of seventh grade pupils. Master's, 1934. Michigan. 56 p. ms.

Describes an experiment conducted with 163 7A pupils in the Grosse Pointe high school through the use of a pupil-teacher talk contact survey with their home-room teachers, a pupil-teacher preference questionnaire, and a rating on the Woodworth-Mathews personal data sheet. Finds that pupils in the highest ability groups had more talk contacts than those in the average or below average groups had with their teachers; that pupils of high mentality show low adjustment on the personal data sheet; and that pupils tend to prefer the teachers of those subjects in which they excel, or the teachers who mark high. Pupils react more definitely to the homeroom teachers, and have a more passive emotional attitude toward their classroom teachers.

446. Grice, Henry H. The construction and validation of a generalized scale designed to measure attitudes toward defined groups. Master's, 1934. Purdue. 55 p. ms.

Describes an experiment in which 150 students sorted 155 generalized statements into 11 groups to determine their scale values; after being refined into two parallel forms of 46 statements each, they, with Thurstone's specialized forms, were presented to a mixed group of whites and Negroes who measured the Negroes and Chinese. Data indicate that generalized scales can be used in place of specialized scales with satisfactory results.

447. Harper, Albert Foster. A critical survey of current methods of character and personality measurement in college admissions offices, teacher placement bureaus and commercial teachers' agencies in the United States. Doctor's, 1934. Washington. 250 p. ms.

Data were secured from institutions of higher learning which require character recommendations for entrance, from teacher placement bureaus in normal schools and teachers colleges, and from commercial teachers' agencies. Finds that a large majority of the current practices reveal ignorance of the experimentally verified principles of measurement; that lack of uniformity among practices of character evaluation are responsible for much of the existing confusion and lack of confidence in methods of rating.

448. Hengerer, Gertrude Marie. A study of personality types in children classified on the basis of an aggression-submission scale. Master's, 1933. Smith.

449. Kelley, Ida B. The construction and evaluation of a scale to measure attitude toward any institution. Master's, 1934. Purdue. 62 p. ms.

450. Kelley, Truman L. and Trabue, Marion B. The measurement of certain character traits. New York, Charles Scribner's sons, 1934. (Harvard university)

Constructs and uses tests for certain character traits, and finds that group differences in certain character traits are demonstrable.

451. Koch, A. B. and Stroud, J. B. Correlation between some personality test scores of siblings and intercorrelations between the scores. Journal of educational psychology, 25: 542-46, October 1934.

452. Morris, Genevieve Hellene. An experiment on the reliability of the personality and interest questionnaire method. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 181-82)

Describes an experiment conducted with 16 non-delinquent eighth grade boys and 34 delinquent boys at the Bureau of juvenile research, ranging in age from 10 to 18 years, to measure the consistency with which they answer the usual personality and interest questionnaire. Data indicate that the questionnaire method is not always a reliable measure even for the verbal attitudes of individuals.

453. Nyman, Emil. Testing certain attitudes in junior high school pupils. Master's, 1934. Utah. 101 p. ms.

454. Osborn, John K. A comparison of reactions to personality and achievement test items. Doctor's, 1934. Michigan.

455. Pemberton, H. Earl. The measurement of culture-level changes. Doctor's, 1934. Southern California.

456. *Rosander, Arlyn Custer. The construction of social attitude scales. Doctor's, 1933. Chicago. Chicago, Ill., University of Chicago libraries, 1933. 8 p.

Attempts to improve the methods of constructing social attitude scales by evaluating some of the major assumptions, simplifying present techniques, formulating new criteria, and designing new procedures.

457. *Sullivan, Sister Celestine. A scale for measuring developmental age in girls. Doctor's, 1934. Catholic Univ. Washington, Catholic university of America, 1934. 65 p. (Studies in psychology and psychiatry, vol. 3, no. 4)

Constructs a test for developmental age in girls, and administers the test to 1,436 girls ranging in age from 8 to 18, in 14 cities. Data indicate that increase in social maturity keeps pace with gain in chronological age from age 8 to age 16, but that beyond the sixteenth year, developmental age does not increase with chronological age.

458. Stogdill, Ralph M. The measurement of attitudes toward children. Doctor's, 1934. Ohio. 150 p. ms.

Finds that parents approve of strong control, and introvert and psychopathic adjustments; psychologists approve of freedom for children, and disapprove of introvert and psychopathic adjustments.

459. †Symonds, Percival M. Psychological diagnosis in social adjustment including an annotated list of tests, questionnaires, and rating scales for the study of personality and conduct. New York, American book company, 1934. 362 p. (Teachers college, Columbia university)

Discusses the diagnosis of criminal tendencies, mental disorder, vocational fitness, and of citizenship and leadership.

460. **Van Wagenen, Noel Bleecker.** The stability of self-description tests of personality-adjustment. Doctor's, 1934. T. C., Col. Univ.

Studies several selected incentives or motivating situations which might have a bearing on the amount of frankness and dissimulation in the responses to a self-description personality test. Describes an experiment conducted with a psychological test "Character sketches" given to 460 junior high school pupils.

461. **Weiss, Leo.** The Allport A-S reaction study in personality . . . Its relation to academic performance and participation in extracurricular activities. Master's, 1934. Brown. 17 p. ms.

462. **Whelan, Margaret Ellen.** A rating scale for social workers. Master's, 1933. Catholic Univ.

EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

463. **Adams, L. Burtis.** A critical evaluation of standardized educational tests. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 1)

Evaluates critically 106 tests, and finds that 80 percent of the tests had expressed reliability coefficients, which ranged from 0.35 to 0.986. Shows the need for a more critical evaluation of tests with a view to their use in the schoolroom and in research.

464. **Atchison, B. H.** Variability from school to school in difficulty of items in the 1933 Iowa every-pupil test in general science. Master's, 1934. Iowa.

465. **Basom, Harry Nailor.** An experiment to determine the effect of cumulative testing upon achievement in world history. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 448-49)

Describes an experiment conducted in the Jeannette high school during the school year 1933-34, in which two equivalent groups of 130 pupils followed the same course of study and were given the same instruction, and in which the control group was tested by the use of the unit end test while the experimental group was tested cumulatively. Data indicate that achievement was practically the same for each of the groups when standardized tests were used as the measure, but that cumulative testing was preferable to teacher made comprehensive end tests.

466. **Becker, Ida Sarah.** The construction and standardization of a test in plane geometry. Master's, 1934. Kans. St. T. C., Emporia. 84 p. ms.

467. **Berman, Isabel R., Darley, John G., and Paterson, Donald G.** Vocational interest scales: an analysis of three questionnaires in relation to occupational classification and employment status. Minneapolis, University of Minnesota press, 1934. 35 p. (Bulletins of the Employment stabilization research institute, vol. 3, no. 5)

Discusses the Strong vocational interest blank for men, the Manson woman's occupational interest blank, and the Hepner vocational interest blank.

468. **Bidlake, Laurence A.** A critical analysis of the strong vocational interest blank in its relationship to the selection of lay leaders for activities in the department of physical education in the Young men's Christian association. Master's, 1934. New York. 58 p. ms.

Analyzes the vocational interest blank and constructs and applies an instrument for measuring lay leaders' efficiency, and shows the relationship between the interests of the lay leader and his performance in the responsibilities assigned to him.

469. **Blair, Dorothy White.** A critical analysis of the measuring devices used in typewriting classes in secondary schools. Master's, 1934. Southern California.

470. **Bledsoe, Katherine E.** Descriptive directory of some tests and scales in art education. Master's, 1934. Peabody. 79 p. ms.

471. **Boyce, Arthur Clifton.** The comparison of two forms of Persian writing by means of scales constructed and standardized for the purpose. Doctor's, 1933. Chicago. Chicago, Ill., University of Chicago libraries, 1933. 81 p.

Constructs scales to measure the quality of fine and coarse Persian Nastaliq writing, studies the reliability of these scales, and the age and grade progress in the two types of writing, and examines the relationship between the two types of writing.

472. **Burnside, Margaret.** An experiment to determine whether a test may be devised to find out if a piece of literature is placed correctly in the curriculum. Master's, 1933. Indiana. 135 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 27-28)

Prepares precls, question, and vocabulary tests on *Silas Marner* and *Marmion*, and tests children in grades 8 through 12B, inclusive. The experiment did not show that the test used would prove satisfactory in determining the proper place in the curriculum for a piece of literature.

473. **Capouch, Charles, jr.** A reading-comprehension scale in high-school physics. Master's, 1933. Chicago

474. **Carpenter, Irene Maude.** Construction of a self-administering spelling test. Master's, 1934. Chicago.

475. **Cartwright, James E.** A study of the content and emphasis of certain standardized American history tests of the senior high level and certain published courses of study. Master's, 1934. Michigan.

476. **Clancy, Mary Lucy.** An evaluation of the Pressey tests as diagnostic measures on the seventh grade level. Master's, 1934. Iowa.

477. **Cooley, Susie.** Scaled achievement tests in French. Master's, 1934. Peabody. 85 p. ms.

478. **Corley, Robert B.** A correlation between the Minnesota paper form board test and the Keane O'Connor wiggly block test. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 601-602)

Compares tests of known predictive value in the field of mechanical aptitude with a test of unknown value as demonstrated with 171 vocational shop students of the Ambridge senior high school.

479. **Crabb, Paul Ellsworth.** A comparison of scores on a standard reading test with other bases in predicting success in high-school algebra. Master's, 1934. Stanford.

480. **Dinkler, Marguerite.** The formulation of an instructional test in commercial geography for secondary schools. Master's, 1934. Iowa.

481. **Edson, Robert Clay.** The influence of variations of administration upon the norms of the Seashore pitch discrimination test. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 19-20)

Studies the effect upon the Seashore pitch discrimination test of: binaural and monaural phenomenon, distracting noises, resonance, fatigue, and use of different needles in the administration of the tests.

482. **Elliott, Clayton H.** Determine the validity of the Cromer-Young farming attitude scale. Master's, 1934. Purdue. 62 p. ms.

Constructs scales to measure the quality of fine and coarse Persian Nastaliq writing; a check mark on a line scale; pupil descriptive statement of attitude toward farming; teacher rating of pupil attitude by making a check mark on a line scale; teacher's esti-

mate of the boys' supervised farm practice program; school marks in agricultural subjects. Concludes that this scale may be used with confidence and that it measures the attitude of vocational agriculture boys toward the vocation of farming.

483. **Exton, Elaine.** A poetry-judgment test. Master's, 1934. Southern California.

484. **Fink, Bernice Frances.** Intercorrelation between reading readiness scales, general intelligence and reading tests. Master's, 1934. Minnesota.

485. **Flam, August.** A mechanical aptitude scale: a tentative investigation. Master's, 1934. Southern California.

486. **Focht, Helen.** An analysis of the 1934 Iowa every-pupil test in plane geometry. Master's, 1934. Iowa.

487. **Frakes, John C.** A statistical analysis of the John Hay high school commercial test for seniors. Master's, 1934. Western Reserve. 43 p. ms.

488. ***Garrels, Harriet E.** The relationship between general intelligence of sixth grade pupils and their ability to appreciate art as measured by the McAdory art test. Master's, 1934. George Washington. 43 p. ms.

Describes an experiment conducted with 50 boys and 50 girls on the sixth grade level, whose IQ's ranged from 97-137. Data indicate that there is a positive relationship between general intelligence and an ability to appreciate art; scores made by girls were consistently higher than those made by boys.

489. **Goltzer, Philip.** A shorthand diagnostic test based on the new Pitman phonography single stem system, Parke school, first term. Master's, 1933. Temple.

490. †**Gray, Hob and Votaw, David F.** Manual of directions and interpretations for Forms A, B, and C, the New-South achievement tests validated and normed for schools of seven elementary grades, grades 4-7. Austin, Tex., Steck company, 1934. 8 p. (University of Texas)

491. † ————. The New-South achievement tests, validated and normed for schools of seven elementary grades, grades 4-7; Form A, Form B, and Form C. Austin, Tex., Steck company, 1934. 24 p. ea. (University of Texas)

Tests choice of words, knowledge of literature, dictation, reading vocabulary, comprehension, social studies, physical education, arithmetic reasoning and computation.

492. †**Green, Helen J. and Berman, Isabel E.** A manual of selected occupational tests for use in public employment offices. Minneapolis, University of Minnesota press, 1933. 31 p. (Bulletins of the Employment stabilization research institute, vol. 2, no. 3)

Gives directions for administering and scoring 10 occupational tests and the norms for the tests.

493. **Greenley, Kenneth F.** Analysis of the data secured in the 1932 academic contest in algebra. Master's, 1934. Iowa.

494. **Harris, Mamie Ethel.** A comparison of the reliability of three standardized spelling tests. Master's, 1934. Peabody. 22 p. ms.

495. **Hockey, Arthur.** Analysis of the 1934 Iowa every-pupil test in general science. Master's, 1934. Iowa.

496. **Hodson, Ethel Virginia.** Standardizing a picture completion test series for pre-school children. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12:110)

Describes an experiment conducted with 134 children between the ages of 2 and 5 1/2 years in which a series of picture completion tests was given them in an attempt to standardize the series.

497. *Hoffman, Moses N. H. The measurement of bilingual background. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 75 p. (Contributions to education, no. 623)

Constructs an instrument for measuring quantitatively the extent of bilingual background or environment to which an individual is exposed, and attempts to determine the relationship between bilingual background and chronological age, grade status, sex, and the scores on typical tests of reading, verbal intelligence, and non-language intelligence.

498. Holmes, Roger Franklin. An inventory test of American government and politics for high school seniors. Master's, 1934. Boston Univ. 281 p. ms.

Constructs a battery of objective tests to discover the shortages and excesses in public-school teaching concerning the major problems of American government and politics.

499. House, Otis Woodson. A measure of the amount of learning in high-school chemistry. Master's, 1934. Oklahoma. 113 p. ms.

500. Hubertz, Loretta C. The relative validity of three representative standardized tests in high school home economics (Foods 1 course). Master's, 1934. Purdue. 54 p. ms.

Attempts to determine the extent to which the Engle-Stenquist foods and cookery test, the Illinois food test, and the Indiana (testing service) foods test measure the objectives in the Foods 1 course, as shown by the ratings of 175 high-school students in 5 representative high schools.

501. Hughey, Ida Bentz. The development of a scale to measure achievement in drawing. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 471-72)

Develops scales to measure color, design, and composition so that achievement in drawing can be measured to supply information as to pre-college training and achievement in college.

502. Inwood, Frances G. Diagnostic testing of ninth grade English pupils in verb and pronoun usage with suggestions for remedial teaching. Master's, 1934. Kans. St. T. C., Pittsburg. 63 p. ms.

Describes an experiment in which a specially constructed test containing 170 items, and covering common difficulties with verbs and pronouns, was given to 430 pupils in 5 schools. The results showed which items needed remedial teaching in each school.

503. Jensen, Agnes. A critical evaluation of standardized tests in history. Master's, 1933. Arizona.

504. Johns, Lista May. Color recognition in young children as measured by an adaptation of the Holmgren wool test. Master's, 1934. Michigan.

505. Jones, Vernon and Brown, Robert H. Review of educational tests. Psychological bulletin, 31: 476-500, July 1934. (Clark university)

Reviews developments in educational tests for the year 1933.

506. Kellar, Beatrix. The construction and validation of a scale for measuring attitude toward any homemaking activity. Master's, 1934. Purdue. 67 p. ms.

Constructs a general attitude scale to measure attitude toward any homemaking activity. Measures attitudes toward meal preparation, caring for children, various phases of meal preparation. Shows that the scale is reliable, and that differences in attitude between groups can be determined.

507. Kelley, Edmund G. The relationship between the ability to correct spelling errors in a proofreading test and the ability to spell dictated words. Master's, 1934. Iowa.

508. Kellock, Grace Jean. The evaluation of test items and correlations of test scores with school marks and intelligence quotients. Master's, 1934. Wisconsin.

509. **Kooistra, Hessel.** A comparison of the scores made by a group of 40 pupils on a battery of achievement tests with their scores on the Woody study-habit scale. Master's, 1934. Michigan.

510. **Krantz, Vera M.** The adequacy of the achievement test as a measure of command of arithmetic subject matter essential for teaching arithmetic. Master's, 1934. Colo. St. T. C.

511. **Krause, Arthur E.** A study of scores made by students in the 1934 Iowa every-pupil test in economics, and those of students who have had no instruction in the subject. Master's, 1934. Iowa.

512. **Kurtz, Jack Isadore.** The reliability and variability of the near point accommodative tests. Master's, 1934. Minnesota.

513. **Landis, Russell H.** The construction and validation of an achievement test in printing. Master's, 1934. Iowa St. Coll. 68 p. ms.

514. **Lee, Amos Conrad.** An analysis of the 1933 Iowa every-pupil test in physics with special reference to the problem of educational guidance. Master's, 1934. Iowa.

515. **Livingston, Anne E.** An achievement test for world literature from the beginning of the Middle Ages to the nineteenth century. Master's, 1934. Colo. St. T. C.

516. **Lundholm, Fridolf.** Analysis of achievement as revealed by the 1934 Iowa every-pupil test in algebra. Master's, 1934. Iowa.

517. **McDonald, Joseph S.** An analysis of certain published Latin tests. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh, Abstracts of theses, researches in progress, and bibliography of publications, 10: 494)

Presents a history of the development of standardized tests in Latin, and analyzes the published tests.

518. **Mackin, Beda R.** A critical analysis of the Wisconsin American history test, 1933. Master's, 1934. Wisconsin.

519. **Mann, Eugene I.** An appraisal of the George Washington teaching aptitude test. Master's, 1934. Iowa.

520. **Mattoon, Marian E.** The development of a technique for applying the principles of learning to the teaching of nursing. Master's, 1934. California.

521. **Maxwell, Charles F.** The partial evaluation of achievement tests for the elementary schools of Westmoreland county. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 489-90)

Studies the manner of selecting statements for test construction, the administering of the tests, scoring of the papers, diagnosis of errors, arrangement of test questions in the order of difficulty, correlation for validity and reliability, and recommends means of improving and refining the tests.

522. **Miller, Floyd D.** The validation of a generalized attitude scaling technique. Master's, 1934. Purdue. 55 p. ms.

Describes an experiment in which 158 statements concerning teaching were given to 160 individuals for sorting. Two parallel forms, A and B, of a specific scale toward teaching were constructed. These, with two forms of the generalized scale to measure attitude toward vocations, were given to 140 individuals who were assumed to differ in their attitudes toward teaching since their vocations were quite varied. The scales showed a satisfactory degree of validity. The generalized scale could be used in place of the specific scale for measuring attitudes.

523. Neidigh, Darrel Overton. The construction of an achievement test in dairy husbandry. Master's, 1934. Purdue. 59 p. ms.

Constructs a test to measure the extent of dairy information gained by pupils after taking dairying in a vocational agricultural course. Compares the scores made by 133 boys on their first trial and on their second trial about 2 weeks later. To make the test more usable by teachers, norms were established; a scale was given for transferring raw scores to school grades.

524. Nelson, James Melvin. A study of the benefits resulting from the use of achievement tests for supervision in the junior high school. Master's, 1934. Washington. 61 p. ms.

525. Nemzek, Claude L. Fallacious assumptions involved in the use of the Kuhlmann-Anderson tests. Minneapolis, University of Minnesota, 1934. 5-p. ms.

Demonstrates misuses of the Kuhlmann-Anderson tests as shown by a review of the literature.

526. ——— and Finch, Frank H. Measurement as an aid to teaching. League script, 14: 5-8, September 1934. (University of Minnesota)

527. ———. Some data obtained from the Kuhlmann-Anderson tests. Minneapolis, University of Minnesota, 1934, 22 p. ms.

Describes an experiment in which the Army alpha, form 5, Kuhlmann-Anderson test for grades 9-maturity, and the American council on education psychological examination, 1932 edition, were given to 56 juniors, seniors, and graduate students at the University of Minnesota. Data indicate that the Kuhlmann-Anderson test was significantly less reliable than the other two.

528. Nollar, Perry Fisk. The standardization of the Zu tavern business training achievement tests series A, B, C, and D. Master's 1934. Southern California.

529. Ortleb, Ruth V. The nature of ear-mindedness as a common factor in the *Seashore Measures of musical talent*. Doctor's, 1934. Iowa.

530. †Paul, J. B. Relationship of placement test scores to mortality and scholastic ratings. Cedar Falls, Iowa State teachers college, 1934. 13 p. ms. (Research report no. 16)

Attempts to determine the status, in so far as the college is concerned, of the 981 freshman students who took four placement tests when they enrolled at the college during the fall term of 1929, and to show whether or not their test scores predicted in any way their scholastic performance.

531. Peterson, George M. The development and organization of unit tests for industrial education classes. Master's, 1934. Rutgers.

Proposes two forms of tests for each unit of work in the course of study, either test being the equivalent of the other, to be used by the teacher to meet his own situation.

532. Peterson, Vincent B. Construction and evaluation of Western Reserve university—Cleveland unit tests in botany. Master's, 1934. Western Reserve. 165 p. ms.

533. Robb, Eva V. A study of the variability in item difficulty from school to school for the 1933 Iowa every-pupil test in ninth grade algebra. Master's, 1934. Iowa.

534. Sampson, Martha A. Reliability and validity of the Purdue placement test in English. Master's, 1934. Purdue. 22 p. ms.

Attempts to determine the reliability and validity of the Purdue placement test in English by administering it to a random sampling of 300 freshmen entering Purdue university in the fall of 1931.

535. Sayre, Maurine Peter. An evaluation of a proposed means of measuring school achievement. Master's, 1934. Oklahoma. 101 p. ms.

536. *Smith, Max. The relationship between item validity and test validity Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 40 p. (Contributions to education, no. 621)

Attempts to determine the relationship between the validity of a sub-test and the validity of the individual items of which it is composed, and whether the relationship can be used to raise significantly the validity of the original complete test.

537. Smith, Mrs. Minnie. Analysis of the errors of 1,000 Minnesota freshmen on the Iowa placement test in English. Master's, 1934. Minnesota.

538. Smith, Orville H. An analysis of the 1933 Iowa every-pupil test in American history. Master's, 1934. Iowa.

539. Smith, Roy E. An analysis of the data secured from the 1934 Iowa every-pupil test in physics. Master's, 1934. Iowa.

540. Snee, Thomas J. The superiority measures of the performance of fourth grade children: an analysis of the Witmer clinical standards. Doctor's, 1933. Pennsylvania. (Abstract in: Psychological clinic, 22: 21-40, March-May, 1933)

Determines and analyzes the Witmer clinical standards for the fourth grade, as shown by a study of 400 fourth grade children in four Philadelphia public schools, tested with the Witmer formboard, Witmer cylinder test, and the Dearborn formboard. Compares the performance measures of the fourth grade children with those of the children at the nine year chronological age level regardless of grade placement. Finds that although grade and age groups approach each other in performance, the dissimilarity is of sufficient magnitude to render the interpretation of ratings obtained from the norms of one group in terms of relative superiority in the other of little clinical value.

541. Snyder, Francis F. Reliability and validity of a self-rating scale of fitness for college study. Master's, 1934. Iowa.

542. Sroka, Anthony. A self-marking studentship scale. Master's, 1934. N. Y. St. Coll. for Teach.

543. Steward, Verne. The use and value of special tests in the selection of life underwriters. Doctor's, 1934. Southern California.

544. Stotts, Sherley E. A study of room resonance as a factor influencing the norms on the Seashore tests of musical talent. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 63-64)

Describes an experiment conducted with 64 subjects who were given the Seashore tests in an ordinary resonating class room, and in a draped room which was free from echoes. Data indicate that the resonant qualities of the room were used in making judgments in the intensity and time tests.

545. Straitiff, Lot B. Construction of a test equivalent to a given standardized test in arithmetic. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 521-22)

Develops a standardized test in arithmetic which can be used as a second form in conjunction with the Clapp-Young self-marking test in arithmetic.

546. Sutherland, O. C. An analysis of the every-pupil test in ninth grade English correctness of the Iowa academic contest of 1932. Master's, 1934. Iowa.

547. Swanson, J. Bernard. Constructing a standardized test in the applications of percentage. Master's, 1933. Wash. St. Coll. 90 p. ms.

548. Swanson, Mabel. Analysis of the every-pupil plane geometry test of the 1933 Iowa academic contest. Master's, 1934. Iowa.

549. Swigart, J. F. A study of the prognostic value of the Stanford achievement test scores when compared with scores received on the Sones-Harry achievement test and high-school class grades. Master's, 1934. Oregon.

550. Tucker, Rachel Tredler. The relation of chronological age, mental age, and attendance to first grade reading as measured by the Lee Clark primer test. Master's, 1934. Southern California.

551. Upshall, C. C. Analysis of the results of the achievement tests given to the pupils in the Training school of the State normal school at Bellingham, Washington, during October, 1933. Bellingham, Washington State normal school, 1934. 23 p.

552. ———. Analysis of the results of the arithmetic computation and arithmetic reasoning sections of the Modern school achievement test obtained from the children in grades 4 to 8, inclusive, in the Training school. Bellingham, Washington State normal school, 1934. 30 p. ms.

Shows that three to four years of practice are necessary after an operation was first taught before it was really learned.

553. Vanden Boogart, Alyce W. The significance of the Minnesota-spatial relations test with a group of first and second-grade children. Master's, 1934. Michigan.

554. VanHorn, Kathryn Lucile. The organization of mechanical ability. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 260-61)

Describes an experiment conducted in the Fairview high school, Dayton, Ohio, in which tests of intelligence, mechanical experience, mechanical ability, and paper form-board were given to 106 seventh, eighth, and ninth grade boys.

555. Welch, Nolabelle S. Prognostic testing in typewriting. Master's, 1934. N. Mex. Nor. Univ.

556. Weltzin, Henry B. The development and critical evaluation of a rating scale for mechanical drawing. Master's, 1934, Iowa.

557. Williams, Ray A. The prognostic value of the Detroit mechanical aptitude test battery in the vocational education of the American Indian. Master's, 1934. South Dakota. 21 p. ms.

558. Wilson, Edith Elisabeth. Tests and measurements for the church school. Master's, 1934. Southern California.

559. Wright, Paul Wernitch. A preliminary study of the construction of a series of standardized tests for various units in algebra. Master's, 1933. Washington.

560. Young, J. Emmert. The development of an experimental scale for measuring attitudes toward the vocation of farming. Master's, 1934. Purdue. 58 p. ms.

Constructs an experimental attitude scale to determine the attitude which a farm boy might have toward the vocation of farming.

PHYSICAL ABILITY—TESTS AND SCALES

561. Allen, Percy Truman. A study of physical education tests to measure selected types of physical ability in the junior high school. Master's, 1934. Southern California.

562. Cox, E. L. A study of reaction time as correlated with the residual of the Sargent jump from the best prediction based upon a modified test for total strength. Master's, 1934. Iowa.

563. Crumpacker, Sanger Wampler. A prognostic test for high-school basketball players. Master's, 1934. Southern California.

564. Hamilton, Frank Calhoun. An experiment with athletic achievement testing in a private grade school. Master's, 1934. Southern California.

565. Harris, Jean Helen. An objective measure of motor ability of college women. Master's, 1934. Wellesley.

566. Hill, Kenneth. The formulation of a test for predicting motor educability in senior high school boys. Master's, 1934. Iowa.

567. Hyde, Edith I. The measurement of achievement in archery. Master's, 1934. California.

568. Johnson, L. William. Objective basketball tests for high-school boys. Master's, 1934. Iowa.

569. *Kantor, Julius A. An abbreviated test of gymnastic ability. Master's, 1934. New York. 56 p. ms.

Sets up a short gymnastic test to determine the status of gymnastic ability of a group of students, and gives an account of the validation of the test with freshmen at New York university during the school year 1932-33.

570. *McCarver, Clarence B. Factors related to motor ability. Master's, 1934. George Washington. 17 p. ms.

Attempts to determine the relationship between motor ability and intelligence, scholastic success, age, and occupation of parent. Describes an experiment carried on in a high school in Washington, D. C., in which the Brace motor ability test was given to 348 boys ranging in age from 12 to 19, whose records were later studied.

571. Manahan, William L. The measurement of individual basketball skills in college men. Master's, 1934. Iowa.

572. March, Elmer C. A classification of exercise by means of the pulse-ratio test. Master's, 1934. Iowa.

573. Massey, Wayne. A comparison of severity of various types of exercises on the basis of the pulse-ratio test. Master's, 1934. Iowa.

574. Miller, Henry G. The contribution of physical capacities and abilities, as measured by motor tests, to success in college football. Master's, 1934. Iowa.

575. Niehaus, Marian. An objective test of tennis skill for college women. Master's, 1934. Iowa.

576. Park, Maxine. The standardization of an objective test on knowledge and interpretation of the rules of field hockey. Master's, 1934. Iowa.

577. Sievers, Harry L. The measurement of potential wrestling ability. Master's, 1934. Iowa.

578. Stokes, Edith Isabel. The initial steps in the construction of a scale which measures the ability of elementary school pupils to read pictures for geographic purposes. Master's, 1933. Minnesota.

579. Wells, Katharine Fuller. An objective method of measuring the antero-posterior posture of children of elementary school age. Master's, 1934. Wellesley.

580. Young, Genevieve Theresia. The construction of a short battery of tests to measure playing ability in women's basketball. Master's, 1933. California.

RESEARCH, EDUCATIONAL

TECHNIQUES

581. Barden, Harold Edward. A survey of the department of research and guidance of the Los Angeles city schools. Master's, 1934. Southern California.

582. †Fry, C. Luther. The technique of social investigation. New York, Harper and brothers, 1934. 315 p. (University of Rochester)

Describes and illustrates concretely certain elementary issues connected with the task of making a dependable social study.

583. †Gee, Wilson. Social science research organization in American universities and colleges. New York, D. Appleton-Century company, 1934. 275 p. (University of Virginia institute for research in the social sciences. Institute monograph, no. 19)

Discusses the place of the university and college in social science research, the nature and extent of social science research organization, case studies, and forms and adaptabilities of social science research organizations.

584. †New Mexico. University. The obligations of the University of New Mexico in fields of research. Albuquerque, University of New Mexico press, 1934. 62 p. (University of New Mexico bulletin, vol. 47, no. 8. Whole no. 254)

Contents: (1) The University and research, by James Fulton Zimmerman, p. 7-14; (2) Science of man in the program of research, by Edgar Lee Hewett, p. 15-25; (3) Spanish tradition in New Mexico, by Aurelio Macedonio Espinosa, p. 26-39; (4) Need of research in southwestern ethno-history, by Frederick Webb Hodge, p. 40-48; (5) Education, the key to the future, by Alfred Vincent Kidder, p. 49-58.

585. Smith, Fielding Albert. Variations in educational research terminology. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 61)

Analyzes 6 textbooks, classifies the most frequently used terms in educational research, and shows the need for standardization.

REPORTS

586. †Association of research libraries. Doctoral dissertations accepted by American universities, 1933-34 (number 1), compiled for the National research council and the American council of learned societies, Donald B. Gilchrist, editor. New York, H. W. Wilson company, 1934. 98 p.

587. Carpenter, W. W. Report of junior college research. Junior college journal, 4: 474-78, May 1934. (University of Missouri)

588. †College of the City of New York. Annotated bibliography and topical index of master of science in education theses. New York city, 1934. 17 p. ms. (Supplement no. 3)

589. †Colorado. University. Abstracts of theses for higher degrees, 1934. Boulder, 1934. 78 p. (University of Colorado bulletin, vol. 34, no. 14. General series, no. 350. University of Colorado studies, vol. 22, no. 1)

590. †Indiana university. Abstracts of theses and dissertations in education at Indiana university approved in June and October 1932 and 1933 and list of theses and dissertations in education at Indiana university from 1910 to 1933. Bloomington, Alpha chapter of Phi delta kappa, Indiana university, 1934. 64 p. (Bulletin 7)

591. †Iowa. University. Doctoral theses in education II. Iowa City, 1934. 120 p. (University of Iowa studies. New series no. 272. Studies in education, vol. 9, no. 3)

Abstracts doctors' dissertations on the effect of two methods of vocabulary drill on achievement in American history; difficulties of making a high school schedule of recitations; objectives in physical education; and the relative effectiveness of various forms of presentation of dental hygiene reading matter as shown by tests of reading comprehension. These four dissertations were included in the Bibliography of research studies in education 1931-32, and 1932-33.

592. †———. Programs announcing candidates for higher degrees, February, June, July, and August 1934. Iowa City, 1934. v. p. (University of Iowa studies. New series, no. 287. Series on aims and progress of research, no. 45)

593. †———. Studies in physical education, no. 1. Ann Arbor, Mich., American physical education association, 1934. 109 p. (Supplement to the Research quarterly of the American physical education association, vol. 5, no. 1, March, 1934)

Abstracts theses in physical education completed at the University of Iowa, where copies of the theses are on file.

594. †Iowa State college of agriculture and mechanic arts. List of publications of members of the staffs of Iowa State college from July 1, 1933 to June 30, 1934. Ames, 1934. 36 p. (Official publication, vol. 33, no. 6)

Contains a list of doctors' and masters' theses for the period from July 1, 1933 to June 30, 1934.

595. †North Carolina. University. Research in progress, July 1932-July 1933. Chapel Hill, University of North Carolina press, 1933. 106 p. (University of North Carolina record, no. 286. Graduate school series no. 26)

596. †———. Research in progress, July 1933-October 1934. Chapel Hill, University of North Carolina press, 1934. 128 p. (University of North Carolina record, no. 292. Graduate school series no. 28)

597. †Northwestern university. Abstracts of masters' theses in education by 45 graduate students who received masters' degrees at Northwestern university in 1931 and 1932. Evanston, Ill., 1933. 129 p. (Northwestern university contributions to education, school of education series no. 10)

Classifies the theses under educational psychology and testing, curriculum and teaching procedures, administration and supervision, and surveys and personnel.

598. †———. Summaries of Ph. D. dissertation submitted to the Graduate school of Northwestern university in partial fulfillment of the requirements for the degree of Doctor of philosophy, June-August 1934. Chicago-Evanston, 1934. 296 p. (vol. 2)

599. †Ohio State university. Abstracts of dissertations presented by candidates for the degree of Doctor of philosophy, summer quarter, 1933. The graduate school. Columbus, Ohio State university press, 1934. 293 p. (Abstracts of doctors' dissertations, no. 13)

600. †———. Abstracts of dissertations presented by candidates for the degree of Doctor of philosophy at the June convocation, 1933. The graduate school. Columbus, Ohio State university press, 1933. 313 p. (Abstracts of doctor's dissertations, no. 12)

601. †———. Abstracts of theses presented by candidates for the master's degree at the June convocation, 1933. The graduate school. Columbus, Ohio State university press, 1934. 289 p. (Abstracts of masters' theses, no. 12)

602. †Ohio State university. Abstracts of theses presented by candidates for the Master's degree, summer quarter, 1933. The graduate school. Columbus, Ohio State university, 1934. 313 p. (Abstracts of masters' theses, no. 13)

603. †Paterson, Donald G., ed. Research studies in individual diagnosis. Minneapolis, University of Minnesota press, 1934. 55 p. (Bulletins of the Employment stabilization research institute, vol. 3, no. 4)

Contents: (1) A preliminary study of the economic value of college training, by Beatrice J. Dvorak, p. 9-14; (2) Age changes and occupational test scores among clerical workers, by Wilton P. Chase and John G. Darley, p. 15-23; (3) Relation between visual acuity and aptitude test performance, by Henry D. Rempel, p. 24-31; (4) Analysis of the Bernreuter personality inventory in occupational guidance, by John G. Darley and Dwight J. Ingle, p. 32-41; (5) Reliability of the tests in the standard battery, by John G. Darley, p. 42-47; (6) Intercorrelations of the test scores made by individuals in the standard samples, by John G. Darley and Henry D. Rempel, p. 48-50; (7) Intercorrelations of the test scores made by selected samples of unemployed men and women, by Ward H. Taylor and John G. Darley, p. 51-55.

604. †Peters, Charles C. and Hartmann, George W. Abstracts of studies in education at Pennsylvania State college, part 4 (1934). State College, Pennsylvania State college, 1934. 79 p. ms. (Penn State studies in education no. 9)

605. †Pittsburgh University. The graduate school. Abstracts of theses, researches in progress, and bibliography of publications, vol. 10, 1934. Pittsburgh, Pa., 1934. 676 p. (University of Pittsburgh bulletin, vol. 31, no. 1)

606. †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, 1933-34. Stanford University, Calif., 1934. 192-p. (Stanford university bulletin, fifth series, no. 178)

607. †Temple university. Teachers college. Studies in education and psychology (abstracts). Philadelphia, Pa., 1934. 64 p. (Temple university bulletin, vol. 1)

Gives abstracts of 32 graduate theses presented in 1932-33, and lists doctors' theses accepted by the Graduate committee of Teachers college, Temple university, 1927-1933, and masters' theses accepted, 1932-33. These theses were listed in the United States Office of education, Bibliography of research studies in education, 1932-33, Bulletin 1934, no. 7.

608. Worthy, Opal Miller. A survey of Peabody English theses. Master's, 1934. Peabody. 215 p. ms.

CURRICULUM STUDIES

609. Brandon, Mrs. Vera. The construction of a course in child development for college students. Doctor's, 1934. Iowa.

610. Carter, Grace Eddy. Curriculum revision in a teachers college. Master's 1934. Stanford. 157 p. ms.

611. DeLaney, Sara Tod. The development of the curriculum of Harvard college under the elective system from 1869 to 1910. Master's, 1934. Wellesley.

612. Edwards, Harry Elmo. Trends in the development of the college curriculum within the area of the North central association from 1830 to 1930. Doctor's, 1933. Indiana. 554 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 81-82)

613. Harap, Henry. Evaluation of courses of study and textbooks. Review of educational research, 4: 194-98, April 1934. (Western Reserve university)

614. **Harvey, Lucy Jean.** A possible experimental approach to the problem of curriculum construction in the field of literature. Master's 1934. Purdue. 60 p. ms.

Suggests that literary selections be chosen, not by arbitrary vote of the teachers in the schools but according to the effect they have on the students themselves. Eighty-six students of English literature were asked to record their judgments of 14 of Shelley's poems on a rating scale especially constructed for the purpose. Finds that raters tend to be consistent in their rating of literary selections; that they tend to select the same dominant mood for a given poem; and that the moods found most frequently in Shelley's poetry by his student readers are, in general, those which were predominant in his life.

615. **Hindman, Darwin A.** An approach to the construction of a teacher-training curriculum in physical education. Doctor's, 1934. Ohio. 297 p. ms.

616. **Hughes, Frona B.** Recent trends in the coordination of the curricula of secondary schools and colleges. Master's, 1934. Smith. 156 p. ms.

Shows that new developments and changes in guidance, admission procedures, adjustment of freshmen to college and of the college and its curriculum to its students, give promise of better adjustment and better education than formerly.

617. **Hurd, A. W.** Survey of vocational choices, fathers' vocations, and hobbies of science and mathematics pupils in 5 high schools. New York city, Teachers college, Columbia university, 1933.

A summary was published under the title: Curriculum revision to meet the needs of high school pupils. *School science and mathematics*, 34: 636-42, June 1934.

618. **Kelley, Annie May.** A suggested technique for building a tentative course of study in English composition and rhetoric. Master's, 1934. Kans. St. T. C., Pittsburg. 92 p. ms.

Sets up a technique for selecting the content for an English course for freshmen girls in a small junior college in which the students differ widely in their needs, capacities, and interests.

619. **Kuykendall, Ima Love.** Plan for curriculum revision in the primary grades. Master's, 1933. T. C., Col. Univ. 85 p. ms.

620. **McWethy, John S.** An outline for instruction sheets for seventh and eighth grade woodwork. Master's, 1934. Ind. St. T. C. 130 p. ms. (Abstract in: *Indiana State teachers college. Teachers college journal*, 5: 256-57, July 1934)

621. **Mitchell, Horace Franklin.** The development of the curriculum in secondary mathematics in the larger separate schools of the State of Oklahoma. Master's, 1934. Chicago.

622. **Oberholtzer, Edison E.** An integrated curriculum in practice. Doctor's, 1934. T. C., Col. Univ.

Studies the development, installation and appraisal of a certain type of integrated curriculum in the educational program of the public elementary schools of a city.

623. **Platt, Earl T. and Gibson, Ada Russell.** Preparation of supervised correspondence courses. Lincoln, University of Nebraska, 1934. 62 p. (University of Nebraska publication. Educational monographs, no. 5)

Discusses the correspondence center, and the principles to be developed in the preparation of supervised correspondence courses.

624. **Frunty, M. C.** The nature of the reconstructed curriculum in Tulsa, Okla. Doctor's, 1934. Colo. St. T. C.

Serves as a basis for the following articles: *New curriculum. School executives magazine*, 54: 3-5, September 1934. *An evaluation of the new Tulsa curriculum. School executives magazine*, 55: 1935.

625. Richardson, William Duke. Procedures in planning and organizing courses. Master's, 1934. Southern California.

626. *Sanguinet, Edwin H. An approach to curriculum construction based on a child activity survey in the Philippine Islands. Doctor's, 1934. T. C., Col. Univ. Manila, Philippine teacher's digest, 1934. 87 p.

Shows how a foundation for a definite curriculum, which grows out of the life of the children, may be developed by surveying and evaluating the out-of-school activities of children, by surveying the whole range of activities outside of the classroom of boys and girls in grade 7, and evaluating them in terms of value to an adult and of interest to the child.

627. Taylor, Wendell Smith. Administrative procedures in curriculum making for secondary schools. Master's, 1934. Oklahoma. 234 p. ms.

READING

628. Anderson, Irving H. An analysis of the factors contributing to individual differences in eye movements during silent reading. Doctor's, 1934. Iowa.

629. Applegate, Florence W. An analysis of certain primer workbooks. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 444-45)

Examines 12 workbooks to determine the amount of reading experience provided, the techniques employed, the nature of the content, and the purposes as stated by the authors.

630. Armagost, Iona M. The derivation of a reading vocabulary for the sixth grade. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 445-46)

Compiles a list of words occurring in 10 sixth-grade reading books and compares this list with standardized lists.

631. Ball, Katherine Eva. An investigation of the reading abilities of rural school teachers in Kansas. Master's, 1934. Kansas. 61 p. ms.

632. Batho, Marshall George. What is the relation of the mental concept obtained in reading to the actual fact denoted by the printed symbol? Master's, 1934. Iowa.

633. Bauer, Betty Mae. A study of remedial cases in reading. Master's, 1934. Chicago.

634. Bertermann, Helen A. A record of growth in oral and silent reading as a basis for rating primary children. Master's, 1934. Cincinnati.

635. Booker, Ivan Albert. The measurement and improvement of silent reading among college freshmen. Doctor's, 1934. Chicago.

636. Christensen, Chris Jay. A comparison of the reading abilities of rural and village graded children of Manistee county. Master's, 1934. Mich. St. Coll.

637. Christmore, Esther Clare. Oral versus silent reading for literary appreciation. An experimental study. Master's, 1934. Southern California.

638. *Duffy, Gertrude Berchmans. A diagnostic study of reading difficulties in a third grade. Master's, 1934. Boston Univ. 68 p. ms.

Analyzes the results of the Durrell analysis of reading difficulty and the Stanford revision of the Binet-Simon intelligence tests which were given to 87 third grade pupils. Data indicate that all types of error are found on all levels of intelligence, but that their frequency is greater on the lower levels.

639. Engelman, Finis Ewing. The relative merits of two forms of discourse as applied to children's factual content reading material. Doctor's, 1934. Yale.

640. Fallon, Grace Floria. A city-wide survey of silent reading. Master's, 1934. N. Y. St. Coll. for Teach.

641. Fleming, Helen. An experimental study of two methods of teaching reading to beginners. Master's, 1934. North Carolina. 104 p. ms.

Attempts to determine the relative achievements as measured by Gates reading tests, Sangren Informational test, and specific ratings of character of an activity and a formal method of teaching reading to beginners. Data indicate that, for pupils of high and average intelligence; the activity method seemed to have a considerable advantage, while for those of low-intelligence the formal appeared to be slightly superior.

642. Flower, Lilian Elsefer. A study of the influence of certain factors on the improvement of reading in a group of rural schools. Master's, 1934. N. Y. St. Coll. for Teach.

643. Herring, Maurice Francis. Relationship between achievement in reading and in other subjects. Master's, 1934. Peabody. 40 p. ms.

644. Hill, Mary B. An analytical and prognostic study of factors in achievement in beginning reading. Master's, 1934. Iowa.

645. Hills, Blanche Lucille. A study in diagnostic and remedial silent reading with ninth grade children. Master's, 1934. Michigan.

646. Hook, Paul Garland. A scientific study of the use of an extensive independent versus an intensive method in the teaching of reading. Master's, 1934. Virginia.

647. Howell, Bessie Willey. Relation of certain factors to reading achievement. Master's, 1934. Peabody. 33 p. ms.

648. Hutchinson, John L. A study of the reading ability of high school pupils. Master's, 1934. Kans. St. T. C., Pittsburg. 74 p. ms.

Describes the use of a constructive reading program involving diagnostic and remedial work in improving the reading ability of high-school pupils.

649. Kaiser, Paul L. A technique in reading instruction. Master's, 1934. Wisconsin.

650. *Kelly, Elizabeth. Comparative study of achievement in reading of 100 normal children and 100 subnormal children. Master's, 1934. New York. 48 p. ms.

Compares the chronological age, mental age, IQ, and reading achievement of the two groups of children.

651. Kerr, Jean Elizabeth. A comparison of the predicted performance and subsequent achievement of 25 first-grade pupils in reading in terms of percentile rank. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 480-81)

Shows that 16 percent of the cases showed a wide variation between predicted performance and actual reading achievement, and that personality traits, social maladjustments, and irregular school attendance might be influencing factors.

652. Leary, Bernice Elizabeth. Elements of reading materials contributing to difficulties in comprehension on the part of adults. Doctor's, 1933. Chicago.

653. McComb, Maude L. A study of the reading disabilities of retarded children: their diagnosis and treatment. Master's, 1934. Okla. A. and M. Coll.

Analyses the reading disabilities of 18 mentally retarded children. Finds that mentally retarded children tend to develop personality difficulties in their attempt to fit into a school designed for average and superior children, and that these mentally undesirable emotional reactions tend to disappear with achievement in learning.

654. McIntire, Alta Maud. The value of wise directed reading supplemented by intensive reading and remedial work. Master's, 1934. Chicago.

655. McKee, Helen Jeannette. Nationalism and war glorification as revealed in a junior high school reading list. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 495)

656. McKee, Paul. Reading and literature in the elementary school. Boston, Houghton Mifflin company, 1934. 591 p. (Colorado State teachers college)

657. Morrow, Clay Mahurin. A study of the reading choices of the fifth and sixth grades of the Topeka schools. Master's, 1935. Kansas.

658. Nigh, Edna Thomas. Case studies in diagnostic and remedial teaching in seventh-grade reading. Master's, 1934. Iowa.

659. Novis, Frederick Weinger. An experimental investigation of reading habits in relation to scholarship with an evaluation of a new technique for correction. Master's, 1933. Wesleyan.

660. Phillips, Albert J. The nature of and extent to which left- and right-handed children make reversals in reading and related activities. Doctor's, 1934. Michigan.

661. Poor, Ruth E. A study to discover the nature of the rhythmic responses of primary children and its relation to their achievement in reading. Master's, 1934. Michigan. 99 p. ms.

Analyzes the ratings of 369 primary children in four public schools, on a score card evolved for measuring rhythmic responses in physical, speech, and musical activities, and on the Michigan State prison reading test. The children were in grades 1-3 of four Ann Arbor schools. Finds that the correlation between rhythm and reading is too low to be significant.

662. Porter, Dallas Eugene. Reading disabilities of secondary school pupils: their diagnosis and remedial treatment. Master's, 1934. Southern California.

663. Porter, Laura F. Voice training and interpretative reading for high-school pupils. Master's, 1934. Colo. St. T. C.

664. Pruitt, Annie. Deficiencies in low sixth-grade reading: their diagnosis and remedy. Master's, 1934. Peabody. 57 p. ms.

665. Reuling, Eleanor Swanson. A graded program of outside reading for American children being educated abroad, grades 1-8. Master's, 1934. Mich. St. Coll.

666. Scott, Lewis W. A remedial program to improve reading ability of grade pupils. Master's, 1933. Kans. St. T. C., Pittsburg.

667. Sheridan, Marion Campbell. The teaching of reading in the public schools of New Haven, 1638-1930. Doctor's, 1934. Yale.

668. Sherman, Marion B. The derivation of a reading vocabulary for fifth grade. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 518-19)

Derives a fifth-grade reading vocabulary from 9 fifth-grade reading texts and compares their frequencies with Thorndike's, *Teacher's word book*, and Horn's, *Basic writing vocabulary*.

669. Smith, Andrus Bassett. A study of word blindness. Master's, 1934. N. Y. St. Coll. for Teach.

670. *Smith, Nila Banton. A historical analysis of American reading instruction. Doctor's, 1934. T. C., Col. Univ., New York, Silver Burdett and company, 1934. 310 p.

671. Stanfield, D. R. A source book in reading for teachers and administrators. Master's, 1934. Ohio. 70 p. ms.

672. Stoops, Emery. The place of extensive reading in modern high-school procedure. Master's, 1934. Southern California.

673. Swanson, Donald E. Common elements in silent and in oral reading. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)

Shows that poor silent readers who had poor perception accuracy on material presented tachistoscopically tended to perceive inaccurately in reading orally; that those who comprehended poorly in silent reading tended to comprehend poorly in oral reading, and that the 25 slowest poor silent readers tended to read more slowly in reading orally than the 25 fastest poor silent readers.

674. Ulery, Laura Frances. The effects of systematic training in specific reading habits. Master's, 1934. Chicago.

675. Welborn, Elizabeth C. A study of a small group of third grade children in diagnostic and remedial reading. Master's, 1934. Florida.

676. Weller, Bertha Ellen. Influence of instruction in the effective reading habits. Master's, 1934. Michigan.

677. Whitham, Mildred Violet. An investigation of trends in primary reading as revealed in published articles. Master's, 1934. Southern California.

678. *Williams, Gertrude Hazen. Perceptual difficulties in reading. Master's, 1934. Boston Univ. 95 p. ms.

Compares reading errors of normal and retarded readers in the third grade, with a view to discovering differentiating types of errors, to obtaining individual error profiles, and to providing a basis for the remedial treatment of reading difficulties on the basis of these comparisons.

679. Wilson, Leonore Francine. Diagnosis in first-grade reading. Master's, 1934. Minnesota.

680. Zwemer, Winifred M. A comparative study of 25 children having reading disability with 25 siblings. Master's, 1933. Smith.

HANDWRITING

681. Billington, Lillian Emily. A study of handwriting methods and materials in the elementary school. Master's, 1934. Stanford.

682. Bradley, Leslie Lewis. A diagnostic and remedial study of handwriting difficulties. Master's, 1933. Chicago. 115 p. ms.

683. Bryant, Edna M. The development of the art of writing and the evolution of the methodology of teaching writing. Master's, 1934. Coll. of the City of N. Y. 273 p. ms.

Traces the development of writing from the earliest time to the present. The present prescriptions concerning position and movement of arm, hand, and fingers in writing are almost identical with the principles in use in 1800.

684. Francis, May E. A survey to determine writing vocabulary and spelling ability in grades 2 to 7, inclusive. Doctor's, 1934. Texas.

685. Goetsch, Walter Robert. The effect of early training in handwriting on later writing and on composition. Master's, 1934. Chicago.

686. *Long, Mary S. A comparison of the handwriting of commercial high school students and other students, with business and social requirements. Master's, 1934. Penn. State. 32 p. ms.

Shows, from an analysis of 1,238 specimens of handwriting, that commercial students meet business and social requirements in penmanship, that commercial students are superior in handwriting to students in other courses, and that girls are better writers than boys.

687. Skourup, Mildred Irene. A study of the speed and quality of the handwriting of left-handed children in terms of the Freeman and Thorndike scales. Master's, 1933. Kans. St. T. C., Pittsburg.

688. Whitaker, Forrest Marion. An experimental study of the relative efficacy of steel pens and fountain pens in teaching penmanship. Master's, 1934. Southern California.

SPELLING

689. Ball, Mildred Aileen Parker. A study of phonetic principles and certain generalizations involved in the spelling vocabulary and the common spelling errors of children. Master's, 1934. Southern California.

690. Brown, Helen Wheeler. Spelling in American education. Master's, 1934. N. Y. St. Coll. for Teach.

691. Caraway, Kate. A spelling vocabulary for first- and second-grade children. Master's, 1934. Iowa.

692. Eads, Mabel Louise. Two methods of teaching spelling in grades two and three. Master's, 1934. Chicago.

693. †Foran, Thomas George. The psychology and teaching of spelling. Washington, D. C., Catholic education press, 1934. 234 p. (Catholic university of America)

Discusses the aims of instruction in spelling, vocabulary, grading and grouping of words, amount of spelling instruction, general methods of teaching spelling, presentation of words, errors, transfer of training, use of rules, teaching of rules, motivation, supervision of instruction in spelling, measurement of achievement, nature of spelling ability, special disability, and remedial instruction in spelling.

694. Hailey, John B. A comparison of test-study method with the study-test method of teaching spelling. Master's, 1934. Colo. St. T. C.

695. Hoggatt, Vernon A. A comparison of the Horn-Ashbaugh and the Pearson methods of teaching spelling. Master's, 1934. Kans. St. T. C., Pittsburg. 43 p. ms.

Describes an experiment in which pupils of grades 3, 4, 5, and 6 of the Lincoln school, Baxter Springs, Kans., were taught spelling by the rotation method in an attempt to determine whether the Pearson or the Horn-Ashbaugh method is more efficient. Determines that the pupils made more progress under the Horn-Ashbaugh method.

696. Ogle, F. A. A study of spelling difficulties. Doctor's, 1934. Colo. St. T. C.

Serves as a basis for: Teaching spelling in rural schools. Nation's schools, 14: 21-23, December 1934.

697. Scalapino, William. Analysis of sixth-grade spelling errors in the first 100 words of the Ayres spelling list. Master's, 1934. Kansas.

698. Snell, May. A study of high-school spelling. Master's, 1934. Stanford.

699. Trent, Edith Wilma. One 60-minute weekly period devoted to spelling vs. daily 15-minute periods. Master's, 1934. Iowa.

700. Umberhine, Ethel Marie. Comparison of errors of good and poor spellers. Master's, 1934. New Mexico. 221 p. ms.

701. Van Bruggen, John Andrew. Geographic differences in the writing vocabularies of children. Master's, 1933. Chicago.

702. Wells, George Newton. The effect of specific remedial procedures in spelling. Master's, 1933. Chicago.

703. Wise, Carl T. The selection and gradation of words in spelling. Doctor's, 1934. North Dakota.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

704. Adams, Dorothy Wright. Sentence patterns of junior high school pupils. Master's, 1933. Chicago. 138 p. ms.

705. Barton, Margaret Anna. Proposed revisions of the junior high school English studies to meet the pupil's demand that they be more worthwhile. Master's, 1934. Ohio. 125 p. ms.

706. Bente, Ralph E. A study of testing techniques in punctuation. Master's, 1934. Iowa.

707. Benzler, Evelyn. The use of certain mechanical language skills by high and low IQ groups in the fourth and fifth grades. Master's, 1934. Iowa.

708. Bergland, Clarence Reuben. A study of English composition projects for junior and senior high schools. Master's, 1933. Southern California.

709. Boehlje, Esther. Variations in punctuation usages in children's letters. Master's, 1934. Iowa. 90 p. ms.

710. Buechler, Elsie. A study of the writing vocabularies of boys and girls of the fourth grade. Master's, 1934. Southern California.

711. Burford, Samuel E. A comparative study of achievement of graduates of rural high schools and graduates of urban high schools in freshman college English in the agricultural and technical college, Greensboro, N. C. Master's, 1934. Michigan.

712. Burk, Juliet Hartman. Learning possibilities in a program of creative oral English. Master's, 1934. Peabody. 242 p. ms.

713. Carsley, Celia. The importance of certain variations in common usage as reflected by school usage. Master's, 1934. Iowa.

714. Colston, Mrs. Ethel (Blanton). Objectivity as a remedial measure in the teaching of English grammar in the high school. Master's, 1934. Tennessee. 120 p. ms.

715. Corcoran, Elizabeth Annette. An experiment in correlating English composition with curriculum activities. Master's, 1934. Chicago.

716. Crooks, Holdane G. A study of two methods of teaching English grammar and composition in high school. Master's, 1934. Kansas. 110 p. ms.

717. Cross, E. A. Analysis of secondary school background in English of 500 freshmen. Greeley, Colorado State teachers college, 1934. (Study no. 180).

718. *Cunkelman, S. Elizabeth. A controlled experiment on the guide sheet versus the recitation method of teaching English grammar and composition in grade 8. Master's, 1934. Penn. State. 110 p. ms.

Describes an experiment in which a control group of 33 students was taught by the traditional textbook recitation plan, while an experimental group of 33 students was

taught by the unit guide sheet plan. Data indicate that the guide sheet method is superior to the recitation method; that its advantages increase as the students progress in the course; that it develops a spirit of interest, dependability, cooperation, and general deportment which the recitation method does not develop; that it teaches the student to find material more quickly and accurately; and that it has a lasting value not present in the recitation method.

719. †Dawson, Mildred A. Developing the expressional abilities of children. Ann Arbor, Mich., Edwards brothers, inc., 1934. 70 p. ms. (University of Wyoming)

Covers the objectives of language instruction, teaching correct usage, oral expression and written expression throughout the grades, and the subject of grammar in the elementary school.

720. Ellis, Sara Crockett. A study in teaching a ninth-grade English class. Master's, 1934. Peabody.

721. Feinstein, Irving Norman. The growth and development of the study of the English language and literature in the College of the City of New York, 1847-1934. Master's, 1934. Coll. of the City of N. Y. 324 p. ms.

Traces the evolution of English studies at the College of the City of New York, noting the changing theories and practices in aims, content, organization, and methods of teaching from the establishment of the institution in 1847 to January 1934.

722. Garnett, Wilma Leslie. The validation of a remedial program in English for college freshmen. Doctor's, 1934. Iowa.

723. Geoghegan, Patricia S. Composition and letter-form errors in fifth grade children's life letters. Master's, 1934. Loyola. 107 p. ms.

Analyzes 758 letters written spontaneously by fifth-grade children outside the school, and finds a total of 9,962 composition errors, an average of 13.32 per letter, and a total of 3,711 letter form errors, an average of 4.96 per letter.

724. Gillett, Norma. Correlation and integration of third-grade composition and social-science. Master's, 1934. Iowa.

725. Goldenberg, Bernard. The influence of the teaching of word elements on the ability of 6B pupils to recognize the meaning of new words. Master's, 1934. Coll. of the City of N. Y. 57 p. ms.

Attempts to discover the extent to which sixth-grade pupils use the prefixes, suffixes, and stems that they have studied to discover the correct definitions of new words.

726. Goltry, Thomas Keith. An analysis of the oral compositions of certain elementary school children. Doctor's, 1934. Iowa.

727. *Gruen, Ferdinand B. English grammar in American high schools since 1900. Doctor's, 1934. Catholic Univ. Washington, D. C., Catholic university of America, 1934. 292 p.

Studies the evolution, use, content, and value of English grammar as a high-school subject.

728. Gunter, Miriam L. The use of punctuation skills peculiar to letter-writing by ninth-grade pupils. Master's, 1934. Iowa.

729. Hansen, M. A. The results of a specific supervisory drive on ninth-grade language. Master's, 1934. Iowa.

730. *Haycock, Bernardine Janney. The use of a practice material to eliminate language errors. Master's, 1934. George Washington. 54 p. ms.

Describes an experiment conducted with approximately 700 white public-school pupils in grades 5 and 6 in Washington, D. C., to test the value of the Pribble-Brezler practice cards in English, set 1, in eliminating language errors. Data indicate that the practice material aided generally throughout the grades studied, and aided significantly at the 5A level in eliminating language errors.

731. **Hendry, Eva.** A study of the English achievement of children from the two types of Honolulu public schools. Master's, 1934. Hawaii.

732. **Holmes, Ruth Genevieve.** A study of the extent to which students in English in Boulder preparatory school maintain the same standing in English language in the University of Colorado. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 33)

Studies the records of 849 pupils who entered the University between the years 1922 and 1931, and finds that approximately one-half of the pupils maintained their same group standing in the University, and of those who did not, a much larger percentage rose to a higher than fell to a lower position.

733. **Howard, Helen Quinetta.** The teaching of English composition in 20 Negro high schools of Tennessee. Master's, 1933. Fisk. 136 p. ms.

734. **Humphreys, Phila Abigail.** Artificial versus social situations in teaching letter writing. Master's, 1933. Chicago. 79 p. ms.

735. ***Jencke, Grace E.** A study of précis writing as a composition technique. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 105 p.

Defines and traces the history of the précis in the schools of England and the United States, and analyzes the claims made by its advocates for its efficacy as a composition technique. Describes a series of five experiments designed to test objectively certain values, which involved 363 students of freshman college rank and 67 of eleventh-grade rank. The experiments were conducted during 3 separate semesters at Southwestern State teachers college, Weatherford, Okla., and during a 6 months' period at the Weatherford and Elk City, Okla., high schools. Data indicate that too extravagant claims have been made for the précis as a composition technique.

736. **Jordan, Carl A.** A comparison in English ability of Indiana State teachers college freshmen between those who had Latin and those who had no Latin in their high-school training. Master's, 1933. Ind. St. T. C. 97 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 236-37, July 1934)

Finds that students with 3 or 4 years of Latin training rated better in English than those with 2 years' Latin training, and those with 2 years' training rated better in English than those with no foreign language instruction.

737. **Kaplan, Milton A.** A survey of the devices which can be used in the teaching of verse writing in the normal high-school English class. Master's, 1934. Coll. of the City of N. Y. 130 p. ms.

Presents the various devices teachers of English have used to stimulate the writing of original verse, and to improve that already written in the normal high-school English class.

738. **Kittelson, Clifford.** The effects of the study of Latin upon English vocabulary, spelling, and grammar. Master's, 1933. Minnesota.

739. **Laun, Fillmore.** A survey of fifth-grade language skills. Master's, 1934. Iowa.

740. ***Littwin, Maxwell F.** An experimental investigation of the effect of method of presentation upon the imaginative quality of descriptive writing among elementary school pupils. Doctor's, 1934. New York. 315 p. ms.

Describes an experiment conducted with 961 seventh- and eighth-year elementary school pupils in two experimental schools and in two control schools in Queens section of New York city and in Brooklyn. The pupils in the experimental schools were taught the writing of imaginative description by the picture study, literary model, and sense-training methods, while the pupils in the control schools received no direct training in the writing of imaginative description.

741. Logan, Conrad T. Composition teaching in America before 1850. English Journal, 23: 486-96, June 1934. (High-school edition) (Harrisonburg, Va. State teachers college)

742. Lynch, Minnie Jane. A study of functional grammar. Master's, 1934. Stanford.

743. McHenry, Roy William. A comparative study of skills displayed in letter writing. Master's, 1934. Southern California.

744. McKee, Paul. Language in the elementary school, spelling, composition, and writing. Boston, Houghton Mifflin company, 1934. 481 p. (Colorado State teachers college)

Presents the results of experimental research in the teaching of spelling, handwriting, and composition.

745. Marrs, Fany Floy. An analysis of methods of teaching junior high school English to superior students. Master's, 1934. Southern California.

746. Martin, Janice Virginia. A study of errors in capitalization and punctuation made by B9 pupils. Master's, 1934. Southern California.

747. Meintel, Sister Mary Valeria. A comparison of the present conventional curriculum in English grammar with a curriculum based upon pupil deficiencies in grades 6, 7, and 8 in certain parochial schools. Master's, 1934. Loyola. 171 p. ms.

Determines the nature of errors in grammar, punctuation, and capitalization in written compositions of sixth, seventh, and eighth grade pupils in 7 parochial schools in Wisconsin, by analyzing 10 compositions from every pupil in these grades. Finds 18,854 grammar faults, 10,234 punctuation mistakes, and 6,055 errors in capitalization.

748. Messenger, Fred G. Improvement effected in achievement in English correctness by schools participating in the Iowa academic contests. Master's, 1934. Iowa.

749. Miller, Margery Ruth. A comparative study of organization methods in expository composition in the eleventh grade. Master's, 1933. Chicago.

750. Mills, Mary Margaret. Department unification and interdepartmental coordination in English instruction. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 170-72)

Shows that instruction in English will not function effectively until the cooperation of all the teachers of English from the first grade through the high school is secured, and this cooperation is extended to embrace every department of the school.

751. Neville, Marie Moore. A comparative study of subject matter content in business English and English composition in the public senior high schools. Master's, 1934. Southern California.

752. Newman, Mrs. Ethel E. A proposed course of study in English for a junior high school. Master's, 1934. South. Methodist. 154 p. ms.

753. Niemeyer, Ernestine. Manual for teaching elementary English to first-grade Spanish-speaking children. Master's, 1934. George Washington. 132 p. ms.

Presents the material in such a way that a Spanish-speaking teacher who has studied English may teach kindergarten or first-grade children their earliest lessons in an unfamiliar language.

754. Norton, Laurence. The speech comprehension ability of college freshmen. Master's, 1934. Iowa.

755. Pedersen, Eleanor. The teaching of the familiar letter. Master's, 1934. St. T. C., Montclair. 129 p. ms.

Attempts to discover, through a study of the history and techniques of the familiar letter and familiar letter writing, the values of the familiar letter which entitle it to increased recognition in the high school, both in composition and literature. Suggests lesson units for teaching the familiar letter.

756. Price, Maude J. A comparative study of English workbooks for the seventh, eighth, and ninth grades. Master's, 1934. Indiana. 100 p. ms.

757. Rabinowitz, Irving. A gradation of the difficulties within the problems of technical English. Master's, 1934. Coll. of the City of N. Y. 52 p. ms.

Presents tables showing the relative difficulty of 208 test items on the technical aspects of writing and speaking.

758. Rankel, William Leo. A comparative study of the relationship between intelligence and success in English composition, typing, and shorthand. Master's, 1934. Southern California.

759. *Rea, Parthia M. Instruction in secondary school English in the southeastern states. Master's, 1934. George Washington. 63 p. ms.

Analyzes the most recent courses of study from North Carolina, South Carolina, Tennessee, Georgia, Florida, Mississippi, Alabama. Data indicate that the southeastern states are following the more traditional ideas in the teaching of English, but that progressive ideas are creeping in.

760. †Remmers, H. H., Creek, H. L., McKee, J. H. and Simpson, Martha. Concerning freshman composition—tangibles and intangibles of achievement. Lafayette, Ind., Purdue university, 1934. 34 p. (Bulletin of Purdue university, vol. 35, no. 2. Studies in higher education, 24)

Attempts to determine the amount of growth in certain measurable abilities in English which occurs during the first semester of the freshman work in English at Purdue university; the relative amount of growth in these measurable abilities when they are compared with each other; the differences in amounts of growth in these abilities among the different schools in Purdue university; the relative growth of students at different levels of ability; to determine how the freshmen as a whole compare with high school students in initial standing in the English abilities studied and in growth in these abilities over the period of a semester; and the changes in attitude and habit; and what growth in appreciation and understanding may result from courses in composition.

761. Richardson, Rosalie. A survey of recent objectives in the teaching of English expression in the junior high school. Master's, 1934. Ind. St. T. C. 41 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 258, July 1934)

Discovers the nature of English expression as defined by recent educators in their publications, determines the objectives to be achieved in the teaching of English expression, and attempts to discover the best methods of procedure to motivate these objectives.

762. Rolls, Harriet Maud. Comparative study of mistakes made in written composition by children of Slavic, Italian, and American parentage. Master's, 1934. N. Y. St. Coll. for Teach.

763. Rosen, Charles Francis. An evaluation of the professional literature concerning the teaching of English in the secondary school. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 208-209)

Finds that most of the professional literature for the teaching of English has not kept abreast of the times.

764. Ryan, Sister M. Marguerite. Teaching commercial English. Master's, 1934. N. Y. St. Coll. for Teach.

765. **Salle, Bertha V.** A study of the performance of the students of the Reno community high school in the mechanics of English composition. Master's, 1934. Kansas.

766. **Sarho, Modesto.** The relationship of the achievement in grammar and composition. Master's, 1934. Southern California.

767. ***Schneider, Fern Duey.** A comparative study of secondary-school English syllabi. Master's, 1934. George Washington. 43 p. ms.

Studies 51 syllabi embracing state, county and city systems, 28 of which were by teachers in the field and 23 were prepared under the direction of curriculum specialists. Finds that it is profitable to employ a curriculum expert to produce a course of study in secondary English because he is better able to fit the aims of English to society and to build a program of study in harmony with those aims, and that teachers are valuable in assisting the expert, and in revising courses of study.

768. **Schupp, Ona E.** Oral and written language errors of sixth-grade pupils. Master's, 1933. New Mexico. 62 p. ms.

769. **Scott, Elizabeth H.** A comparative study of English workbooks for the third, fourth, fifth, and sixth grades. Master's, 1934. Indiana. 55 p. ms.

770. **Seely, Howard Francis.** On teaching English. New York, American book company, 1933. 391 p. (Ohio State university)

Discusses the fundamentals of English, oral and written composition.

771. **Segalla, Fanny L.** Writing vocabularies of colored and white students in twelfth grade. Master's, 1934. Chicago. 110 p. ms.

772. **Seidel, Aimee Annette.** Case studies of 30 maladjusted pupils in 10A and 11B English. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 516-17)

Attempts to determine the deficiencies of these pupils in their work in English composition and in literature and to discover what lack of adaptation and learning skills cause their poor work. Describes a program of remedial teaching carried on with these pupils, and shows that remedial teaching directed to suit the needs of the individual was of great value.

773. **Shepherd, Edith Elizabeth.** The influence of content and maturity on sentence structure in pupils' written discourse. Master's, 1933. Chicago.

774. **Sheridan, Mary Elizabeth.** The value of guidance in ninth-grade composition. Master's, 1933. Chicago.

775. **Stroop, J. Ridley.** Studies of interference in serial verbal reactions. Doctor's, 1933. Peabody. 32 p. ms.

Compares the interference effect of conflicting color stimuli upon reading color names with the effect of conflicting word stimuli upon naming colors, and the effect of practice upon the interference. Shows that the presence of conflicting color stimuli increased the time for reading names of colors only slightly, but the presence of conflicting word stimuli almost doubled the time for naming colors.

776. **Thode, Theodosia Houghton.** A course of study in business English for the Sweetwater union high school. Master's, 1934. Southern California.

777. **Thompson, Laura E.** Case studies of 30 maladjusted students in eighth-grade English. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 526-27)

Describes the family history, health history, educational record, intelligence tests results, diagnosis, remedial instruction, and the results of the remedial instruction of these pupils.

778. Tidwell, Ruth. The contribution made by non-Indo-European languages to the English vocabulary. Master's, 1934. Peabody. 130 p. ms.

779. Vonckx, John Newell. A comparative study of three techniques in the teaching of grammar. Master's, 1934. Chicago.

780. Woody, Lois A. An analysis and classification of the devices for the enrichment of the teaching of English. Master's, 1933. Michigan.

LITERATURE

781. Bannin, Sister Mary Marcian. Some religious trends in the American essay. Master's, 1934. St. Mary's. 42 p. ms.

782. Blake, Berenice L. Influence of daily tests on retention of the subject matter of literature as shown by final tests. Master's, 1934. Iowa.

783. Bowman, Jennie. The place of poetry in the primary schools of America, 1830-1930. Master's, 1934. Ohio. 154 p. ms.

Shows a growing tendency to treat the child as an individual rather than from the adult point of view, and for the teacher to make the period of childhood an interesting experience for the child rather than to coerce him to imitate the mature point of view of adults.

784. Byrne, Claire Gerardine. A study of recent trends in the methods of teaching poetry in the elementary school. Master's, 1934. St. Louis. 139 p. ms.

Finds that creative writing clubs, creative reading, informal method of presentation, freedom for appreciation and enjoyment of poetry are effective methods of teaching poetry.

785. *Carter, Ruth Harriet. Vitalizing the teaching of contemporary children's poetry. Master's, 1934. Boston Univ. 108 p. ms.

Gives a brief introduction to several authors and their poems in an attempt to arouse teachers' interest in poetry.

786. Cassidy, Sister Mary Rosella. Methods of teaching literature in junior high school. Master's, 1934. Boston Coll.

787. Clark, Franklin Leslie. Relationship of intelligence scores to chronological age, English literature, and grammar, history and social sciences. Master's, 1934. Kansas. 43 p. ms.

788. *Cornelia, William B. The classical sources of the nature references in Ronsard's poetry. Doctor's, 1934. Columbia. New York, Columbia university, Institute of French studies, 1934. 226 p.

789. Davis, Sada E. Poetry interests of secondary school students. Master's, 1934. Rutgers.

Describes an experiment conducted in the secondary schools of Jersey City, N. J., in which pupil preference for 100 poems were determined.

790. Dolan, Marie B. Folklore in New Jersey. Master's, 1934. Rutgers.

Collects and compiles the folklore of New Jersey in the hope that students and secondary school pupils may have a more sympathetic understanding and appreciation of the ancient traditions, observances, and customs of the people in the State.

791. Dovey, Irma. The relation between the literary background of young children and their appreciation of poetry. Master's, 1934. Colo. St. T. C.

792. Elder, Ruth Ethel. Creative poetry in the elementary grades, Shawnee, Oklahoma. Master's, 1934. Oklahoma. 174 p. ms.

793. Espery, Blake Branson. Analysis of nine anthologies of junior high school literature. Master's, 1934. George Washington. 32 p. ms.

794. Estabrook, Mary Louise Hartig. A study of the presentation of English literature looking toward desirable character development in junior and senior high school students. Master's, 1934. Southern California.

795. Fitzgerald, Sister Mary Aurelia. The functions of the minor characters in Shakespeare. Master's, 1934. Boston Coll.

796. Fordice, Frederick Leland. Factors in the teaching of literary appreciation. Doctor's, 1934. Oklahoma. Norman, University litho publishers, 1934. 98 p.

Presents a philosophical inquiry into the nature, desirability, and teachability of appreciation; studies the reactions of 800 high-school juniors and seniors to particular classics and the teaching techniques and qualities which led to favorable attitudes toward these classics; and studies replies made by 700 college students to a questionnaire concerning their reading habits, literary tastes, and their opinions as to the relative importance of the various formative influences suggested. Shows that literary appreciation is desirable as an aim in education, and that it is teachable when the proper persons, materials, and methods are employed.

797. Gates, Nellie. The worthy use of leisure objective in the teaching of English literature. Master's, 1934. Wichita. 151 p. ms.

798. *Gruber, Frederick Charles. A concept of poetry: a critical analysis of poetry as a basis for educational experience. Doctor's, 1934. Pennsylvania. Philadelphia, 1934. 156 p.

Using concepts and definitions of poetry from Plato to the present time as a basis, develops a concept of poetry as a creative act, as subject matter, as method, and as intensity of emotional experience, culminating in a scale of poetic intensity.

799. Hekker, Sister M. Irene. Techniques in creating an interest in poetry among boys of the third and fourth year of high school. Master's, 1934. Notre Dame. 110 p. ms.

800. Hilliker, Una D. Appreciation in the study and teaching of literature. Master's, 1934. Mass. St. Coll.

801. Jackson, Charlotte. Graded secondary school reading lists around life themes. Master's, 1934. Ohio. 110 p. ms.

802. Kiger, Karl Wood. An analysis of methods and helps in the teaching of *Macbeth*. Master's, 1933. Ind. St. T. C. 133 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 221-22, July 1934)

Analyzes and evaluates methods and helps in the teaching of *Macbeth* found in five editions and five anthologies and in the best literature on the teaching of the drama or Shakespeare since 1895.

803. Kuhn, Mary Frances Anna. Poets and pupils. Master's, 1934. Boston Coll.

804. Lindel, Bertha Neola. A study of the poems of Robert Browning with the object of finding ideas contributory to the educational theory of John Dewey. Master's, 1934. Southern California.

805. McMaster, Jane. Human interest background for the teaching of certain masterpieces of American literature. Master's, 1933. Kans. St. T. C., Pittsburg.

806. *McWilliams, Mona. Enter the ghost: a study of Shakespearean spectres. Master's, 1934. Boston Univ. 95 p. ms.

Studies Shakespeare's use of the ghost in *Julius Caesar*, *Richard III*, *Macbeth*, *Cymbeline*, and *Hamlet*.

807. Matlack, Anne Harriet. Technique of the fourth act in Shakespeare's tragedies. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 47-48)

Studies line by line all content intervening between crisis and catastrophe in *Julius Caesar*, *Hamlet*, *Coriolanus*, *Lear*, *Timon of Athens*, *Othello*, and *Anthony and Cleopatra*.

808. Mewshaw, Elizabeth S. The status of teaching literature in senior high schools. Master's, 1934. George Washington. 62 p. ms.

809. Mims, Mary V. An arrangement of Norse myths for fourth grade. Master's, 1934. Colo. St. T. C.

810. Moore, Altheda B. The effect of the machine age upon culture as exemplified in early national American literature. Master's, 1934. Iowa.

811. O'Neill, Freda Schwartz. A comparative study of the ideals and definitions of poetry as expressed by Wordsworth, Coleridge, Shelley, and Browning. Master's, 1934. Southern California.

812. Pembroke, Carrie. Once-used words of Shakespeare. Master's, 1934. Kans. St. T. C., Emporia. 477 p. ms.

813. *Petri, Lucie Anna. The whole versus the progressive part method of memorizing poetry: an experimental investigation of elementary school pupils. Doctor's, 1934. New York. 150 p. ms.

Describes an experiment conducted in the 5B and 6B sections of an elementary school in the Borough of Manhattan, in the City of New York. The children were paired on the basis of intelligence and memorizing ability, and followed different methods of memorizing. One group learned poems by the whole method and the other group learned the same poems by the progressive part method. Based on the length of the poems, there is no reliable difference between the two methods in immediate or delayed recall.

814. Ritzert, Mary Gertrude. Interests of ninth-grade children in poetry. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 509-10)

Attempts to determine the pupils' interest in poetry by analyzing their selections from a list of poems selected from the course of study and contemporary poetry, to determine the bases for their preferences, and to find out their attitude toward the memorization of poetry and the extent to which poetry carried over into their lives outside of school, and to determine the relationship between intelligence and cultural background and interests in poetry.

815. Ross, Vivian. An analysis of the short story as it appears in the curriculum of the junior high school. Master's, 1934. Cincinnati.

816. Rush, Elizabeth Hert. Shakespeare and the pastoral tradition. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 210-11)

Studies the use of the pastoral atmosphere in *As you like it*, *Cymbeline*, and the *Winter's tale*.

817. Rush, William Albert. The personal essay after 100 years. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 211-12)

Compares the characteristic elements of the personal essay as treated by contemporary American essayists with those of Lamb, Haslitt, and Hunt.

818. Sayles, T. Edward. The Chaucer unit in the high school. Master's, 1933. St. T. C., Montclair. 106 p. ms.

Attempts to determine the factors that influence the teaching of Chaucer in the high school; the methods best suited to the teaching of this unit; placing and justification of the poetry; methods and techniques to be employed in securing the best results.

819. **Singer, Frank J.** Validating the selection of modern novels for teaching in the secondary schools. Master's, 1934. St. T. C., Montclair. 90 p. ms.

Selects a list of modern novels (written since 1890) which are adaptable to teaching in the secondary school and sets up criteria of validation for these novels.

820. **Smith, Johnnie R.** An analytical study of the factors involved in learning to appreciate literature. Doctor's, 1934. Indiana.

821. **Sowards, Erville Ellis.** Units of historical background for use in teaching English literature. Master's, 1933. Kans. St. T. C., Pittsburg.

822. **Stevens, Mildred.** Garrick and Shakespeare in the high schools. Master's, 1933. St. T. C., Montclair. 71 p. ms.

Discovers the techniques of acting employed by David Garrick, especially in Shakespearean roles, as opposed to those employed by his contemporaries and predecessors, and points out the value of such knowledge to the high-school teacher of Shakespeare.

823. **Swank, Harold A.** An experiment to determine the influence of enriching American literature with history of literature and biographies of authors. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 523-24)

Describes an experiment conducted in the Connellsville high school, Connellsville, Pa., during the school year 1932-33, to determine whether or not the acquisition of the understanding of American literature is affected by reading biographical accounts of the author who wrote the selections under consideration and of reading the literary history of the period in which the author wrote. Data indicate that supplementary reading of history and biography are not significantly helpful in attaining understanding of American literature.

824. **Totty, Samuella Viola.** The teaching of literature in 20 Negro high schools of Tennessee. Master's, 1933. Fisk. 121 p. ms.

825. **Towne, Martha G.** A study of the problem of poetry selection for young children. Master's, 1934. Smith. 114 p. ms.

Emphasizes the importance of the problem of poetry selection for the nursery and elementary school and makes a plea for a dynamic approach rather than a standardized one.

826. **Toyne, Ruth Myrtle.** Scott's novelistic technique in theory and in practice. Master's, 1934. Iowa.

827. ***Von Arx, Harold A.** The effect of the quarrel between the "Ancients" and the "Moderns" on English literary criticism from Temple to Johnson. Master's, 1934. New York. 122 p. ms.

Discusses the works of Sir William Temple, William Wotton, John Dryden and Charles Gildon, Thomas Rymer and John Dennis, Edward Phillips, Sir Richard Blackmore and Samuel Butler, Jeremy Collier, John Hughes and Joseph Addison, Alexander Pope, Samuel Johnson, and Lord Kames and Hugh Blair.

828. **Wachauf, Eugenia E.** Four famed Lady Macbeths. Master's, 1933. St. T. C., Montclair. 46 p. ms.

Describes in detail the Lady Macbeths of Hannah Pritchard, Sarah Siddons, Ellen Terry, and Julia Marlowe, and discusses the use to which they may be put in the teaching of Macbeth.

829. **Wald, Willa Mae.** A dramatic and musical analysis of three Shakespearean operas. Master's, 1934. Peabody. 98 p. ms.

830. **Wild, Vera Leone Wood.** One solution of the problem of a proper presentation of a series of classics in high-school literature. Master's, 1934. Iowa.

FOREIGN LANGUAGES

CLASSICAL LANGUAGES

831. Baldwin, Permelia R. The treatment of figures of speech in teaching the Aeneid. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 424-25)

Analyzes the figures of speech found in 5 representative secondary school texts.

832. Becket, Lorenzo Parker. A study of ninth-grade Latin at Washington junior high school. Master's, 1934. Fisk. 116 p. ms.

833. Bell, Callisto Flodora. Comparative study of IQ's, achievement scores, and teachers' marks in ninth-grade Latin, algebra, and English. Master's, 1934. Fisk. 148 p. ms.

834. Bingham, Margaret H. A study of Latin magazines in relation to use in the classroom for first and second year Latin. Master's, 1934. Penn. State. (Abstract in: Peters, C. C. and Hartmann, G. W. Abstracts of studies in education at Pennsylvania State college, part 4 (1934): 11-12. Penn State studies in education no. 9)

Finds that the magazines studied were helpful in teaching constructions in the first 2 years, but were of no value in teaching vocabulary.

835. Boysen, Marie Jeannette. Significant modifications in the content of Latin courses in American high schools since the beginning of the twentieth century. Master's, 1934. Illinois.

836. Carroll, Nancy Lee. The relative values of certain factors in predicting success in first-year Latin. Master's, 1934. North Carolina. 75 p. ms.

Makes prognoses of teachers' marks in Latin and New York Latin achievement scores by using seventh-grade average marks, seventh-grade English marks, and scores on the Orleans-Solomon Latin prognosis test, Terman group test of mental ability, and new Stanford achievement test. Data indicate that, with the variables used, a fairly satisfactory prediction of Latin achievement can be made.

837. Collins, John Joseph. The structure of the *Aeneid* proves the conscious art of Vergil. Master's, 1934. Boston Coll.

838. Cooper, Lois. A proposed six weeks' introductory course to precede the first year of Latin. Master's, 1933. St. T. C., Montclair. 57 p. ms.

Provides an introductory course in Latin, which combines an exploratory course, a prognostic test for Latin, and a maximum amount of cultural material for a language course of its length, and suggests that the course be placed in the second semester of the eighth grade, to be followed by two other units of the modern languages, as French and German, or Spanish and German.

839. Donovan, John Vincent. Atmosphere in Vergil. Master's, 1934. Boston Coll.

840. Fallesen, Theodore L. Some characteristics of the internal structure of Vergil's verse. Master's, 1934. Iowa.

841. Hawes, Sylvia. A dissertation on the classics with special emphasis on Latin. Methods of teaching, past and present, with suggestions for revitalizing the language. Master's, 1933. Harvard. 82 p. ms.

842. Hellerkson, Henry M. An experimental study in association involving a comparison of two methods of learning Latin vocabulary. Master's, 1934. North Dakota.

843. Hinshilwood, Ruth Katherine. The enrichment of instruction in Latin through extensive reading and the use of realla. Master's, 1934. Southern California.

844. Johnson, Alice Marie. Latin should still have a place on the high-school curriculum because it is an aid to the expression of thought in the English language. Master's, 1934. Boston Coll.

845. Johnson, W. H. E. Latin and Greek in southern college curricula from 1800 to 1865. Master's, 1934. North Carolina. 99 p. ms.

846. Kelly, Sister M. de Consilio. Teaching Latin in secondary schools. Master's, 1933. Villanova. 49 p. ms.

847. Kenney, Ralph Burch. Latin and Greek in American secondary schools from 1890-1924. Doctor's 1934. Yale.

848. *Leech, Laura Helen. A study of Latin reading material to determine its suitability for the third semester of the high-school Latin course. Doctor's, 1934. New York. 369 p. ms.

Discusses the historical development of reading material content of second-year high-school Latin textbooks, procedure in determining selections to be used in the study, vocabulary, syntax, and sentence structure in the selections studied.

849. Macklin, Arnett Gilliam. A study of Caesar's *Commentaries on the Gallic war* for the purpose of discovering the extent to which basic human urges and their value in controlling man's reactions were recognized and utilized by Caesar and the other characteristics mentioned in the *Gallic war*. Master's, 1934. Michigan.

850. *Mandra, Raymond. The time element in the *Aeneid* of Vergil: an investigation. Doctor's, 1934. Columbia. Williamsport, Pa., Bayard press, 1934. 256 p.

Compares the interpretations of Heyne, Conrad, and Heinze, and reconstructs the chronology of the action of the poem.

851. Strain, William H. Essential and nonessential syntax and inflection in high school Latin. Master's, 1933. Ind. St. T. C. 122 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 231, July 1934)

Finds about two thirds of all verb forms, and a number of variations in declension and syntax were used so seldom that teaching them in high school is hardly justified.

852. Tangney, Patrick James. First 20 lessons of a nine-weeks' exploratory course in Latin. Master's, 1934. N. Y. St. Coll. for Teach.

853. *Wilmoth, Emily J. The validity of the grammar objective in teaching Latin: a comparative study of the value of forms and syntax as a method of learning to read Latin. Master's, 1934. West Va. 59 p. ms.

Attempts to determine whether extensive Latin reading without formal training in the Latin forms and syntax may produce results comparable to those obtained by analytical reading and a thorough training in the forms and grammatical principles. Describes an experiment with two groups of students taking first-year Latin, who used the same textbook. Data indicate that pupils may learn to read Latin with an equal degree of proficiency, whether or not they have been trained in grammatical forms and syntax.

MODERN LANGUAGES

854. Aldhizer, Mary Moore. An historical survey of the aims and objectives in the teaching of French in American secondary schools. Master's, 1933. George Washington. 97 p. ms.

855. Biggs, Mary Elizabeth. A study of modern foreign languages in Denver, 1874-1934. Master's, 1934. Denver. 102 p. ms.

Traces the history and development of the teaching of modern foreign languages in Denver since the earliest schools were established, and emphasizes the trends of interest in the community and within the schools as shown by the date of introduction of the respective languages into the courses of study, enrollments of students, teacher and citizen distribution, and the tendency toward rise and decline according to contemporary persons and influences.

856. Blume, Eli. The history of Romance languages in the curriculum of the College of the City of New York. Master's, 1934. Coll. of the City of N. Y. 158 p. ms.

Traces the development of the teaching of French, Spanish and Italian from 1847 to 1933.

857. Bouvard, Germaine B. The minimum essentials of grammar for the first four terms of New York city secondary schools to fulfill the reading aim of a French course. Doctor's, 1934. New York. 197 p. ms.

Attempts to determine whether students of average or below average ability would understand thoughts containing certain grammatical points without formal teaching of these points.

858. Brock, Raymond Calvin. An experimental evaluation of various bases for prognosis in Spanish. Master's, 1934. Southern California.

859. Canfield, Delos Lincoln. Spanish literature in Mexican languages as a source for the study of Spanish pronunciation. Doctor's, 1934. Columbia. New York, Instituto de las Espanas en los Estados Unidos, 1934. 257 p.

Part 1: Spanish literature in Mexican languages; part 2. Spanish pronunciation as revealed in the orthography of the Indian languages of Mexico.

860. Cowles, Leon LeRoy. An investigation of the attainment of the aims of modern language teaching of the pupils in the secondary schools of Utah. Master's, 1934. Southern California.

861. Duke, Francis Johnson. Modern languages at the University of Virginia, 1825-1904. Master's, 1933. Virginia.

862. Finch, F. H. and Floyd, Oliver R. The relation of chronological age to achievement in the study of French. Journal of educational psychology, 20: 52-59, January 1935. (University of Minnesota)

Analyzes the results of the administration of the American council French tests given to pupils ranging in age from 11 to 19 years, who were tested after 1, 2 and 3 years of study of French. Data indicate that chronological age is a relatively unimportant factor in determining the success of the pupils studied.

863. Garland, Maurice R. The English grammar necessary for the study of a foreign language. Master's, 1934. Coll. of the City of N. Y. 30 p. ms.

Presents a summary list of grammatical elements important for the study of French, Spanish, Latin, and German with the value ratings of each grammatical element.

864. Gellenthien, Elvira. Analysis of first-year German textbooks. Master's, 1934. Chicago. 95 p. ms.

Analyzes 17 readers and 10 grammars to determine the types of subject matter and the quantities of these types that make up the content of elementary German textbooks for high schools.

865. Hagey, Clara Van Burk. Survey of teaching of French in junior high schools of New York State. Master's, 1934. Cornell. 150 p. ms.

Studies the teaching of French in 65 junior high schools.

866. Handy, Elise. A syntax study—Latin origins for French locutions. Master's, 1934. Peabody. 76 p. ms.

Finds that the study of sources enriches and strengthens a modern language course, even in high school, if carefully limited to students' needs.

867. Herkness, Walter W. jr. A comparative study of the teaching of a modern foreign language in the United States and Germany. Doctor's, 1934. Temple.

868. Kaulkers, Walter Vincent. The forecasting efficiency of current bases for the prognosis in junior high school beginning Spanish. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1933-34. Fifth series, no. 178, p. 24-31)

Describes two parallel studies undertaken during the fall semester, 1930-31, comprising 461 pupils in beginning eighth-grade Spanish, Los Angeles (14 junior high schools), and 209 pupils in beginning ninth-grade Spanish, Long Beach, (5 junior high schools), in which 5 criteria were used as measures of achievement, and 15 measures were used in the prediction battery.

869. Kayewitz, Samuel. The extent of teaching means and materials that teachers use in order to further the student's knowledge of French culture. Master's, 1934. Coll. of the City of N. Y. 119 p. ms.

870. Michel, Sister Virgil. Prognosis in a modern foreign language—German. Master's, 1934. Minnesota.

Studies the use of the Columbia research German tests, teachers' marks in first-year German, Symonds' Foreign language prognosis test, and a test prepared by the author, to determine their value in predicting success in the study of German in the St. Paul high schools. Data indicate that the tests were not of great value, in predicting the success of either high-school or freshmen students in the University of Minnesota, who were tested with the German prognosis test and the Iowa foreign-language aptitude test.

871. Morton, Alyse. A professionalized study of German. Master's, 1934. Tennessee. 146 p. ms.

872. *Nelson, Agnes C. A comparative study of achievement in French in the junior and senior high school. Master's, 1934. George Washington. 49 p. ms.

Attempts to discover the advantages gained by the junior high school pupils in beginning the study of French in the eighth grade. Describes an experiment conducted with three sets of junior and senior high school pupils, paired by IQ and sex. Data indicate that the junior high school pupil has an advantage in beginning the study of French in the eighth grade, whether one considers total achievement or achievement in vocabulary, comprehension, and grammar, separately.

873. O'Meara, Mary Elizabeth. Modern foreign language teaching in Rhode Island. Master's, 1934. Brown.

Surveys the status of modern foreign language teaching in Rhode Island for the school year 1932-33, with reference to training of teachers, enrollments in classes and a comparison with foreign practices in teacher training on the secondary level.

874. Vera, Vera. The Spanish periodical in the classroom. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 54-55)

Attempts to show the value of pupil-made papers, periodicals published for class, and periodicals published for a Spanish-speaking public as vitalizers of Spanish instruction. Data indicate that the pupil made paper is valuable enough to be duplicated in schools where no such paper is now compiled, and that commercial periodicals contain much real material on all Hispanic countries.

875. *Pafkhurst, Dorothy Hall. An evaluation for high school use of the information content about France in 24 French novels and dramas of the 19th and 20th centuries. Doctor's, 1934. New York. 113 p. ms.

Gives a general survey of the language situation, discusses the importance of reading power, the objectives of evaluation, and evaluates 24 books showing their relative value for use with high-school students.

876. Pulletier, Arthur J. The organization of supervisory procedures in the teaching of French in certain schools of the State of New York. Doctor's, 1934. Cornell.

877. Richardson, Nellie Bass. Analysis of pupil-error in French grammar. Master's, 1934. North Carolina. 93 p. ms.

Studies the frequency with which high-school pupils of French make certain errors in grammatical constructions based on the records of 672 pupils in New York high schools, 270 pupils from selected high schools in Georgia and South Carolina, and 454 entering freshmen at the University of North Carolina. Reveals a real need for improvement of the pupil's ability to deal with general and specific grammatical constructions.

878. Saxton, Mae Elizabeth. Correlation of ability in French and ability in general language. Master's, 1934. N. Y. St. Coll. for Teach.

879. Sharp, Stanley Louis. A critical study of the German literature read in the United States. Doctor's, 1934. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1933-34. Fifth series, no. 178, p. 63-68)

Studies the translations and classroom textbooks most commonly read and used in the United States, and gives the evaluation of 69 recognized authorities in Germany as to rank in literature of the German "best sellers" in America.

880. Spevack, Isadore. The effect of a knowledge of Yiddish upon one's ability to learn German. Master's, 1934. Coll. of the City of N. Y. 96 p. ms.

881. Venn, Alice. The cultural contribution and value of a two-year course in French in high school. Master's, 1934. Cincinnati.

882. Watt, DeVore. Trends and tendencies in studies concerned with French as a school subject in the United States. Master's, 1934. California.

883. Wheaton, Dorothy Doyle. The treatment of the professor in modern French literature. Master's, 1934. Stanford.

MATHEMATICS

884. Ayers, Gerald Hamilton. The development and evaluation of an exploratory course in mathematics for purposes of educational guidance in the junior high school. Doctor's, 1934. Southern California.

885. *Bicker, Luther W. An empirical determination of the most reliable formula for finding the coefficient of correlation between the percentiles of a normal distribution. Master's, 1934. Penn. State. 46 p. ms.

Compares the formulas for the correlation between the percentiles of any distribution as they are given by G. Udny Yule and Charles C. Meters.

886. Bowling, Alice P. Some factors affecting freshman mathematics success at the University of Florida. Master's, 1934. Florida.

887. Bues, Harry W. An experimental comparison of the method of reciprocal averages and equally often appearing intervals in attitude scaling. Master's, 1934. Purdue. 39 p. ms.

Attempts to determine whether the method of reciprocal averages and the method of equally often appearing intervals arrived at the same result when both were used to scale an attitude by means of an experiment conducted with 100 students at Purdue university. The results indicate that the two methods arrive at the same result so far as scale

values are concerned, but that the method of reciprocal averages is preferable to the method of equally often appearing intervals because it gets the same result with a less amount of time and it requires fewer individuals to establish the scale.

888. Chestnut, Nanna Stuart. A study to determine the value of mathematical knowledge to home managers. Master's, 1933. Ind. St. T. C. 80 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 219-20, July 1934)

Attempts to determine the value of mathematical knowledge to home owners, to determine the phases of mathematics used in ordinary financial problems of home management, and to find what need there is for promoting a course of "Mathematics of finance" and the subjects prerequisite to it in the high-school curriculum.

889. Derrick, Lucile. Prediction of grades in freshman college mathematics. Master's, 1934. Peabody. 62 p. ms.

890. *Dickert, Eddie. An analysis and comparison of junior high school mathematics syllabi with respect to curriculum procedures. Master's, 1934. George Washington. 33 p. ms.

Compares and analyzes syllabi prepared by experts called in from outside the school system with those prepared by local agencies to determine if there are any significant differences in general characteristics of content, form, and topics taught in grades 7, 8, and 9. Studies 50 syllabi published between 1927 and 1934, and finds that the syllabi prepared with the aid of outside specialists have on the average twice as many pages, and the materials of instruction are more consistently organized in terms of life concepts.

891. Enlow, Elmer Remer. A statistical slide rule. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. (Contribution to education no. 130)

Develops a statistical slide rule adapted to the computations involved in educational and psychological statistics.

892. Evancho, Michael. The contents of a mathematics course for auto mechanics. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 459-60)

893. Fillers, Wilma L. A set of mathematical lectures for high-school students. Master's, 1934. Iowa.

894. French, Edwin William. An investigation to derive the mathematical processes that should be taught trade mechanical drafting pupils below college grade. Master's, 1934. Pittsburgh. (Abstract of theses, researches in progress, and bibliography of publications, 10: 461-62)

Presents a reasonably complete list of mathematical processes, rated for frequency of use and for worth, that may be used as one basis for selecting material for a related mathematics course for trade mechanical drafting pupils.

895. Gareau, Sister Marie Carmella. Mathematics, a subject of interest to women. Master's, 1934. Boston Coll.

896. Garrett, Wilbur Ray. University education for professional accountancy. Master's, 1933. Southern California.

897. †Gerberich, J. R. The requirement of problems in engineering mechanics. Fayetteville, University of Arkansas, 1933. 34 p. ms.

Attempts to determine whether the requirement that problems be solved and handed in regularly to the instructor in engineering courses in mechanics is more efficient than a system of holding each student individually responsible for the solution of the problems without the necessity of having them handed in and scored by the instructor. Shows that no significant advantage accrued to the requirement of handing in problems.

898. Kelly, Cecelia. The effect of instruction upon the ability to use tables and diagrams. Master's, 1934. Chicago.

899. **Kenney, Charles Blase.** The history of mathematics in Germany. Master's, 1934. Boston Coll.

900. **Kessler, Bollo Virgil.** The value of mathematics teams as a means of motivation in junior high school mathematics. Master's, 1933. Arizona.

901. **Kinman, Gladys.** Curriculum practices in junior high school mathematics as revealed by an analysis of 10 recent courses of study. Master's, 1934. Michigan.

902. **Kirkman, Joe S.** A course in numerical mathematics for the twelfth grade. Master's, 1934. Iowa.

903. **Koen, Mary Elizabeth.** The study of mathematics is an important factor in the development of the adolescent child. Master's, 1934. Boston Coll.

904. **Lee, Bernard James.** Curriculum construction for tenth-grade mathematics. Master's, 1934. Yale.

905. **Lee, Ruth Viola.** An evaluation of the teaching of mathematics in the light of a social philosophy. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 145-47).

Attempts to discover in a typical high-school situation what changes, if any, have taken place in the teaching of mathematics as a result of a changed social philosophy, by observing the work of 8 teachers with 36 mathematics teachers. Finds that much of the present-day teaching is still bound by tradition, with emphasis upon subject matter, and gives suggestions for a social program for mathematics.

906. **McKee, John Anderson.** A study of the reorganization of mathematics in the junior high school grades. Master's, 1934. Duke. 66 p. ms.

Finds that the reorganization of courses of study in mathematics has not kept pace with the development of the junior high school; that there is lack of articulation between mathematics in junior and senior high school; and that there is a tendency to introduce mathematics of a utilitarian type in junior high school.

907. **Michaelson, Jessie H.** The relation of preparation in mathematics in secondary schools and certain other factors to scholastic success in college. Master's, 1934. Minnesota. 104 p. ms.

Studies the correlation between work in high-school mathematics and college marks in all subjects, based on a study of the work taken in high school by 387 University of Oregon students.

908. **Mooney, Aurelius Ainsworth.** Secondary mathematics of France, Germany, England, and the United States. Master's, 1934. Peabody. 210 p. ms.

Compares content of mathematics curricula and such contributing factors as historical background, mentality, philosophy and objectives of education, organization, administration, curricula, enrollment, coeducation, teacher training.

909. **Noonan, William Michael.** The contribution of the French to the development of the history of mathematics. Master's, 1934. Boston Coll.

910. **Reihl, Alice May.** The development of mathematical concepts with pupils of low intelligence in junior high school. Master's, 1934. Southern California.

911. **Schuster, Mary Elizabeth.** Graphs in the seventh and eighth grades of the junior high school. Master's, 1933. Chicago.

912. **Shoemaker, Maxwell.** Carnegie foundation mathematics scores at Temple university. Master's, 1933. Temple.

913. **Stratton, Sam J.** Junior high school mathematics. Master's, 1934. Okla. A. and M. Coll.

Sets up criteria for judging what should be included in junior high school mathematics, and surveys 22 junior high school mathematics textbooks in reference to content, vocabularies, illustrations, and compares old textbooks with the modern.

914. **Stuit, Dewey Bernard.** Correlation analysis as a means of studying problems of functional relationship. Doctor's, 1934. Illinois.

915. **Walker, Cilena Grace.** Results obtained with secondary mathematics in grades seven and eight and in junior high school. Master's, 1934. Chicago.

916. **Wantling, George K. D.** A course of study for junior high school mathematics. Master's, 1933. Illinois.

917. **Wert, James E.** The evaluation of learning exercises in statistics. Doctor's, 1934. Ohio. 150 p. ms.

Constructs and evaluates the curriculum material in the interpretation of statistical measures used in educational literature. The learning exercises were found effective both in courses in educational statistics and in other classes in education, where students were unable to compute the measures.

918. ***Zant, James Howard.** The teaching plan for the unit of work in junior high school mathematics. Doctor's, 1933. Columbia. Guthrie, Okla., Co-operative publishing company, 1934. 184 p.

Purposes determining a method of improving instruction in junior high school mathematics through the use of a teaching plan of a subject-matter unit, and testing the value of the teaching plan of a subject-matter unit in actual classroom situations. Compares the achievement of 274 pupils taught by the four unit plans evolved, with the achievement of 668 pupils taught in the ordinary way.

ARITHMETIC

919. **Bedker, Romeo Robert.** Investigation on how well a student can read a ruler with $\frac{1}{8}$ " divisions. Master's, 1934. Wisconsin.

920. ***Bond, Elias A.** The professional treatment of the subject matter of arithmetic for teacher training institutions, grades 1 to 6. Doctor's, 1934. T. C. Col. Univ. New York city. Teachers college, Columbia university, 1934. 315 p. (Contributions to education, no. 525)

Provides professional materials and suggests subject matter that will train arithmetic teachers to better meet the demands made on them by the schools.

921. **Botleman, Loren James.** Guidance in reasoning versus the usual method of teaching problems in arithmetic. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 7-8)

Studies two groups of pupils in grades 5, 6, and 7 of the Rocky Ford public schools, equated on the basis of Otis' self-administering tests of mental ability and Torgerson's public-school achievement tests in arithmetic in an attempt to determine the effect of guidance in solving arithmetical problems upon achievement in reasoning and computation in arithmetic. Finds practically no difference between the experimental group and the control group which was taught in the usual manner, using textbook material.

922. ***Bowdren, Marion Ellen.** Five case studies of arithmetic failures. Master's, 1934. Boston Univ. 83 p. ms.

Traces the causes of failure of 5 children in the fifth and sixth grades in a school in a suburb of Boston, and shows the work done with each child in overcoming his failure and renewing his sense of ability.

923. **Boyette, Verney Eron.** Experimental study in learning multiplication combinations. Master's, 1934. Peabody. 30 p. ms.

Describes an experimental study with white and Negro children in third grade.

924. Carman, Eleanor Joy. A study of children's early concepts of measure. Master's, 1934. Chicago.

925. Carroll, Nora Mary. Study of two methods of teaching problem-solving in arithmetic. Master's, 1934. Loyola. 78 p. ms.

Evaluates the relative effectiveness of two teaching techniques in arithmetic in which two groups of 35 pupils equated in mental age, general ability in fundamentals of arithmetic, problem-solving, and teacher ratings were taught case two of percentage. The experimental group was taught by practical problems, the control by drill in abstract processes, for 3 weeks. No significant difference was found in favor of either method.

926. Clites, Myron S. Successful and unsuccessful problem solving in relation to certain somatic activities. Doctor's, 1934. Indiana.

927. Clyde, Mildred M. A study of the arithmetical disabilities of high-school students. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 452-53)

Determines the arithmetical understandings and abilities of the mathematics students of the Stowe township high school by means of a standardized diagnostic test, discovers the nature and extent of the disabilities existing in their responses, and compares the arithmetical performances of grades 9-12 to obtain the measure of improvement found in successive grade levels in this school.

928. Curran, Michael John. Factoring and its uses. Master's, 1934. Boston Coll.

929. Dougherty, James Henry. Some facts concerning the functioning of the Missouri State course of study in arithmetic. Doctor's, 1933. Missouri. [Columbia, University of Missouri, 1934.] 66 p.

Analyzes data secured from papers of pupils in grades 5, 6, 7, and 8 in the rural and elementary schools in 20 counties of Missouri.

930. Earles, Florence Magdalene. Teaching third-grade arithmetic by comprehensive units. Master's, 1934. Oklahoma. 64 p. ms.

931. Fitzpatrick, Margaret Rose. A study of the changes in the aims and content of the arithmetic course in New York State since 1850. Master's, 1934. N. Y. St. Coll. for Teach.

932. Gannon, Rev. Joseph Timothy. The constant of association and ability to learn the multiplication tables. Master's, 1934. Catholic Univ.

933. Gault, Bernie H. An analysis of the errors made by junior high school students in percentage. Master's, 1934. Wisconsin.

934. Grotjohan, Martinus. A study of number knowledge of school children in grades 1 to 8, inclusive. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 465-66)

Data, based on test results, indicate that knowledge of series relationships of abstract numbers increased from grade to grade.

935. Hamlett, Iona Cuyler. An experimental study of the eye-voice span or oral column addition. Doctor's, 1934. Indiana. 132 p. ms.

936. Hawver, Marguerite. A study of the progress made in arithmetic in one school year by a group of 20 retarded pupils. Master's, 1934. Ohio. 45 p. ms.

Finds that the achievement of the group was comparable to that of an average group of the same mental age.

937. Hinman, Lucile Bates. The cultural values of arithmetic as a means of motivating the subject. Master's, 1934. Chicago.

938. Hurd, Iva Frances. A comparison of the group and the individual methods in remedial seventh- and eighth-grade arithmetic. Master's, 1934. Southern California.
939. Jensen, Marinus. A new technique for analyzing drill in percentage. Master's, 1934. Iowa.
940. Lindenmeier, Lee C. Distribution of drill for quadratic equations. Master's, 1934. Colo. St. T. C.
941. McNeal, Fred R. Type difficulties in multiplication and division of fractions. Master's, 1934. Iowa.
942. *Mercer, Margaret. Analysis of a problem seventh grade division; a study in group psychology. Master's, 1934. Penn. State. 35 p. ms.
Studies the grades, medical records, results of mental and personality tests of the individual pupils to determine the reason they were unsatisfactory as a group. Finds that when individual maladjustments were corrected, the class was no longer a serious problem group.
943. Neal, Russell L. Effectiveness of intensive drill in reading and problem-solving upon problem-solving. Master's, 1934. Washington. 74 p. ms.
944. Nigh, Mrs. Edna. Analyses of practice in subtraction of fractions and mixed numbers. Master's, 1934. Iowa.
945. Richards, Helen Marie. Results of newer teaching procedures in arithmetical problem-solving. Master's, 1934. Chicago.
946. Roelle, Lucy M. The solving of reasoning problems by normal and sub-normal children. Master's, 1934. Western Reserve. 33 p. ms.
947. Sakryt, Ahna L. Analysis of verbal problems in percentage with respect to self-reference. Master's, 1934. Iowa.
948. Schmitt, Irvin H. An evaluation of drill lessons in the addition and subtraction combinations. Master's, 1934. Iowa.
949. Settle, Margery Lucile. The difficulties in eighth-grade arithmetic and the frequency of their appearance in work books. Master's, 1934. Kentucky. 190 p. ms.
Studies errors made in eighth-grade arithmetic in 42 schools in McLean county, analyzes six arithmetic workbooks to determine whether or not pupils who use them could obtain adequate drill to meet the difficulties found in eighth-grade arithmetic.
950. Shedd, Jesse E. A critical analysis of the errors made by seventh-grade pupils in the division of decimals. Master's, 1934. Iowa.
951. Shrum, Edmond J. Diagnostic and remedial versus traditional procedure in the teaching of arithmetic in the intermediate grades. Master's, 1934. North Dakota.
952. Stephenson, Walter. An objective method of analyzing long division examples. Master's, 1934. Iowa.

ALGEBRA, GEOMETRY, TRIGONOMETRY, AND CALCULUS

953. Cohen, Louis. A comparative study of the teaching of plane trigonometry in the secondary schools of England and the United States. Master's, 1934. Coll. of the City of N. Y. 105 p. ms.
Compares England and the United States with respect to the nature of the secondary school population, the organization of the secondary schools, the place of mathematics in the curriculum, the aims of mathematics teaching, organization of mathematics courses, and the training of teachers of mathematics.

954. †Cooke, Dennis H. and Pearson, John M. Predicting achievement in plane geometry. *School science and mathematics*, 33: 872-78, November 1933. (George Peabody College for teachers)

- Attempts to determine the value of the Orleans geometry prognosis test as an instrument for predicting achievement in plane geometry, and to discover the relative prognostic value of the Orleans geometry prognosis test, the Terman group test of mental ability, teachers' marks in beginning algebra, and a combination of these instruments.

955. Cooper, Naomi E. The probable causes of failure in algebra among the girls of a junior high school in the City of New York. Master's, 1934. Coll. of the City of N. Y. 80 p. ms.

Studies the relationship between grades in algebra and attendance, mental age, chronological age, IQ, home environment, class size, availability of a place to study, and arithmetic ability of 110 junior high school girls, and finds no significant relationship between the factors studied and achievement in algebra.

956. Dobbs, Evelyn Edith. An experiment in the enrichment of plane geometry. Master's, 1934. Southern California.

957. Drake, Richard Matthews. A comparison of two methods of teaching high-school algebra. Master's, 1933. Minnesota.

958. Dunne, William Laurence. Logarithms: their invention and use. Master's, 1934. Boston Coll.

959. Gardy, Glen Akers. The development of trigonometry in the secondary schools of the United States. Master's, 1933. Chicago. 107 p. ms.

960. Groves, Phyllis I. A plan for the improvement of the teaching of geometry. Master's, 1934. Wisconsin.

961. Hammer, Walter B. Permanence of learning in ninth-year algebra as revealed by the Iowa every-pupil test in ninth-year algebra. Master's, 1934. Iowa.

962. *Haney, E. Victor. Sex differences in algebra. Master's, 1934. Penn. State. 37 p. ms.

Pairs boys and girls in the freshman class of the Curwensville, Pa., high school on the basis of IQ, aptitude for learning algebra, and algebra achievements. Shows that when the children were matched on intelligence, boys were superior to girls in graph-solving; that the boys were superior according to the Hotz test; and that the boys' superiority was greater when matched on intelligence than when they were matched on aptitude.

963. Hatke, Sister M. Agnes. The relationship of certain factors to semester marks in first-year algebra. Master's, 1933. Ind. St. T. C. 92 p. ms. (Abstract in: *Indiana State teachers college. Teachers college journal*, 5: 218-19, July 1934)

Studies 344 pupils in three high schools of Lafayette, Ind., who completed first-year algebra during the first semester of the school year 1931-32, to determine which factors commonly recorded about pupils can be most effectively used to guide those weak in algebra.

964. Hickling, Agnes. Algebraic skills in high-school trigonometry. Master's, 1934. Colo. St. T. C.

965. Howard, Bess E. The improvement of arithmetical achievement during eleventh-grade solid geometry. Master's, 1933. Chicago.

966. Hradek, Mary Elizabeth. Two methods of teaching algebraic fractions in ninth-year algebra. Master's, 1934. Chicago. 87 p. ms.

967. **Hummer, Vivian L.** A comparison of IQ and achievement in plane geometry among students in the senior high school at Joplin, Missouri. Master's, 1934. Kans. St. T. C., Pittsburg. 33 p. ms.

Describes an experiment in which the Otis group intelligence scale, advanced examinations, form A, and the Columbia research bureau plane geometry test, form B, were given to 154 tenth-year pupils in the senior high school at Joplin.

968. ***James, Henry Gilbert.** Predicting school success in ninth grade algebra. Master's, 1934. Michigan. 57 p. ms.

Describes an experiment conducted with six classes of freshmen at the East high school, Akron, Ohio, in the fall of 1933, in which the Orleans algebra prognosis test, the Terman group test of mental ability, the Iowa silent reading test, and the Breslich algebra survey test form A were given the pupils. Data indicate that none of the tests administered, or the other data considered, had coefficients of correlation high enough to insure accuracy in prediction of individual cases.

969. **Johnson, Ellis.** An investigation of prognosis in algebra. Doctor's, 1934. Fordham.

970. **Johnson, Frances Claudine.** A study of the success of high-school pupils in the manipulation of logarithms in comparison with the success of the same pupils in other phases of intermediate algebra. Master's, 1934. N. Y. St. Coll. for Teach.

971. **Larkin, James H.** Relation between type errors in geometry and achievement, IQ and MA. Master's, 1934. Wisconsin.

972. **Love, John.** The arrangement of material in plane geometry. Master's, 1934. Peabody. 110 p. ms.

973. ***Maddy, Irvin S.** An evaluation of the relative effect on progress in first year algebra of study preceding recitation versus recitation preceding study. Master's, 1934. West Va. 60 p. ms.

Describes an experiment conducted in two algebra classes in Shady Springs high school, Glen Hedrick, W. Va., and finds that there was no reliable difference in the progress of the two groups.

974. **Mann, Lillian Kifer.** The determination of some specific learning difficulties in first-year algebra. Master's, 1934. Virginia.

975. **Piper, Dwight French.** A critical summary of research relating to the teaching of algebra in secondary schools. Master's, 1934. Illinois.

976. **Pogue, W. R.** The relation of class time spent on theorems and on exercises to achievement in plane geometry. Master's, 1934. Iowa.

977. **Quinn, John Stanislaus, jr.** The introduction and use of the verbal problem in elementary algebra. Master's, 1934. Boston Coll.

978. **Scott, Don Averill.** The determination of the comparative effectiveness of two techniques of measurement of plane geometry theorems. Master's, 1934. Iowa.

979. **Sutton, Hazel.** The teaching of elementary algebra through units of work. Master's, 1934. Southern California.

980. **Swanson, Arthur H.** Skills of algebra needed for college algebra. Master's, 1934. Iowa.

981. **Thackaberry, Hallie Beth.** The relative efficiency of two methods of instruction in plane geometry. Master's, 1934. Kansas.

982. **Thompson, Charles H.** A comparison of algebra and general mathematics in grade 9. Master's, 1934. Wyoming.

983. Waddock, Florence Cecilia. A method of teaching which provides for the elimination of memorization in geometric demonstration. Master's, 1934. St. Louis. 79 p. ms.

Describes an experiment in which the original discovery method was taught in three classes and results obtained by comparing their achievement with that of students of the country as a whole, the former showing a higher degree of achievement in original thinking.

SCIENCE

GENERAL SCIENCE

984. Agger, John. Grade placement of science topics and principles in the high school. Master's, 1933. Chicago. 59 p. ms.

985. Bailey, H. Morle. An experimental course in integrated science in the senior high school. Master's, 1934. Southern California.

986. Barker, James W. The relation of high-school science courses to required college orientation courses in science at Colorado State teachers college. Master's, 1934. Colo. St. T. C.

987. Berlin, Herman. A course of study in science for girls. Master's, 1934. Coll. of the City of N. Y. 114 p. ms.

Finds, from a questionnaire submitted to 775 girls who had just completed a course in general science, that girls are most interested in the human body, foods, bacteria, safety first, photography, weather. Constructs a course of study emphasizing these interests and material on food, clothing, shelter, and fuels.

988. Bradbury, Bernard S. A pupil-initiated course in general science for a slow group. Master's, 1934. Cincinnati.

989. Bridge, Edna B. Objective evidence of children's concepts in science. Doctor's, 1934. T. C., Col. Univ.

Describes an experiment carried out in Lincoln school, New York city, with a fourth-grade group of children used as an experimental group, and with two control groups, one in the fourth and the other in the fifth grade of the same school, with other control groups selected from schools in the public-school system. Data indicate that the children in the experimental group had a considerable grasp of science concepts pertaining to planets and the solar system due to the science unit.

990. Brown, Clara M. The technical vocabulary of certain science courses in the University of Minnesota. Minneapolis. University of Minnesota, 1934. 110 p.

Includes the technical terms found in a detailed analysis of 11 courses in the University of Minnesota in the fields of biological science, chemistry, preventive medicine, foods, and nutrition. More than 5,000 terms occur, the majority less than five times. Suggests that the elementary science courses be experimented with to determine whether simplified courses planned for students who will not specialize in the particular science field will not be more satisfactory.

991. Dunlop, John. A comparison of the lecture-demonstration with the recitation method in the teaching of general science. Master's, 1934. Iowa.

992. Eastman, Wesley C. Determining a child-centered course of study in science for seventh-grade prevocational agricultural pupils. Doctor's, 1934. Cornell. 239 p. ms.

Analyzes child and adult life jobs, pastimes, activities, and interests as a basis for a course of study.

993. Gillen, F. Gardner. A study of certain aspects of the science program in the secondary schools of Pittsburgh. Master's, 1934. Pittsburgh. (Abstract

in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 463-64)

Attempts to determine the extent to which the general science course creates and satisfies the science interests of the pupils, to determine the extent to which the pupils were attracted to science courses other than general science, and to compare enrollment in science courses in the Pittsburgh high schools with enrollment in science courses in high schools throughout the United States.

994. *Henderson, Efton R. The status of science teaching in the public secondary schools of Missouri. Doctor's, 1934. New York. 233 p. ms.

Investigates the requirements which secondary school teachers of science in Missouri are expected to meet and the manner in which these are now being met by the teachers in service.

995. Hurd, A. W. How shall science instruction be organized? Science education, 18: 106-12, April 1934. (Teachers college, Columbia university)

996. Jacobs, Woodrow Cooper. A survey of instruction in meteorology in the colleges of the United States. Master's, 1934. Southern California.

997. Kannally, Sister M. Richard. Status and pedagogical significance of general science in the modern junior high school. Master's, 1934. Notre Dame. 83 p. ms.

998. Littelle, Glenn P. Principles and applications in general science. Master's, 1934. Iowa.

999. McGee, Joseph Arthur. General science as a preparation for physics. Master's, 1934. Yale.

1000. *Markle, Charles Joseph. A comparison of two methods of teaching ninth-grade general science. Master's, 1934. New York. 55 p. ms.

Describes an experiment conducted with a semi-directed group and with a directed group of students in general science. Finds that the semi-directed method is equal to the directed method in its use to secure knowledge of subject matter.

1001. Murdoch, Eleanor Durbin. An experiment in grade placement of science subject matter. Master's, 1933. Chicago.

1002. Peterson, George W. A study of the effectiveness of the use of a workbook in ninth grade general science. Master's, 1934. Minnesota. 80 p. ms.

Describes an experimental study conducted with 96 students in ninth-grade general science to determine the relative progress of pupils who used a published workbook as compared with those who used a self-made workbook or notebook. Data indicate that neither plan is significantly superior, and that one method may be better for some teachers and the other for others.

1003. Proffitt, Edna Queener. An investigation of the science knowledge possessed by children in grades 4 to 7, inclusive, in a typical rural county in eastern North Carolina. Master's, 1934. North Carolina. 65 p. ms.

Attempts to determine what phase of science, namely, animal life, plant life, physics, chemistry, astronomy, and geography, the children are most and least familiar with, as shown by tests given to 1,170 pupils representing eight consolidated schools in Sampson county, N. C.

1004. Puckett, Bessie. Provisions for elementary science in units of work. Master's, 1934. Peabody. 102 p. ms.

1005. Rashkow, Arthur. A critical summary of investigations relating to the values of laboratory work in secondary school science. Master's, 1934. Southern California.

1006. Robertson, Martin L. A review and evaluation of the curricular studies pertaining to elementary science. Science education, 18: 86-93, April 1934. (Colorado State teachers college)

1007. Schaefer, John P. An approach to the teaching of elementary school science. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 514-15)

Describes an experiment conducted with two groups of children from the fourth and fifth grades in which a pupil participation plan of teaching was used with the experimental group, and a traditional plan was used with the control group. Data indicate that a type of procedure in which the child participates actively in all the practical features of instruction is more effective in developing the scientific attitude than a procedure which is dominated by the teacher.

1008. Taplitz, Benjamin M. Tested projects for use in science clubs of the junior high school level. Master's, 1934. Coll. of the City of N. Y. 38 p. ms.

Evaluates the project as to availability of the material, comprehension difficulty for the pupil, general difficulty for the pupil, educational value, pupil interest, and practical value.

1009. Taylor, Martha. An integrated course of study in elementary science for the third grade. Master's, 1934. North Carolina. 114 p. ms.

1010. Thomas, Leota Gregory. A determination of problems in curriculum and technique in science. Master's, 1933. Chicago.

1011. Walker, Annie Louise. A survey of the teaching of science in the junior colleges of the United States. Master's, 1933, Chicago.

1012. Watkins, R. K. An analysis of the types of scientific method used by the layman in typical out-of-school situations. School science and mathematics, 34: 804-10, November 1934. (University of Missouri)

1013. White, George LeRoy. The growing accord between science and religion. Doctor's, 1934. North Dakota.

1014. Woolley, Ray Laurel. The place of extensive reading in the teaching of high-school science. Master's, 1934. Southern California.

NATURE STUDY, BIOLOGY, AND BOTANY

1015. Behrens, Marie. A course in social anthropology for the twelfth grade. Master's, 1933. Southern California.

1016. Bentley, Carvel M. A study to determine those biological principles which most frequently appear in the public press. Master's, 1934. Michigan.

1017. Bryant, Dora K. The development of a one-year course in biology for rural high schools. Master's, 1934. Purdue. 131 p. ms.

Develops and validates a course of study in biology to meet the needs of the ninth-grade pupils in rural high schools.

1018. Clark, Hunter Newton. A survey of the natural science courses offered by the public junior colleges of Southern California. Master's, 1934. Southern California.

1019. Crawford, William Aloysius. A study of the objectives of the biological sciences in the secondary schools of New York since 1910. Master's, 1934. N. Y. St. Coll. for Teach.

1020. *Ford, Adelaide A. Social parasitism in the animal world. Master's 1934. Boston Univ. 87 p. ms.

Studies the parasitic habits of birds and insects.

1021. Graham, Ross E. Recent investigations in the field of secondary biology. Master's, 1933. Ind. St. T. C. 203 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 244-45, July 1934)

Digests recent investigations in secondary biology in order to determine what to teach how to teach, and how to instruct others to teach more efficiently.

1022. Hecht, Milton. Factors associated with the interest of first-year high-school students in various topics in biology. Master's, 1934. Coll. of the City of N. Y. 33 p. ms.

Compares student and teacher ratings of student interest in each topic of a check list of 100 topics based upon the syllabus in biology of the high schools of New York City which was administered to 156 second term biology students, and rated by 8 teachers of biology.

1023. Holmes, Edith Maria. An investigation of the relative values of two methods of presenting nature study lessons. Master's, 1934. Southern California.

1024. Merriam, Spenser H. A study of the everyday activities of children that involve science concepts, with particular reference to their contributions of the goals of attainment given in the New Jersey course of study for nature study and general science. Master's, 1934. Rutgers.

Describes an experiment conducted with 134 children in two fifth and two sixth grades in which their responses to a list of 110 activities were recorded. Data indicate that teachers should familiarize themselves with children's activities as a foundation on which to develop certain units of work; that children's activities should be one factor in determining curriculum content in elementary science; and that work in physical and chemical sciences should be included in the elementary science curriculum.

1025. Poe, Ernest E. A critical appraisal of courses of study in biology. Master's, 1934. Iowa.

1026. Rahn, Lloyd N. Permanency of learning in high-school biology. Master's, 1934. Iowa.

1027. Relyea, Gladys Mildred. Functional biology in the secondary school. Master's, 1934. Stanford.

1028. Rosenberg, David P. A summary and evaluation of experiments and studies in the teaching of high-school biology. Master's, 1934. Coll. of the City of N. Y. 58 p. ms.

1029. Sands, Paul John. General science versus biology in relation to subsequent achievements in high-school physics and chemistry. Master's, 1934. N. Y. St. Coll. for Teach.

1030. Tilley, Winthrop. The literature of natural and physical science in the American colonies from the beginnings to 1765. Doctor's, 1933. Brown.

1031. Venning, Edward Worthington. The teaching of biology in secondary schools by the unit method. Master's, 1933. Virginia.

1032. Walton, Mary Lethe. A nature study curriculum for Morris county, Kansas. Master's, 1934. Kans. T. C., Emporia. 405 p. ms.

1033. Weatherwax, Esther Patricia. Retention in elementary biology. Master's, 1934. N. Y. St. Coll. for Teach.

1034. Zim, Herbert S. A tentative laboratory guide for high-school biology. Master's, 1934. T. C., Col. Univ. 120 p. ms.

CHEMISTRY AND PHYSICS

1035. Allen, Margaret. An experiment in the prognosis of chemical achievement in the Oakland high schools. Master's, 1934. California.

1036. Applegarth, L. W. Methods of recording laboratory notes in high school chemistry. Master's, 1934. Chicago. 106 p. ms.

Finds that for the average class consisting of high, medium, and low IQ students, a written exercise, in which the student answers questions designed to emphasize the important parts of an experiment, is as effective as the permanent notebook; and that the writing of detailed notes is not justified for all students. The method is helpful to low IQ students.

1037. **Bailey, Ralph G.** The effect on the achievement in physics of drills on the mathematical skills needed in high-school physics. Master's, 1934. Iowa.

1038. ***Batten, John Edward, jr.** Material of physics found in newspapers that reach many homes in rural West Virginia. Master's, 1934. West Va. 50 p. ms.

Analyzes a complete year's issue of the *Welch Daily news* and the *Bluefield Daily telegraph* to determine the phases and amount of space devoted to material of physics, types of material found, function and method of treatment of the material, and to point out some values of such material.

1039. **Bennett, Ivan H.** Determination of the prerequisite mathematical skills assumed in *A survey of physics* by Saunders. Master's, 1934. Iowa.

1040. **Bland, Andrew B.** The effect of high-school physics on mathematical ability. Master's, 1934. Iowa.

1041. **Bowman, Sister Miriam.** Teaching of high-school chemistry. Master's 1934. Villanova. 84 p. ms.

1042. **Browning, Charles Armstrong.** A comparison of two methods of teaching physics. Master's, 1933. Chicago.

1043. **Brubaker, Walter.** Prevalence of chemical terms in the daily press. Master's, 1934. Iowa.

1044. **Buckham, W. Bayard.** To determine what high-school chemistry is expected to contribute toward success in college work. Master's, 1934. California.

1045. **Bush, Rudolph Myers.** The permanence of educational effects as shown by a study of high-school physics. Master's, 1933. George Washington. 29 p. ms.

1046. **Caskey, Homer T.** A study of laboratory manuals for high-school chemistry. Master's, 1934. Cincinnati.

1047. **Clarke, Oliver French.** The distribution of presentation time for topics in chemistry and general science. Master's, 1934. Stanford.

1048. ***Coleman, John Burgess.** Present practice and opinion in the teaching of physics in the public high schools of the United States. Master's, 1934. Boston Univ. 80 p. ms.

Determines the trend in enrollment or popularity of physics in the high schools; investigates the education, experience, and duties of teachers of physics in the high schools of Massachusetts; determines the objectives of high-school physics courses; and surveys methods of teaching physics to determine present-day practice in regard to provision for individual differences, laboratory instruction, methods of testing, units, projects, prerequisite and correlated mathematics.

1049. **Cooper, Harold Wilford.** An experimental study of the effect of shortened laboratory periods on learning in high-school chemistry. Master's, 1934. Southern California.

1050. **Dunbar, Ralph E. and Mannon, Alice.** Subjects taught by high school chemistry teachers of South Dakota. *Journal of chemical education*, 9: 528-29, September 1934. (Dakota Wesleyan university)

Gives data for all of the teaching combinations of the high-school chemistry teachers of South Dakota.

1051. **Eastman, Harry J.** Practical applications of physics in the field of mechanics. Master's, 1934. Iowa.

1052. **Fromhartz, Philip.** A history of chemistry in the curriculum of the secondary schools of New York State. Master's, 1934. Coll. of the City of N. Y. 76 p. ms.

Traces the development of chemical education in the secondary schools of New York State from its inception in 1813.

1053. **Glidden, Harley F.** The validity and reliability of a recognition technique in measuring problem-solving in physics. Master's, 1934. Iowa.

1054. **Goodrich, Russell Vern.** A study of the correction of pupil difficulties in high-school chemistry. Master's, 1933. Chicago. 113 p. ms.

1055. **Gross, Harold B.** The history of chemistry in the curriculum of the College of the City of New York. Master's, 1934. Coll. of the City of N. Y. 236 p. ms.

1056. **Harap, Henry and Schultz, John P.** A functional course in chemistry. Journal of experimental education, 2: 333-38, June 1934. (Western Reserve university)

1057. **Herring, Warren P.** The use of the automobile in the teaching of physics. Master's, 1934. South. Methodist. 88 p. ms.

Demonstrates the possibilities of the automobile for teaching the principles of physics in high school.

1058. **Hix, Ernest Lerol.** The value of laboratory work in high school physics. Master's, 1933, Wash. St. Coll. 60 p. ms.

Studies two equivalent classes in physics for 1 year's work. Finds that the students were able to make practically the same gain in information over a year's time in a physics class whether or not individual laboratory work was given. Individual laboratory work was of considerable value to the students in increasing their skill in handling ordinary laboratory apparatus. There was a true difference shown in the average gain in skill made by the students of the laboratory class and the average gain in skill made by students of the nonlaboratory class.

1059. ***Hood, Grace Gordon.** A study of the content of prerequisite chemistry courses in relation to the content of undergraduate courses in home economics. Doctor's, 1934. Minnesota. Minneapolis, Burgess publishing company, 1934. 121 p.

Determines the number and nature of chemistry prerequisites in 34 colleges and universities by means of catalog analysis; analyzes in terms of vocabulary and space allotment the content of the textbooks used in the two chemistry courses required of all home economics students at the University of Minnesota; determines the extent to which chemistry subject matter was retained by students, and factors that might affect such retention; and determines the ability of students to apply chemistry knowledge in foods and nutrition courses at the different levels. A vast amount of material in chemistry courses has no relationship to the home economics courses for which they are prerequisite. Tests revealed a lack of mastery of much of this content, explained in part by the large number of technical terms infrequently occurring.

1060. **Hurd, A. W.** Experimental efforts to improve the teaching of physics. Science education, 18: 18-22, February 1934. (Teachers college, Columbia university)

1061. **Jasper, Edward Miron.** A study of the development of physics in the high schools of the nineteenth century. Master's, 1934. Illinois.

1062. **Keenan, Paul Denver.** A philosophy and program for high-school chemistry teaching. Master's, 1933. Ohio. Abstract in: Ohio State university. Abstracts of masters' theses, 12: 129-30)

Formulates objectives for high school chemistry instruction and a course of study with experiments to be performed with each unit.

1063. Kessel, William G. The trends in high-school chemistry since 1923. Master's, 1933. Ind. St. T. C. 82 p. ms. (Abstract in: Indiana State teachers college. Teachers college Journal, 7: 248, July 1934)

Prepares a bibliography of the literature on the teaching of high-school chemistry since 1923, and points out the trends in aims, subject matter, and methods used in teaching high-school chemistry as shown by a study of the books listed in the bibliography.

1064. Kiefer, Arthur Samuel. The mathematical abilities necessary in high-school chemistry. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 147-48)

Describes an experiment in which 279 students beginning high-school chemistry were tested in 20 elements of mathematics necessary in high-school chemistry. Suggests that high-school chemistry teachers and teachers of mathematics cooperate for more effective instruction in and greater continuity of use of the mathematical elements necessary in high-school chemistry.

1065. Knox, William W. A study of some of the influences of regents examinations in chemistry. Doctor's, 1933. T. C., Col. Univ.

Data indicate that teachers emphasize topics in chemistry largely in accordance with the emphasis given these topics on past regents examinations; there is a general relationship between teaching emphasis under the regents system and the emphasis given topics in chemistry on regents examinations; the introduction and continued emphasis of a comparatively new topic on regents examinations is followed by a corresponding teaching emphasis; the examinations influence teachers to extend the amount of time normally given to general reviews; they influence teachers to employ the state syllabus in the general planning of their courses in chemistry; and they influence teachers to adapt their instruction to the inferior pupil.

1066. Lamberson, Fred D. A study of the validity of methods of sampling the vocabulary of physics. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 483-84)

Determines the relative effectiveness of different methods of sampling the specific vocabulary of high school physics in order to find which methods produce vocabulary lists that contain words whose occurrence and frequency correspond with the occurrence and frequency of the words in the universe of the vocabulary.

1067. Mann, Edwin Wade. The extension of the use of phosphoric acid in the teaching of freshman chemistry. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 178-79)

1068. *Martin, Charles Herman. Student demonstration versus individual laboratory work in high-school chemistry. Master's, 1933. West Va. 62 p. ms.

Data indicate that there is little or no difference in the knowledge of chemistry acquired by the two methods, and that a teacher need not hesitate on this account to substitute student demonstration for individual laboratory work.

1069. Miller, Elwin Frank. The influence of high-school chemistry and physics upon college chemistry. Master's, 1933. Kans. St. T. C., Pittsburg.

1070. Moss, Harland Ray. An experimental investigation of the relation of various factors to success in chemistry. Master's, 1934. Southern California.

1071. Mott, Bernadine Ione. The mathematics in chemistry at the high-school level. Master's, 1934. Michigan.

1072. Peterson, Lawrence Frederick. Achievement in high-school physics as related to ability in mathematics. Master's, 1933. Chicago.

1073. Badcliffe, Henry Herbert. Performance tests as a basis for grouping pupils in the physics laboratory to reduce the tendency to depend upon the lead of others. Master's, 1933. Indiana. 106 p. ms. (Abstract in: Indiana

university. Abstracts of theses and dissertations in education at Indiana university, 7: 40-41)

Finds that some pupils of both low and high ranks, improved their grades when placed with others of approximately the same rank, some showed less interest and made poorer grades when grouped alphabetically, and that improvement in grades was not commensurate with the time required for the prognostication.

1074. **Balya, Lynn L.** Specific weaknesses in achievement in high-school physics. (A study based on diagnostic testing.) Madison, University of Wisconsin, 1934. 34 p. ms.

Analyses the weaknesses shown in an investigation of high-school physics accomplishment by diagnostic and summary tests given by more than 30 physics teachers during the past 3 years.

1075. **Richardson, Thomas F.** A course of study in high-school chemistry. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 56-57)

1076. **Schindler, Alvin William.** The extent of rote learning in certain units of high-school physics. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, no. 45. 2 p.)

Attempts to determine the extent to which pupils in high-school physics memorize certain textbook statements found in the subject matter of heat and electricity without grasping their meaning or developing understanding of related phenomena.

1077. **Taylor, Joe Hugh.** Comparison of individual laboratory method and problematic demonstration in teaching chemistry. Master's, 1934. Washington. 70 p. ms.

1078. **Weissman, Simon A.** The effect of frequent testing on achievement in high-school physics. Master's, 1934. Coll. of the City of N. Y. 41 p. ms.

Finds that frequent testing has a decided and desirable effect on achievement in high-school physics.

1079. **Wolfson, Leo.** A study of certain phases of laboratory instruction in chemistry in Arizona high schools. Master's, 1934. Southern California.

SOCIAL SCIENCES

1080. **Anderson, Marion Agnes.** A description and evaluation of the construction activities used in teaching the social studies from 1880 to 1930. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)

Describes the construction activities carried on in grades 1-6, and evaluates them in terms of their contribution to the achievement of meaning in the subject matter being learned.

1081. **Armstrong, Margaret G.** A survey of the use made of biographical material in the teaching of the social studies in the first six grades of the elementary school. Master's, 1934. George Washington. 89 p. ms.

1082. **Black, Florence Massey.** The panel discussion technique in the junior high school social studies. Master's, 1934. George Washington. 36 p. ms.

Attempts to determine by means of teacher-made objective tests the effectiveness of the panel discussion as a method of teaching seventh-grade social studies compared with the Morrison unit method of teaching these subjects. Describes an experiment conducted at the Bethesda-Chevy Chase high school, at Chevy Chase, Md., in which three groups of 27 pupils each were selected and studied. One group was a control group, the second was taught by the panel method, and the third by the Morrison method. Data indicate that the panel method produced better results with the children studied than did the Morrison method.

1083. **Burkholder, E. Paul.** A tentative course in social studies for primary grades. Master's, 1934. Harvard. 115 p. ms.

1084. **Calhoun, Gerald Adams.** An experiment in integrating the social studies in the ninth-grade level of a cosmopolitan high school. Master's, 1934. Southern California.

1085. ***Chambers, Maude Lillian.** The relation of the space arts to the social studies: a survey of selected courses of study together with a proposal for the training of teachers of the social studies. Doctor's, 1934. T. C., Col. Univ. New York city, 1934. 58 p.

Shows the relationship of architecture, painting, sculpture, and such crafts as ceramics, furniture, metal work, to the social studies and social psychology in the junior high school and to the preparation of teachers of the social studies in the junior high school.

1086. **Crumrine, Jeanette.** An analysis of the comprehension of quantitative concepts in the social sciences. Master's, 1934. Iowa.

1087. **Culmer, Mabel.** Typical teaching procedures for socialized activities in the middle grades. Master's, 1934. Butler. 155 p. ms.

Analyzes objectives and content in the social studies for the middle elementary grades in order to challenge teachers to organize instructional material in these subjects on the basis of socialized units, thus integrating school activities.

1088. **Dixon, Peryl C.** Outlining as a study skill in social science. Master's, 1934. Colo. St. T. C.

1089. **Eskew, Philip Newton.** An experiment to determine the relative values of the assignment sheet and the page or chapter assignment in a seventh-grade social science class. Master's, 1933. Indiana. 109 p. ms.

1090. **Feany, Percy James.** A survey of instructional practices and equipment in the social studies in grades 6, 7, and 8 in certain Minnesota schools. Master's, 1934. Minnesota.

1091. **Franks, Grace A. S.** Social arts and family relationships in the secondary schools of California. Master's, 1934. Claremont.

1092. **Harper, Florence Stewardson.** Social and educational factors to be considered in formulating a functional course of instruction for the slow-learning groups in senior high school with special reference to the social studies. Master's, 1934. Denver. 106 p. ms.

Proposes a course of instruction in the social studies for the tenth grade which recognizes the peculiarities, characteristics and limitations of the slow-learning pupil, and which will prepare him to fulfill his civic and industrial functions satisfactorily.

1093. **Heath, Dick B.** Recent trends in the teaching of the social studies in junior high schools. Master's, 1934. Southern California.

1094. **Horsey, Catharine Whitcomb.** Proposed material for supplementary use in the social science studies for the junior high school. Master's, 1934. Stanford.

1095. **McCallie, Spencer Jarnagin, jr.** Survey of state requirements and recommendations in regard to social studies in the high school. Master's, 1934. Duke. 88 p. ms.

1096. **McGaw, Elizabeth.** A survey of the social opinion of twelfth-grade high-school students who have had at least 14 weeks of work in economics or sociology. Master's, 1934. Oregon.

1097. **McGuirk, Alice B.** A study of the achievement of pupils who studied the Harold Rugg's fused course in social studies as compared with those who

studied separate history and geography courses. Master's, 1933. Ind. St. T. C. 43 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 27-28, July 1934)

Finds no conclusive evidence of the superiority of either curriculum over the other.

1098. **McKee, Paul.** Relative value of certain study technics in social science. Journal of the Colorado-Wyoming academy of science, 1: 22-23, June 1934. (Colorado State teachers college)

1099. ***Moriarty, Mary Edna.** A study to determine in what measure the courses of study and textbooks in the social studies in two secondary schools provide for the development of understandings about political, social, and economic concepts, issues, and problems. Master's, 1934. Boston Univ. 111 p. ms. Finds the need of a course of study, and that textbooks used in the two Massachusetts high schools studied should be reorganized in the courses in ancient, medieval, modern and world history, economics, and problems of democracy.

1100. **Ogle, J. Max.** The informative articles of the *Saturday Evening Post* as a source of social science concepts. Master's, 1934. Colo. St. T. C.

1101. **Phillips, Pearl Jemima.** An evaluation of social science units in the light of modern educational criteria. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 215-16)

Shows that school work is being made more interesting and attractive, and that the activities and learnings fit into the child's life, but that they fail to emphasize issues of contemporary social life and to prepare the child for a changing society.

1102. **Reichert, Edwin Clark.** The effect of high-school economics upon success in junior college economics. Master's; 1933. Minnesota.

1103. **Ripley, Julien Ashton.** Methodological analysis in the social sciences. Doctor's, 1933. Virginia.

1104. **Sands, Lester Bruton.** An integrated four-year course of social sciences for high schools. Master's, 1934. Stanford.

1105. **Templin, Lila Horton.** An analysis of ten courses of study in the social studies for grade three. Master's, 1934. Michigan.

1106. **Tryon, Florence Reno.** The social studies in representative secondary schools of Florida. Master's, 1934. Duke. 116 p. ms.

Sets up a proposed program for improving instruction in social studies in Florida high schools.

1107. **Vucker, Rose Lee.** Adapting a course in economics to local needs. Master's, 1933. Chicago.

1108. **Wahlquist, Gunnar Linné.** The social studies as a means for the individual development of pupils in secondary schools. Master's, 1934. Southern California.

1109. †**Wilson, Howard E.** The fusion of social studies in junior high schools: a critical analysis. Cambridge, Mass., Harvard university press, 1933. 212 p. (Harvard studies in education, vol. 21)

Attempts to determine the nature of the theory on which fusion rests from a study of the writings of the advocates of fusion, and a study of junior high school fusion courses.

1110. **Wright, Andrew Ewing.** The status of the social sciences in Tennessee high schools. Master's, 1934. Peabody. 185 p. ms.

GEOGRAPHY

1111. **Burns, Vera Beaman.** The knowledge of the Mediterranean world which may be given a high-school student through the study of Virgil. Master's, 1934. N. Y. St. Coll. for Teach.

1112. **Cain, Maud.** A study of geography objectives as indicated by standardized tests. Master's, 1934. Peabody. 104 p. ms.

1113. **Collins, Richard W.** A study in teaching geography. Master's, 1934. Kans. St. T. C., Pittsburg.

1114. **Cunningham, Helen I.** Jimmy's world. Master's, 1934. George Washington. 104 p. ms.

1115. **Diehl, Leah Louise.** A vocabulary of terms relating to maps in elementary geography. Master's, 1934. Chicago. 103 p. ms.

1116. **Engle, Elizabeth Marian.** An evaluation of the educational concepts of geography and social sciences, including a summary of research in geography. Master's, 1934. Ohio. 238 p. ms.

Studies the changing concepts from geography to social science; evaluates Ruge's philosophy and psychology; points out the geographic concept exemplified in the majority of the 195 studies made between 1898 and 1934, and indicates the present trend of research in geography and the possibilities for research in the future.

1117. **File, Victor A.** Grade placement of place geography reference material. Master's, 1934. Colo. St. T. C.

1118. **Kerr, W. E.** A case study of comprehension difficulties in reading geography. Master's, 1934. Iowa.

1119. **Notz, Hulda M.** The vocabulary of fifth-grade geography. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh, Abstracts of theses, researches in progress, and bibliography of publications, 10: 503-504)

Analyzes several geography texts, derives a vocabulary of words and phrases used in the study of the geography of the United States in the fifth grade, and compares this vocabulary with word lists.

1120. **Vance, Thomas Blake.** Development of industrial Hawaii source material for secondary school use. Master's, 1933. Hawaii.

HISTORY

1121. **Anderson, Mrs. Marguerite Hallam.** An historical survey of the efforts to produce a comprehensive bibliography of English history; with a special examination of the section on English history in the *Guide to historical literature*. Master's, 1933. Columbia.

1122. **Avant, Hilda.** A bibliography of government publications helpful to history teachers in secondary schools. Master's, 1934. George Washington. 59 p. ms.

Lists government publications which are at present available, which would be helpful in the teaching of history.

1123. **Balcomb, Mary F.** What to teach in United States history about 100 of our most prominent leaders. Doctor's, 1934. Colo. St. T. C.

1124. **Bigelow, Mary Elizabeth.** Contributory values of music history to the adequate presentation and interpretation of general history. Master's, 1934. Claremont. 83 p. ms.

1125. **Camden, Arthur Jordan.** Units for teaching world history. Master's, 1933. Virginia.

1126. **Chase, W. Linwood.** Teaching time and place relationships in the sixth grade of the elementary school (with further experimentation in the eighth and ninth grades). Doctor's, 1934. T. C., Col. Univ.

Describes experiments conducted with 184 eighth-grade American history pupils, three experiments with 173 sixth-grade children studying European background history, and one with 34 pupils in ninth grade Ancient history. Data indicate that emphasis upon learning facts in history does not increase appreciably a pupil's control over time and place relationships; achievement in time and place relationships can be secured without jeopardizing fact achievement; for the same length of work time by the pupils, greater achievement in more aspects of history learning can be secured by the relationship method than by the question-answer method.

1127. **Cinella, Frank Albert.** An introduction to the study of the industrial revolution in England for use in the senior high school. Master's, 1934. N. Y. St. Coll. for Teach.

1128. **Curry, Goldie Luella.** A study of pictures from the point of view of their effective use in the teaching of American history in the junior high school. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 58-59)

Analyzes pictures in recent American history textbooks for junior high schools, sets up exercises for developing thinking by means of pictures, and presents pictures showing the economic, social, political, educational, religious, and cultural development of the common people and their leaders.

1129. **Dellinger, Ralph A.** A study of the teaching of history in the public junior colleges of Kansas. Master's, 1933. Kans. St. T. C., Pittsburg.

1130. **Edelman, Nathan.** A translation of J. L. Charapede's *The teaching of history and the international spirit* with a translator's introduction on the bearing of the international spirit on history instruction. Master's, 1934. Coll. of the City of N. Y. 140 p. ms.

1131. **Farley, Eugene S.** A test of factual relations in American history. Doctor's, 1934. Pennsylvania.

1132. **Foster, H. E.** A study of forgetting in world history. Master's, 1934. Iowa.

1133. **Gaede, Kathryn, Christine.** A survey of California history in the public secondary schools. Master's, 1934. Southern California.

1134. ***Geduldig, Abraham.** Objective material in the teaching of high school history and civics. Master's, 1934. New York. 132 p. ms.

Studies the field of visual instruction, civics and history films, still pictures, in civics and history, maps and cartoons, museums, literature in the history class, phonograph, and records, and the use of the radio in the history class.

1135. ***Glover, Gilbert G.** Immediate pre-Civil War compromise efforts. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 180 p. (Contribution to education no. 131)

Attempts to determine the facts that led up to and stood in the way of an amicable adjustment of the sectional differences preceding the Civil War.

1136. **Gould, Bert Franklin.** A critical survey of the Washington biographies in relation to the teaching of American history. Master's, 1933. Kans. St. T. C., Pittsburg.

1137. **Hammond, Maude C.** A curriculum for teaching the history and geography of Morgan county, Colorado, in the junior high school of Fort Morgan, Colorado. Master's, 1933. Kans. St. T. C., Pittsburg.

1138. **Houston, Ruth.** Directed learning exercises in ancient history. Master's, 1934. Peabody. 71 p. ms.

1139. **Jibben, Ralph Otto.** A study of the value of keeping notebooks in high school history and civics. Master's, 1934. West. St. Coll. 131 p. ms.
- Studies the social science classes in a small high school over a period of 2 years, in which two different methods were alternated in all classes. Shows that notebooks for high-school social science work are of practically no value.
1140. **King, Mary H.** Pupil comprehension of place location data in eighth-grade American history. Master's, 1934. Iowa.
1141. **Lenihan, Sister Mary Evelyn.** Architecture in high-school history. Master's, 1934. Boston Coll.
1142. **Litz, Helen O.** Course of study in history of Iowa for grade 6 in the Dubuque public schools. Master's, 1934. Iowa.
1143. **McCollum, Elizabeth.** A collection of local material suitable for use in teaching Indian life in Peru, Nebraska. Master's, 1934. Colo. St. T. C.
1144. **McMurry, Dorothy.** Herbartian contributions to history instruction in American elementary schools. Doctor's, 1934. T. C. Col. Univ.
- Describes the Herbartian ideas and practices in the field of elementary history instruction; shows how they differed from those existing in American elementary schools before 1890; discusses the potential contribution of the Herbartians to American history teaching in elementary schools; and suggests the extent to which the contribution was accepted and became part of elementary theory and practice during the course of the Herbartian movement from 1890 to 1916.
1145. **Mathews, Maxine.** American history to 1820—professionalized. Johnson City, Tenn., State teachers college, 1934. ms.
- Shows that a content course in American history may be presented to college students in such a way that they may learn the technique of teaching history at the same time.
1146. **Parker, Theodore R.** Developments in history method in the secondary schools between 1890 and 1900. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 504-505)
- Analyzes the theories of the educational leaders in the field of high-school history, as they intended them to be used in practice.
1147. **Perry, Lomira.** The origin and development of United States history as a high-school subject. Master's, 1933. Chicago.
1148. **Preisinger, Rev. Charles V.** The French revolution and elementary schools. Master's, 1934. Catholic Univ.
1149. **Rickel, William Verne.** A proposed syllabus of Latin-American history for high-school students. Master's, 1933. Southern California.
1150. ***Shaffer, Vertie Morgan.** An attempt to determine the comparative effectiveness of two methods of teaching eleventh-grade American history—the daily recitation versus the mastery technique. Master's, 1933. West Va. 63 p. ms.
- Describes an experiment conducted with a control group using the recitation method with daily assignments made from the guidesheet of the experimental group, and an experimental group using the mastery technique in which the pupils were urged to read as widely as material would permit. Data indicate that the control group made a slight but not significant gain over the experimental group.
1151. **Thompson, Raymond King.** Case studies of pupils' ability to get meanings from paragraphs in American history. Master's, 1934. Iowa.
1152. **Thomson, Charles Theodore.** Does world history help a ninth-grade pupil understand and appreciate present-day economic and political problems? Master's, 1933. Kans. St. T. C., Pittsburg.

1153. **Ulrey, Sharon S.** Diagnostic and remedial treatment of 100 senior high school students in European history. Doctor's, 1934. Northwestern. (Abstract in: Northwestern university. Summaries of Ph. D. dissertations, 2: 80-88).

Describes an experiment conducted in Evanston township high school during the school year 1932-33 in which 68 boys and 32 girls were included, divided into three ability groups consisting of a group of 25 students of superior ability, a group of 50 average students, and a group of 25 below-average students. Data indicate the need for complete individual diagnosis, recognition of individual differences, classification according to ability levels, the teaching of reading by all teachers, the importance of the personal interview in motivation, diagnosis and intelligent instruction.

1154. **Vogel, John W.** The impeachment of President Johnson and its educational implications for secondary school. Master's, 1933. St. T. C., Montreal. 161 p. ms.

Presents a critical analysis of the impeachment to illustrate the teaching of a controversial issue in the high school.

1155. **Watson, Warren N.** Survey of Snohomish county high schools in American history and English: an application of a cooperative high-school testing program. Master's, 1934. Washington. 99 p. ms.

CIVICS

1156. **Carl, Dorothy Norman.** Effectiveness of a workbook in the teaching of civics. Master's, 1934. Peabody. 44 p. ms.

1157. **Grant, John Rollin.** Construction of a course of study for junior high school civics. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 26-27)

Constructs a course of study to cover a period of 36 weeks with sociology, economics, government, world affairs, and vocations as the main topics.

1158. **Hayhurst, Normal Clifton.** The factors in a typical high school purporting to contribute to citizenship. Master's, 1934. Southern California.

1159. **Isaacs, Urban F.** A determination of the content for an eighth-grade civics curriculum for Montana schools. Master's, 1934. Washington. 134 p. ms.

1160. **Leggitt, Dorothy.** Measuring progress in working skills in ninth-grade civics. Master's, 1933. Chicago. 79 p. ms.

1161. ***McCloskey, Gordon.** An appraisal of certain phases of economic instruction in the secondary schools of New Jersey. Doctor's, 1934. T. C., Col. Univ. New York, Julius Lewin and son, 1935. 106 p.

Examines the content of instruction in distribution, consumption, and economic control and planning; develops 22 criteria for evaluating the provisions of the program.

1162. ***Martin, Georgia Blocher.** The practice of citizenship in six West Virginia high schools. Master's, 1934. West Va. 107 p. ms.

Data, based on the study of the practices of citizenship in six rural high schools, indicate that the pupils practiced the best citizenship on the playgrounds and the poorest citizenship in the classrooms, that most of the coaches taught citizenship to their teams, that little training was given in parliamentary procedures, leadership, sportsmanship, and citizenship (through observance of special occasions).

1163. **Martin, Lyle Carl.** A public relations program for a small secondary school. Master's, 1934. Southern California.

1164. ***Miller, Delmas F.** A survey of the public relations programs of West Virginia high schools. Master's, 1934. West Va. 58 p. ms.

Analyzes 160 questionnaires received from high-school principals in West Virginia high schools enrolling between 12 and 2,100 pupils, and finds 64 activities reported, of which

the most noteworthy are: School news in the public newspaper, musical organizations, assembly and commencement programs, school reports, athletic teams, and faculty activity in community affairs.

1165. **Mustard, Fred Plummer.** Determining the civic information needed by a citizen of Kokomo, Indiana. Master's, 1933. Chicago.

1166. †**Pierce, Bessie Louise.** Citizens' organizations and the civic training of youth. New York, Charles Scribner's sons, 1933. 428 p. (Report of the commission on the social studies, part 3) (University of Chicago)

Discusses the educational and civic policies of patriotic organizations, military groups, peace organizations, fraternal, religious and racial groups, movements of youth, policies of business and labor groups, and the programs of prohibition and anti-prohibition groups.

1167. **Samuels, Charles Thomas.** A comparative study of the nature and amount of civic information possessed by children of the sixth-grade level of Los Angeles county schools. Master's, 1934. Southern California.

1168. **Schroeder, Willa M.** Overlapping and distinction between problems of democracy and community civics. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 515-16)

Finds that most of the problems included in community civics are treated in problems of democracy, that each of the main problems commonly included in textbooks in problems of democracy receives some treatment in one or more textbooks in community civics, and that the thought content of the main topics varies widely.

1169. **Scott, Romulus Foster.** Overlapping of civics instruction in Lyons township, Illinois. Master's, 1934. Chicago.

1170. **Strothers, Harry M.** The relation of citizenship to scholastic achievement. Master's, 1934. Ohio. 140 p. ms.

1171. ***Summer, B. Ralph.** Changes and trends in civics material as shown by 18 textbooks on the high-school level, between 1850 and 1933. Master's, 1934. Penn. State. 47 p. ms.

Shows changes in size, trends of emphasis on the foundations of American government, social-economic problems, political problems, and the mechanics of American government.

PSYCHOLOGY

1172. **Abernethy, Ethel Mae.** Relationships between mental and physical growth. Doctor's, 1933. Chicago.

1173. †**Anastasi, Anne.** Practice and variability: a study in psychological method. Princeton, N. J., Psychological review company, 1934. 55 p. (Psychological monographs, vol. 45, no. 5, whole no. 204) (Barnard college)

Describes an experiment conducted with college students who were given the cancellation, hidden words, symbol-digit, and vocabulary tests. Data indicate that individuals tend to maintain the same relative positions during practice, and that the better subjects tend to improve somewhat more than the poorer students.

1174. †**Anderson, Irving H. and Crosland, H. R.** The effects of eye-dominance on "range of attention" scores. Eugene, University of Oregon, 1933. 23 p. (University of Oregon publication, vol. 4, no. 4. Studies in psychology, vol. 1, bulletin 4)

1175. † ——— The effects of handedness on "range of attention" scores. Eugene, University of Oregon, 1934. 16 p. (University of Oregon publication, vol. 4, no. 5. Studies in psychology, vol. 1, bulletin 5)

1176. †Arlitt, Ada Hart. Adolescent psychology. New York, American book company, 1933. 250 p. (University of Cincinnati)

Studies physical changes at adolescence, instinctive tendencies, emotional life, adolescent escape and defense mechanisms, emotional maturing, learning, memory and reasoning, intelligence and mental growth, personality, disturbances in adolescent personality, moral and religious development, and the hygiene of adolescence.

1177. Arndt, Elmer R. A further study of the accomplishment quotient technique. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 5)

Studies 1,344 pupils from grades 3-9, and from 1, 2, 3, to 5, and 6, or more-teacher schools.

1178. Baker, Kenneth H. The importance of set or attitude in distraction experiments. Doctor's, 1934. Ohio. 105 p. ms.

Attempts to determine the extent to which the attitude or set of a subject may affect the results of a production experiment, and finds that attitudes induced by a few casual suggestions at outset of experiment determine the output of the subject to greater extent than "experimental" conditions.

1179. Bates, Sister M. Rita. Projects and devices to awaken self-improvement. Master's, 1934. Villanova. 76 p. ms.

1180. Beck, Lester Fred. Manual skills and the measurement of handedness. Doctor's, 1933. Brown.

1181. *Brenner, Benjamin. Effect of immediate and delayed praise and blame upon learning and recall. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 52 p. (Contributions to education, no. 620)

Studies experimentally the after-effect of immediate and delayed praise, blame and indifference upon the learning and recall of pupils in 12 third-grade classes, and determines the attitude of the children toward the learning situation as revealed by their statements and as judged by the teachers and examiners. Data indicate that incentives for motivation act only in specific situations and depend upon all the factors of the situation as a whole.

1182. *Bryan, Alice I. Organization of memory in young children. Doctor's, 1934. Columbia. New York, 1934. 58 p. (Archives of psychology, no. 162)

Describes a study conducted with 100 boys and 100 girls between the ages of 5 and 6 years who had had some nursery-school or kindergarten experience, in which memory tests were given to measure retentivity, and several non-memory tests were given in order to differentiate retentivity from other mental abilities. Data indicate a fundamental communality of function between simple retentivity and intelligence as shown and measured in young children.

1183. Camp, Glenn. Involuntary motor concomitants of the association reaction. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 37)

1184. Chandler, Constance Marion. Hand, eye, and foot preference of 200 psychotic patients and 200 college students. Master's, 1934. Claremont. 42 p. ms.

1185. Clark, Lewis B. Development of the opinion profile. Doctor's, 1934. Rutgers.

1186. Crider, Blake. Ocular dominance: its nature, development and measurement. Doctor's, 1934. Western Reserve.

Studies eye dominance in elementary school children, and finds that it is a function of age not related to visual acuity, sex differences, or intelligence. Finds a low but positive correlation between eye dominance and hand dominance.

1187. **Dart, Carroll Elizabeth.** Hand, eye, and foot preference of 200 mentally subnormal subjects compared with that of 200 subjects of normal intelligence or above. Master's, 1934. Claremont. 54 p. ms.

1188. **Devlin, William Joseph.** Introspection of the formation of the concept and the judgment process through word-association and the education of relations. Master's, 1933. St. Louis.

1189. **Douglass, Roy Scott.** The status of psychology in secondary schools of Kansas. Master's, 1934. Kans. St. T. C., Pittsburg. 71 p. ms.

Finds, from 236 replies to a questionnaire, that the professional preparation for teaching the course varied greatly, that a great variety of teaching devices are used, and that most schools select the State-approved text, and have class periods of 40 or more minutes.

1190. **Dunlap, Sarah C.** The effect of voluntary activity on the knee jerk. Doctor's. 1934. Johns Hopkins.

1191. **Eurich, Alvin C.** Retention of knowledge acquired in general psychology. *Journal of applied psychology*, 18: 209-19, April 1934. (University of Minnesota)

Shows that previous courses in general psychology apparently contribute negligibly to achievement in educational psychology.

1192. **Farnsworth, Paul B.** Studies in the psychology of tone and music. *Genetic psychology monographs*, 15: 1-94, January 1934. (Stanford university)

Contains a number of minor studies in the psychology of tone and music.

1193. **Ferrill, Alma Hocker.** Trends in retention of students in colleges and universities. Master's, 1934. Chicago.

1194. **Finch, F. H. and Nemzek, C. L.** Differential fertility. Minneapolis, University of Minnesota, 1934. 34 p. ms.

Studies the size of family, IQ of child, education of each parent in years, and occupational status of the father for 719 families.

1195. ***Frandsen, Arden.** An eye-movement study of objective examination questions. Doctor's. 1933. Minnesota. *Genetic psychology monographs*, 16: 80-138, August 1934.

Describes in terms of photographic records of eye-movements how objective examination questions, differing in form and difficulty, are read as they are answered; and analyzes the different types from the point of view of economy of time and possible specific validity. Uses wrong-word or cross-out, analogy, multiple-choice, true-false, one-word-completion, and disarranged sentences, with 86 college sophomores.

1196. **†Freeman, F. S.** Individual differences: the nature and causes of variations in intelligence and special abilities. New York, Henry Holt and company, 1934. 355 p. (Cornell University)

Studies the nature and extent of variations in intelligence and special abilities.

1197. **Futch, Olivia.** A study of eye movements in the reading of Latin. Doctor's, 1934. Bryn Mawr. 196 p. ms.

Studies the nature of difficulties encountered in learning to read Latin. Finds that an increase in the difficulty of the thought content of a passage has a more serious effect upon difficulty of reading a foreign language than upon difficulty in reading one's own language; sentence structure and length of sentence, meaning of words, and difference in eye movements influence speed in reading Latin.

1198. **Gentry, May Bennet.** Living and learning. Master's, 1933. T. C., Col. Univ. 25 p. ms.

1199. *Glass, Allen. The relation of frequency of perceptual changes in ambiguous figures to intelligence levels. Master's, 1934. Penn. State. 47 p. ms.

Describes an experiment conducted with a group of 140 high-school students in Blairville, Pa., ranging in age from 14 to 16 years, and in intelligence from 75 to 143; and with a group of 19 subnormal persons at the Torrance State hospital for mental diseases who ranged in intelligence from 52.2 to 76. Data indicate a definite variation from individual to individual in perceiving figures of a reversible nature in relation to intelligence; perception is increasingly difficult to test in persons of lower and lower intelligence, and that intelligence is positively related to frequency in perceptual changes.

1200. *Goldstein, Hyman. A biochemical study of the metabolism of mental work. Doctor's, 1933. Columbia. New York, 1934. 57 p. (Archives of psychology, no. 164)

Describes an experiment conducted with 19 adult males of college rank, ranging in age from 18 years, 6 months, to 32 years, 11 months, in which the metabolic changes occurring during 3 hours of cancelling A's were compared with the changes occurring during 3 hours of taking a difficult intelligence test.

1201. Gray, W. H. The effect of hypnosis on learning to spell. Journal of educational research, 25: 471-73, September 1934. (Kansas State teachers college, Emporia)

1202. Greenspan, Israel. A statistical analysis of a questionnaire devised to obtain information about superstitions of elementary school children. Master's, 1934. Coll. of the City of N. Y. 45 p. ms.

Analyzes the superstitious beliefs of 208 Negro boys and 224 Negro girls in the fifth and sixth grades of the elementary school.

1203. Hamre, Harold Thomas. Associationism. Master's, 1934. Wisconsin

1204. Hanawalt, Ella M. Whole and part methods in trial and error learning: human maze learning. Journal of experimental psychology, 17: 691-708, October 1934. (University of Michigan)

Compares the whole with various part methods in the learning of maze patterns, and shows that the whole method proved consistently superior.

1205. Hanks, Louis Day. The fear of not knowing versus inherent interests as motivation for learning. Master's, 1934. Southern California.

1206. Hansen, Irene. Psychology abroad. Master's, 1934. Ohio. 162 p. ms.

1207. Harrower, Mary. Organization in higher mental processes. Doctor's, 1934. Smith.

1208. Haven, Seth Edson. Some psychological aspects of hotel personnel. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 12: 97-105)

Aims to explore personal and environmental influences which condition satisfactory workmanship, and to place emphasis on worker-analysis in relation to job-requirements.

1209. Hilgard, Josephine Bohrs. The effect of early and delayed practice on memory and motor performances studied by the method of co-twin control. Genetic psychology monographs, 14: 493-567, December 1933. (Yale university)

Studies a pair of identical twins at the age of 4½ years, that had previously been studied by Gesell and Thompson when they were between the ages of 46 and 54 months.

1210. †Iowa. University. Studies in the psychology of learning II. Iowa City, 1934. 143 p. (University of Iowa studies. New series no. 283. Studies in education, vol. 9, no. 5. Educational psychology series, no. 2)

Contents: (1) Discovery vs. authoritative identification in the learning of children, by T. E. McConnell, p. 13-62; (2) The role of insight in the analytic thinking of adolescents, by Lyle K. Henry, p. 63-102; (3) Characteristics of problem-solving behavior of adults, by Clellen Morgan, p. 103-48)

1211. **Jessup, Genevieve.** Psychological studies of creative ability in writing. Master's, 1934. Iowa.

1212. **Johnson, Wathena Myers.** A study on perseveration in relation to learning and memory. Master's, 1934. Minnesota.

1213. **Kellogg, Clara Sweeney.** The relation of emphasis and normal speed to handedness. Master's, 1934. Southern California.

1214. **Klineberg, Otto, Asch, S. E., and Block, Helen.** An experimental study of constitutional types. Genetic psychology monographs, 16: 140-221, September, 1934. (Columbia university)

Describes an experiment conducted with a group of 153 male students in a course in general psychology in Brooklyn college, who, with the exception of 4 were Jewish, with an average age of 19 years and 9 months, most of whom had received their education in the New York city school system. In an attempt to select subjects for the leptosome and pyknic categories, their standing height, sitting height, weight, shoulder breadth, and chest circumference were measured. The students were given the Otis self-administering test of mental ability, Lecky individuality record, tests of general information, digit memory span tests, Spaltungsfähigkeit test, cancellation tests, and tests of incidental memory. A similar study was conducted with 175 women students, freshmen and sophomores at Barnard college.

1215. ***Kneeland, Natalie.** Self-estimates of improvement in repeated tasks. Doctor's, 1933. Columbia. New York, 1934. 76 p. (Archives of psychology, no. 163)

Studies an individual's ability to estimate his own improvement, and attempts to discover the nature of some of the factors at work during the estimating process. Cancellation, scribbling, and knot tying were used with five college groups, one high school, and one store group. Data indicate that the process of estimation was dependent on the apparent possibility of improvement in the given task, size of the original score, changes in method of performance during the task, emotional attitude of the subject towards the task, set of the estimator established at the beginning of the experiment, familiarity with the task and with the estimating procedure, type of estimate to be made, nature of the task to be performed, and the individual making the estimate.

1216. **Lawson, James Cecil.** A comparison of the differences of relaxation of athletes and nonathletes in pursuitmeter learning. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 160-61)

Describes an experiment conducted with 24 college men two groups of whom were college athletes and the other two groups were nonathletes. Data indicate that relaxation in pursuitmeter learning is acquired through practice; that athletes as a group appear to be better able to relax than nonathletes; that athletes showed a higher percentage of improvement in pursuitmeter learning than nonathletes; and that the emotional balance of the athletic group appeared to be more stable than that of the nonathletic group in pursuitmeter learning.

1217. ***Lepley, William M.** Serial reactions considered as conditioned reactions. Doctor's, 1934. Penn State. Princeton, N. J., Psychological review company, 1934. 56 p. (Psychological monographs, no. 205)

Describes experiments conducted to determine the effect of remote excitation on the length of the forgetting interval and on the degree of learning, associative inhibition, serial learning order as a function of practice, and as a function of age.

1218. **Lewis, Marjorie L.** Some relationships between the verbal directions given by teachers and the social patterns of young children in a play situation. Master's, 1934. Michigan

1219. ***Lichtenstein, Arthur.** Can attitudes be taught? Doctor's, 1934. Johns Hopkins. Baltimore, Johns Hopkins press, 1934. 80 p. (Johns Hopkins university. Studies in education, no. 21)

Attempts to measure the influence of education on scientific open-mindedness and on preference of outdoors to movies, as shown by an experiment with about 900 children

In the intermediate grades of the public schools. Finds that superstitions were significantly reduced by experimental procedure, that social attitudes, scientific attitudes and preference for movies over outdoors were not affected by the procedure.

1220. **McGoldrick, James Bartholomew.** An historical and psychological critique of the pedagogical aspects of volition. Doctor's, 1934. Washington. 313 p. ms.

1221. **McMillan, Joseph.** The relation of parents' educational level to their children's achievement and intelligence. Master's, 1934. Kansas.

1222. **Manske, Arthur J.** The reflection of teachers' attitudes in the attitudes of their pupils. Doctor's, 1934. T. C., Col. Univ.

Attempts to determine the reflection of teachers' attitudes towards the Negro problem in the attitudes of 22 control and 22 experimental groups, and to discover the relationship between this reflection with socio-economic status, intelligence and chronological age of the pupils, sex, belief in indoctrination and shift in attitude during the experiment of the teachers. Data indicate that socio-economic status, intelligence, chronological age, and sex do not affect the attitudes of the students; teachers who believe it their duty to indoctrinate influence pupils to conform to their views; there is no consistent reflection of teachers' attitudes in the classes of teachers who changed most in attitude during the experiment.

1223. **Mayer, Barbara Anne.** A study of negativism in relation to age, type of test, and ability. Master's, 1934. Stanford.

1224. **Meyer, George.** The influence on memory of certain examination sets during learning. Doctor's, 1934. Michigan.

1225. **Moore, James Herbert.** The role of determining tendencies in learning. Doctor's, 1934. Oklahoma. 149 p. ms.

Describes six distinct experiments inaugurated and consummated to test the hypothesis that determining tendencies of the organism influence perceptual and ideational learning. A total of 673 students took part in the experiments.

1226. **Motzer, Brother John Fidelis.** Inferiority feelings: a socio-psychological study of adolescent behavior. Master's, 1933. Catholic Univ.

1227. **Moylan, Estelle G.** Unevenness of intellectual abilities of individuals. Master's, 1934. Colo. St. T. C.

1228. **Nemzek, Claude L. and Finch, F. H.** Education of parents and intelligence of children. Psychological clinic, 22: 263-69, December 1933-February 1934. (University of Minnesota)

Analyzes data concerning both mother's and father's education in years, and the IQ's of six groups of children.

1229. **Ni, Chung Fang.** An experimental study of the influence of punishment for errors during learning upon retention. Doctor's, 1934. Chicago.

1230. †**Ostrom, John W.** Controlling ideas. Gettysburg, Pa., Times and news publishing company, 1934. 114 p. (Gettysburg college)

Discusses the expression of ideas, the tools for their expression, the value of ideas, the use of paragraphs, coherence, variety, punctuation.

1231. ***Plymale, Pauline Malcolm.** A survey of handedness in the Huntington elementary schools. Master's, 1934. West Va. 118 p. ms.

Studies the incidence of handedness types, frequency of defects of speech among each type, prevalence of defects of vision among each type, relative achievement of left-, changed-, and right-handed pupils in writing, and proportionate grade promotions among each of the handedness types of 6,922 children in grades 1 to 6, and attempts to determine whether the left-handed child should be changed into a right-handed writer.

1232. *Potter, Ruth. Comparison of oral recall with written recall of silent reading in the middle grades. Master's, 1934. Boston Univ. 54 p. ms.

Compares unaided oral recall with unaided written recall on silent reading paragraphs, and shows the relation of spelling ability and handwriting speed to written recall in grades 3, 4, 5, and 6, in the Williamstown public schools. Tests were given to a total of 196 children.

1233. †Pressey, S. L. Psychology and the new education. New York, Harper and brothers publishers, 1933. 594 p. (Ohio State university)

Discusses growth, problems of health, interests and incentives, social psychology of childhood and adolescence, problems of emotional stress and of discipline, development of intellectual efficiency, and the individual child during the school years; the course of learning, nature and control of the learning process, results of schooling, methods for the appraisal and direction of learning, hygiene of work, transfer of training, problems of general training, and the education of the future.

1234. Rackley, Lloyd E. An experimental study of the factors of reaction time as exhibited by a cross section of the population of Washington, D. C. Doctor's, 1934. George Washington.

1235. Ray, Joseph James. Constructive activity as a process in learning. Master's, 1934. Peabody.

1236. Rinaldo, Joy Beach. A study of the effect of shoking on visual accommodation, reaction time, and enunciation time. Master's, 1934. Wellesley.

1237. Roberts, Aaron Wade. The role of grouping in the learning and retention of certain types of language materials. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 202-203)

Describes a experiment in 5 kinds of learning materials presented to 11 subjects chosen from all departments and all years in the University.

1238. Rosenstein, Juda L. An objective study of the attention and memory spans. Doctor's, 1934. Indiana.

1239. Ryans, David Garriott. An experimental study of the transfer of training with special attention to individual differences and to the relation of intelligence test performance. Master's, 1933. Minnesota.

1240. Salisbury, Rachel. A study of the effects of training in logical organization as a method of improving skill in study. Doctor's, 1934. Wisconsin. 230 p. ms. (Abstract in: Journal of educational research, 28: 241-54, December 1934)

1241. Schrader, Henry George. Evaluation of the effectiveness of instruction in listening. Master's, 1934. N. Y. St. Coll. for Teach.

1242. Seeck, George C. The form of the curve of memory in rote learning. Doctor's, 1934. Michigan.

1243. Snedaker, Mabel. An investigation of the effect of musical setting upon memorization and interest in poetry. Doctor's, 1934. Iowa.

1244. †Stoke, Stuart M. A persistent error in the nature-nurture controversy. Journal of educational psychology, 25: 663-73, December 1933. (Mount Holyoke college)

Discusses the error of diagnosing one generation as feeble-minded by one criterion and a later generation as feeble-minded, or normal, by another, and then assuming that heredity produced the similarities found, or environment caused the differences observed.

1245. Stoltz, Harlin J. An analytical and clinical study of response in a crowd situation. Master's, 1934. Iowa.

1246. **Stroud, J. B., Lehmann, A. F. and McCue, Celia.** The reliability of non-sense-syllable scores. *Journal of experimental psychology*, 17: 294-304, April 1934. (Kansas State teachers college, Emporia)

1247. **Taylor, James Henry.** Factors in the disorganization of behavior. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 12: 278-87)

Attempts to establish a relatively new method for the investigation of emotional or disorganized behavior, to determine what responses appear upon the presentation of disorganizing situations, and to test two methods for the prevention of disorganization.

1248. ***Varon, Edith J.** The development of Alfred Binet's psychology. Master's, 1934. Cornell. Princeton, N. J., Psychological review co., 1935. 129 p. (Psychological review publications, whole no. 207. vol. 46, no. 3. Psychological monographs, no. 207)

1249. **Vehlow, Edna L.** A comparison of learning by observation and learning by trial and success and its bearing upon the Gestalt and associational theories of the mind. Master's, 1933. Kans. St. T. C., Pittsburg.

1250. **Vogel, Lillian Brown.** Eye-hand coordination in epileptic children, normal children, and normal adults. Master's, 1933. Southern California.

1251. **Vogel, O. H.** A study of the part played by dominance in skilled movements. Master's, 1934. Iowa.

1252. **Voorheis, Eloise B.** A study of the interest factor in a project on practical instruments and its effect on pupil growth. Master's, 1934. Michigan.

1253. †**Warren, Howard C., ed.** Dictionary of psychology. Boston, Houghton Mifflin company, 1934. 372 p. (Princeton university)

Explains the meaning of technical terms met in psychological literature.

1254. **Whiteside, Stella.** Spontaneity of normal and mentally deficient subjects in selective learning. Doctor's, 1934. Michigan.

1255. **Winkler, Pauline Katharine.** The psychology of listening. Master's, 1934. N. Y. St. Coll. for Teach.

1256. **Wright, Clara.** Handedness in relation to certain physiological and psychological factors in speed and accuracy of movement. Master's, 1934. Southern California.

1257. **Young, Maida Ailene.** The relationship of mental ability, reading ability, previous preparation and application to first year algebra success. Master's, 1934. Okla. A. and M. Coll.

MUSIC EDUCATION.

1258. **Andrews, Ruth Catherine.** Adaptation and analysis of selected classical song literature for use in the intermediate grades. Master's, 1934. Iowa.

1259. **Artuso, Aida Mae.** A comparative study of the music education status in Medina, Perry, Erie, and Lorain counties, Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 6-8)

Presents an authentic picture of the public school music status in the junior and senior high schools of the counties studied, discusses the textbooks used, the types of instruments owned by the schools, the types of music taught, and the methods of supervision employed.

1260. **Barker, Edna Thiele.** Creative musical activity; its history and present status in education. Master's, 1933. Washington.

1261. **Barnes, Roy Douglas.** Criteria for selecting songs for boy's glee clubs in senior high schools and a list of songs chosen with regard to these criteria. Master's, 1933. Kans. St. T. C., Pittsburg.

1262. **Best, Clarence Jules.** A handbook of helps for the academic teacher who is taking charge of instrumental music in the high school. Master's, 1933. Kans. St. T. C., Pittsburg.

1263. **Bloom, John H.** An analysis of selected madrigals to develop contrapuntal singing in high-school chorus. Master's, 1934. Iowa.

1264. **Boyce, Wilfrid Malton.** The art of teaching music. Master's, 1933. Catholic Univ.

1265. **Bradshaw, Elizabeth Geraldine.** Public school music in grades 1-6: its content, objectives, and methods. Master's, 1934. Loyola. 85 p. ms.

Investigates 20 courses of study in music from 20 cities of more than 50,000 population, and finds that less than half of the cities conform to the time allotment standards of the Standard course in music for graded schools, set up by the Music supervisors' national conference.

1266. **Buegel, Hermann F.** Differences and delimiting factors in reading piano music scores. Master's, 1934. North Dakota.

1267. **Byrens, Florence Cooles.** An experiment in the relative value of certain compositions for use in the senior high school music appreciation class. Master's, 1934. Southern California.

1268. **Carter, Florence M.** The college-entrance examination board and high-school music. Master's, 1934. California.

1269. **Cerny, Harold.** An analysis of selected violin literature to combine interpretation with technique in training. Master's, 1934. Iowa.

1270. **Clair, Arnold.** Problems in arranging Beethoven's sonata opus 13 for student orchestra. Master's, 1934. Iowa.

1271. **Conn, Petway C.** The development of bands in the public schools. Master's, 1934. Okla. A. and M. Coll.

Analyzes the chief factors in developing championship bands and compares them with the Oklahoma bands. Finds that very few states have courses of study for bands, and that Texas is the only one with a state-adopted text for bands.

1272. **Crilley, Raymond Earl.** Problems in arranging portions of Haydn's *Symphony in D major* (No. 2 of the London series) for high school band. Master's, 1934. Iowa.

1273. **Dail, Mildred.** Materials for teaching first-year harmony with emphasis upon appreciation and creative work. Master's, 1934. Kans. St. T. C., Pittsburg. 76 p. ms.

1274. **Damon, Kenneth F.** Program notes for the listener to music; a study of their development and effect upon the listener's reactions to unfamiliar music. Doctor's, 1933. T. C., Col. Univ. New York City, 1933. 77 p.

Traces the development of the appreciation movement in the United States with special reference to the growth of program notes, and gives the results of an experimental study seeking to determine some of the effects of the use of the program note method which has been and is being employed to help the listener.

1275. **Daniels, Neil Moret.** The relation of certain personality traits to musical likes and dislikes. Master's, 1934. Stanford.

1276. **Dauids, Ina Margaret.** Methods and measurements in the development of intelligence in music appreciation. Master's, 1934. Southern California.

1277. **Dedrick, Lillian I.** Recent educational developments in the field of public-school music. Master's, 1934. Wichita. 116 p. ms.

1278. **Dimmitt, Gail Mills.** An investigation of instruction in vocal music in the public schools of the United States. Master's, 1934. Southern California.
1279. ***Dix, Vivian.** The appreciation of music: what are the most potent factors in its development? Master's, 1934. Boston Univ. 133 p. ms.
 Finds, from interviews with 25 persons of varied age, profession, and type, that opportunity to hear good music, participation in producing music, and the study of music are the most potent factors in its development.
1280. **Dooley, Katherine.** A study of musical ability of fourth-grade children. Master's, 1934. N. Y. St. Coll. for Teach.
1281. **Ernst, Grace R.** A study of student responses to melody and harmony. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in-progress, and bibliography of publications, 10: 458-59)
 Analyzes the preferences of 200 eighth-grade, and 180 seventh-grade pupils for certain melodies and certain harmonies, measures their responses to the Kwalwasser melodic sensitivity test, and to the Kwalwasser-Ruch musical accomplishment test.
1282. ***Filer, Paul Webb.** The relation between kinaesthetic judgment and success as an instrumental musician. Master's, 1934. Penn. State. 41 p. ms.
1283. **Fuller, Oscar A.** Problems in teaching music in selected Negro colleges. Master's, 1934. Iowa.
1284. **Garner, Blanche.** Analysis of Ravel's *Sonatina in F sharp minor* with reference to specific teaching problems. Master's, 1934. Iowa.
1285. **Gray, Florence E. White.** Progress in the subject of music compared with progress in certain other subjects of the elementary school. Master's, 1933. Indiana. 47 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 33-34)
 Data indicate that the gain in each subject was independent of the gain in the other subjects; there were no sex differences in the gain in achievement; the children who had outside music lessons had a higher percentage gain in English, geography and music than the group that did not have outside music; the latter had a higher percentage of gain in reading, history, and arithmetic than the group who did have outside music.
1286. **Gullentz, Amelitia Beryl.** Music courses in England and the United States. Master's, 1934. George Washington. 69 p. ms.
1287. **Hadden, Celinda Burnap.** An analysis and comparison of five junior high school songbooks. Master's, 1934. Minnesota.
1288. **Harmer, Lloyd R.** Education of music majors in relation to the subjects they teach. Master's, 1934. Colo. St. T. C.
1289. **Hattwick, Melvin Saxton.** A genetic study of certain aspects of pitch sensitivity in young children. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)
 Obtains quantitative data on the singing method and the concept method, and constructs a group test of pitch discrimination for children of the fifth grade and below.
1290. **Hoffmans, Sister Karlene.** Making music function in the daily lives of children. Master's, 1934. Kans. St. T. C., Emporia. 68 p. ms.
1291. **Horst, Ada Emily Mary.** Genetic relationships among the arts with particular reference to literature and music: with implications. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 131-32)
 Proposes a further integration among the arts and literature by means of the principles of design—rhythm, balance, harmony, and proportion—which will help children find

standards of judgment for books, clothing, home furnishing, magazines, gardens, and for the plays which they attend.

1292. **Hurd, A. W.** Sound, hearing and music used as an experimental teaching unit. New York city, Teachers college, Columbia university, 1934. 22 p. ms.

Studies the causes of good and poor achievement in 24 high schools. Finds that experimental schools show significantly superior achievement over control schools; physics classes average higher than general science classes; individual projects show wide variety and degrees of excellence; boys are significantly higher than a matched group of girls; and twelfth-grade pupils are superior to eleventh-grade matched pupils.

1293. **Hyatt, Mary.** An analysis and selection of material with addenda of high musical value for mixed chorus of the high-school level. Master's, 1934. Iowa.

1294. **Johnson, Florence Booco.** A study of the musical capacities of three racial groups. Master's, 1933. Hawaii.

1295. **Kay, Karl J.** The present status of instrumental music education in the city and exempted village high schools of Ohio. Master's, 1934. Miami. 146 p. ms.

1296. **Keidel, Wilbur.** Problems in arranging progressive class studies for band. Master's, 1934. Iowa.

1297. **Kern, Charlotte Helen.** Music in the education of primitive racial groups. Master's, 1934. Washington.

1298. **Keyes, Sister Alice Marie.** An analytic-synthetic approach to the study of Gregorian chant for elementary schools. Master's, 1934. Western Reserve. 290 p. ms.

1299. **Lawrence, Clara E.** History of the development of public-school music methods in America. Master's, 1934. Northwestern. 204 p. ms.

Studies methods and manuals from the time of Lowell Mason, 1838, to date, and finds that the song method advocated by the Masons is the foundation of present-day methods. Methods of teaching school music reading have followed quite closely those used by teachers of language reading.

1300. **Lorbeer, Mildred E.** Course of study in music history. Master's, 1934. California.

1301. **Loughry, Cora D.** A survey of the music equipment in the Pittsburgh public high schools. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10:488-89)

Studies the types, cost and use of the music equipment placed in each of 21 high schools.

1302. **Mackey, Warren Barrett.** Listening as a method of teaching music appreciation. Master's, 1934. Washington. 79 p. ms.

Describes an experimental study of the effect of listening to good music on the appreciation of music of seventh- and eighth-grade boys and girls, and finds conclusive evidence of gain in appreciation on the part of the girls, while the chances are 96 to 4 that there was a loss on the part of the boys.

1303. **McKnight, Robert.** The past, present, and future status of music in the junior college curriculums of California. Master's, 1934. Oregon.

1304. **McLean, Jean.** A study of the present trends in elementary school music. Master's, 1933. Washington.

1305. **Mays, Frances Idell.** Musical interests of elementary school pupils and of their parents at Butler, Pennsylvania. Master's, 1934. Pittsburgh. (Ab-

stract in: University of Pittsburg. Abstracts of theses, researches in progress, and bibliography of publications, 10: 490-91)

Analyzes the replies of 1,009 pupils in the fifth, sixth, and seventh grades of the public schools of Butler, Pa., to a questionnaire showing the musical instruments in the homes of the children, the musical interests of the children and of their parents, the persons who were taking music lessons or who played musical instruments, and the radio programs most enjoyed.

1306. Miller, Frieda. A unit course of study in music appreciation with suggestions for integration with art, literature, and history. Master's, 1934. California.

1307. *Moore, Margaret. Factors involved in the measurement of certain abilities and capacities related to music. Master's, 1934. George Washington. 31 p. ms.

Attempts to measure the relationship between the general intelligence of a group of fifth- and sixth-grade pupils and their musical ability as measured by the Kwalwasser-Dykema music tests, and the relationship between their musical ability and their achievement in reading and arithmetic. Studies 102 boys and 111 girls. Finds the relation between general intelligence and musical ability negligible, and that no relationship exists between musical ability and reading or arithmetic.

1308. Moore, Margaret D. A comparative study of music in the State teachers college. Master's, 1934. Peabody. 59 p. ms.

1309. Newcomb, Loda Irene. An analysis of music offerings in certain high schools of Kansas. Master's, 1934. Kansas.

1310. O'Keane, Frances Eleanor. A study of small instrumental ensembles in secondary schools of the United States. Master's, 1934. Washington.

1311. Otterstein, Adolph William, jr. Prognosis of music students in the San Jose State college. Master's, 1934. Stanford.

1312. Palmer, Donald Sherman. The place of the operetta in the high schools of Southern California. Master's, 1934. Southern California.

1313. Popejoy, Paul Eugene. Problems in arranging Mendelssohn's *Die Hebrides* overture for high-school concert band. Master's, 1934. Iowa.

1314. Ririe, Edna Crowther. A study of the preparation of music teachers in Utah high schools. Master's, 1934. Utah. 81 p. ms.

1315. *Boe, Anne. A study of the accuracy of perception of visual musical stimuli. Doctor's, 1933. Columbia. New York, 1933. 62 p. (Archives of psychology, no. 158)

Attempts to determine the feasibility of investigating the intellectual and cognitive aspects of musical performance by means of various paper and pencil tests on musical notation, and to study the performance of skilled musicians on the tests, and to analyze the types and causes of their errors.

1316. Rupp, Fred S. Administration of beginning instrumental music. Master's, 1934. Colo. St. T. C.

1317. Schilling, Lois B. Analysis of selected art songs as teaching material for specific tone and diction problems in high schools. Master's, 1934. Iowa.

1318. Scott, Delbert Wilson. Achievement in music of intermediate grade pupils. Master's, 1934. Oklahoma. 102 p. ms.

1319. *Shelly, Paul C. The status of music in the high schools of New Mexico. Master's, 1934. N. Mex. St. T. C. 57 p. ms.

Determines what and how much music is being taught in the high schools as well as the types of training needed for the future music instructors of New Mexico.

1320. Sperry, Julia Marie. Psychological elements of musical enjoyment. Master's, 1933. Southern California.

1321. Stamper, Mary Kay. A music course of study. Master's, 1934. Michigan.

1322. Steadman, Gwendolyn E. The development of public-school music in a consolidated school. Master's, 1934. Colo. St. F. C.

1323. Swartley, Lloyd F. Problems in arranging Mendelssohn's overture to *Athalia* for high-school band. Master's, 1934. Iowa.

1324. Taylor, Harry Franklyn. The musical abilities of Spanish-American children. Master's, 1934. Denver. 42 p. ms.

Compares the relative ability of Spanish-American children with that of whites, Negroes, Indians and Mexicans by analyzing the results of the Seashore Measure of musical talent tests given to 402 Spanish-American children in Raton, Santa Fe, and Las Vegas, New Mexico, and comparing them with the results of studies of other racial groups. Finds that the Spanish American children rank lowest in pitch and highest in harmony.

1325. Taylor, Vernon. Teaching problems in Haydn's *Emperor* quartet. Master's, 1934. Iowa.

1326. Thomas, Cathrean. Problems in arranging portions of Haydn's *Military symphony* for high-school orchestra. Master's, 1934. Iowa.

1327. Van Deman, Dorothy Denny. "Progressive" music practices: An inquiry into the extent and values of the contributions of "progressive education" to music in the schools. Master's, 1934. Claremont. 342 p. ms.

1328. Waggoner, Dorothy. An analysis of theory problems found in a selected list of songs for high school. Master's, 1934. Iowa.

1329. *Weis, Ezra H. F. The music preparation of elementary teachers in state teachers colleges. A study limited to teachers below the seventh grade in five mid-western states: Colorado, Kansas, Missouri, Illinois, and Kentucky. Doctor's, 1933. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 104 p. (Contributions to education, no. 599)

Studies the standards for teaching music in the grades, present practices as shown by a cross section of the middle West, the training required by teachers colleges, certification of elementary teachers, music preparation of elementary teachers, and gives suggestions for improvement.

1330. Wheeler, Lester B. and Wheeler, Viola D. The musical ability of mountain children as measured by the Seashore test of musical talent. Pedagogical seminary and Journal of genetic psychology, 43: 352-76, December 1933. (State teachers college, Johnson City, Tenn.)

Describes an experiment conducted with 465 mountain children in east Tennessee in which it was found that the mountain children fall below the norms in practically all measures of the Seashore test of musical talent, but compare favorably with selected groups of children.

1331. Wright, George W. The present status of band organization and administration in high schools. Master's, 1934. Southern California.

1332. Young, Ralph. A study of Bizet's *L'Arlesienne*, suite no. 1, with reference to high-school orchestra. Master's, 1934. Iowa.

ART EDUCATION

1333. Ballard, Martha Jane. Minimum essentials in art equipment for the first six grades of the elementary school. Master's, 1933. Chicago. 61 p. ms.

Analyses 30 state and city courses of study, 12 books by authorities, 8 periodicals for a period of 3 years each, and 9 school supply catalogs, and presents a list of 28 articles as minimum essentials in art equipment for the first six grades.

1334. **Bergin, Stephen M.** Adapting mechanical drawing to the needs of seventh-grade boys. Master's, 1934. Wisconsin.
1335. ***Bryden, Jeanette Duncan.** A method of organizing art activities in the extracurricular program of the secondary school. Master's, 1934. Boston Univ. 107 p. ms.
Analyzes the predominating weaknesses of the art courses and the demands made on the art department by the extracurricular activities in secondary schools in 32 cities scattered over the United States. Proposes the establishment of promotion, hobby, bohemian, and connoisseur art clubs with distinct and definite functions to appeal to students of varying degrees of talent.
1336. **Buckman, Carl John.** Teaching methods in mechanical drawing. Master's, 1934. Minnesota.
1337. **Cook, Elizabeth V.** Present trends in art education. Master's, 1934. South. Methodist. 94 p. ms.
1338. **Dickson, Velma.** An analytical study of improvement in children's drawings over a period of years. Master's, 1934. Iowa.
1339. **Digby, Edwin Eldon.** A comparative study of two methods of teaching drawing. Master's, 1933. Ohio. (Abstract in: Ohio State University. Abstracts of masters' theses, 12: 65-67)
Describes an experiment involving two equivalent groups in which 32 boys were divided into two equivalent groups equated upon the basis of IQ, mechanical aptitude, chronological age, point-hour ratio, and scores made on a reading drawing pretest. The control group was required to draw orthographic projections from isometrics, and the experimental group isometric drawings from orthographic drawings. Data indicate that it is more effective to teach the reading of drawing to beginning drawing students by making isometric drawings from orthographic drawings.
1340. **Edmondson, Ruth.** An analysis and comparison of the art appreciation course in Los Angeles and other cities and states. Master's, 1934. Southern California.
1341. **Feldman, Dorothy Arden.** Modern trends in art education. Master's, 1934. Southern California.
1342. **Harap, Henry and Traill, Mary J.** Art preferences in junior high school: a guide to art objectives. *Journal of experimental education*, 2: 355-57, June 1934. (Western Reserve university.)
1343. **Hastings, B. N.** Basic operations in mechanical drawing. Master's, 1934. Peabody. 221 p. ms.
1344. **Henriquez, C. Maurice.** The functions of the extracurricular art activities in furthering art education in the secondary schools of the City of New York. Master's, 1934. Coll. of the City of N. Y. 58 p. ms.
Finds 20 different types of clubs active in the 18 schools visited.
1345. **Heywood, Ralph Walter.** The study of drafting courses in secondary schools and their effectiveness in a specific school situation. Master's, 1934. Southern California.
1346. **Hochman, Fred.** The history of art in the curriculum of the College of the City of New York. Master's, 1934. Coll. of the City of N. Y. 149 p. ms.
Finds that the teaching of art has followed the educational trends of the times and has changed with them.
1347. **Hutchison, Harry Clark.** A diagnostic study of a trade school related machine drawing course. Master's, 1934. Pittsburgh. (Abstract in: Univer-

sity of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications. 10: 472-73)

Studies 42 boys who were students at the Washington trade school, Pittsburgh, Pa., to determine the extent to which an understanding of the principles of mechanical drawing, without practice and experience in translation, develops ability to read blueprints. Data indicate that the ability of the pupils to read blueprints is about equivalent to the degree of their understanding of the principles of machine drawing.

1348. **Imboden, Herbert B.** A survey of ninth-grade mechanical drawing in the principal cities of the United States. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 474-75)

Analyzes replies to a questionnaire sent in by 60 cities having a population of 100,000 or more, showing the scope and extent of ninth-grade mechanical drawing.

1349. ***Jacobs, Elizabeth Powell.** Art education in the nursery school. Master's, 1934. New York. 242 p. ms.

Surveys the preschool art curriculum and obtains a cross-section analysis of art materials, activities, methods, teacher training, and other factors having educational implications of significance to preschool pedagogy.

1350. **Kauffman, Gertrude E.** Poems for engendering art appreciation in school children. Master's, 1934. Peabody. 129 p. ms.

1351. **Kraus, Hubert A.** A study of the types of pictures preferred by college students. Master's, 1934. Coll. of the City of N. Y. 213 p. ms.

Shows the likes and dislikes of 400 college students of a series of 72 prints, chosen on the basis of their possession of certain characteristic aesthetic elements to an outstanding degree.

1352. **Krumm, Frances Marella.** Art education in the Ohio State museum. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 140-41)

Shows that the facilities of a scientific and historical museum can be used for art education, and suggests the value and need of an art teacher in any scientific and historical museum.

1353. **Lee, Lowell M.** Teaching methods for art schools and academies. Master's, 1934. Western Reserve. 55 p. ms.

1354. **Lientz, Lucille Bernice.** Operation sheets in art metal. Master's, 1934. Peabody.

1355. **McVitty, Lawrence F.** The rise of art education. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 497)

Traces the growth of art education, considering the people, institutions, and other factors that have influenced it.

1356. **Mahier, Frances Marie.** Psychological aspects involved in the teaching of art appreciation. Master's, 1934. Oklahoma. 109 p. ms.

1357. **Meeter, Ruth Young.** An experimental analysis of the art ability of junior high school students. Master's, 1934. Southern California.

1358. **Meredith, Mrs. Alice Adkins.** Art education in the junior high school. Master's, 1934. South. Methodist. 130 p. ms.

1359. **Mohnike, Evangeline.** The correlation between intelligence and ability to draw. Master's, 1934. Southern California.

1360. **Morrison, Jeanette Gertrude.** Children's preferences for pictures commonly used in art appreciation courses. Master's, 1933. Chicago.

1361. **Peck, Leigh.** An experiment with drawing in relation to the prediction of school success. Doctor's, 1934. Texas.

1362. **Reber, Arthur Lloyd, jr.** A motion picture for painting classes. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 223-24)

Produces a motion picture showing one way of painting a portrait, the placing of the figure on the canvas, the proper use of the tools of drawing and painting.

1363. **Beding, Lucy Frances.** Art education in integrated programs in the first three grades. Master's, 1934. Peabody. 68 p. ms.

1364. **Root, Harold H.** An experimental study to determine the effectiveness of models as an aid in teaching mechanical drawing. Master's, 1934. Ohio. 97 p. ms.

1365. **Saunders, Aulus Ward.** An investigation of the stability of artistic ability at the childhood level. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)

Studies the nature of the stability of art ability of children, tests the possibility of art ability to change, and attempts to identify the psychological factors involved in the change.

1366. **Snoddy, Mary Elizabeth.** Comparative analysis of elementary art courses for content and organization. Master's, 1934. Peabody. 164 p. ms.

1367. ***Spache, George.** Children's preferences for the subject-matter of pictures. Master's, 1934. New York. 45 p. ms.

Attempts to determine the picture preferences of children of the first to eighth grades, and to determine the relationships of sex, grade, race, and age-grade placement to these preferences. Data indicate that children have definite picture preferences, the degree of which varies through the first to eighth grades, boys and girls differ in their degree of preference for various pictures, race does not appear to affect preferences to any appreciable extent.

1368. **Stinson, Ruth Eby.** The relation of artistic production and aesthetic sensitivity in children. Master's, 1934. Iowa.

1369. **Sturtevant, Walter Wells.** Course content in mechanical drawing. Master's, 1934. Minnesota.

1370. **Taylor, Edna Peterson.** An analysis of art curricula in secondary schools. Master's, 1934. Southern California.

1371. ***Thompson, Eleanor Shepherd.** Training girls for art vocations. Doctor's, 1934. T. C. Col. Univ. Toronto, Clarke, Erwin and co., Ltd., 1935. 139 p.

Studies the teaching of textile design, interior decoration, costume illustration, and costume design in New York city and its environs. Finds a gap between art school training and employment in trade and industry due to courses in some schools being of insufficient duration, the encouraging of students who were not fitted for the profession, the dissociation of professional contacts with the schools, the lack of a definite objective in their teaching on the part of some instructors, wrongly placed emphasis, lack of training for speed in commercial work.

1372. **Weldele, Mary K.** Art in the life of the public school pupil. Master's, 1933. Ind. St. T. C. 48 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 235-36. July 1934)

Finds that both elementary and secondary school art tended to better the judgment of pupils in every-day art problems; that maturity without some art training did not better their judgment; that city school pupils had better art judgment than township school pupils; and that attending art exhibits improved the art judgment of the pupils who attended them.

1373. **White, Emma Louise.** A comparative study of the intellectual factors involved in the drawings of 12-year-old white and Negro children. Master's, 1933. Fisk. 110 p. ms.

1374. **Wilcher, Amelia Rives.** A course of study unit in modern architecture for secondary schools. Master's, 1934. T.-C., Col. Univ. 163 p. ms.

Surveys modern American and European architecture, emphasizing past and present styles, ornament, materials, trends, arts and artists, finds that form follows function, and that simplicity is the keynote.

1375. **Williams, Bertha M.** Art crafts in the elementary school. Master's, 1934. Colo. St. T. C.

1376. **Wilson, W. C.** Mechanical drawing in secondary schools. Johnson City, Tenn. State teachers college, 1934. ms.

1377. ***Zesbaugh, Helen Ann.** Children's drawings of the human figure. Master's, 1934. Chicago. Chicago, University of Chicago press, 1934. 75 p.

DRAMATICS

1378. **Adolph, Jules W.** Dramatics in the high school: a survey, an analysis, and a discussion of some of the major problems. Master's, 1934. Coll. of the City of N. Y. 113 p. ms.

Finds that 50 percent of the schools consulted offer courses in dramatics, but that there is a lack of standards in the courses.

1379. **Batchelder, Marjorie H.** A marionette production of *The birds* by Aristophanes. Master's, 1934. Ohio. 73 p. ms.

Studies the Greek theater, costume, acting, the history of puppetry, and the construction of marionettes.

1380. **Biddle, Mary Gertrude.** Settings and costumes designed to interpret a thirteenth century play for high-school production. Master's, 1933. California.

1381. †**Campa, Arthur L.** Spanish religious folktheatre in the Southwest. Albuquerque, University of New Mexico, 1934. 157 p. (University of New Mexico bulletin, whole no. 245. Language series, vol. 5, no. 2)

Finds that the missionaries wrote most of the plays of this cycle, which were based on the life of Christ, and intended them for teaching purposes.

1382. **Dahlquist, Winifred.** Stagecraft for high schools. Master's, 1934. Peabody. 82 p. ms.

1383. **Doyle, Sister Mary Peter.** A study of play selection in women's liberal arts colleges. Doctor's, 1934. T. C., Col. Univ.

Analyzes 444 full-length dramas and 1,124 productions of these dramas as reported by 51 colleges with scattered data from 7 more.

1384. **Draper, Elizabeth K.** Criteria for the selection of the junior high school play. Master's, 1934. George Washington. 67 p. ms.

1385. **Fairbanks, Grant.** A technical project applied in a production of Rose Franken's *Another language*. Master's, 1934. Iowa.

1386. **Faurot, Agnes.** The place of drama in the newer schools. Master's, 1934. Peabody. 59 p. ms.

1387. ***Friedenberg, Janice.** The teacher in the modern theatre of France. Doctor's, 1934. Columbia. Paris, Les presses modernes, 1934. 182 p.

Attempts to examine and interpret teacher-characters in plays of the modern theatre of France, 1870-1934. Treats the teacher from the standpoint of the French organization of the teaching profession. Sketches the French school system under the Third Republic.

1388. **Geraghty, Teresa Bernadette.** A study of the non-organic dramatic elements in the pre-Shakespearean drama. Master's, 1933. St. Louis.

1389. **Holcomb, Leslie Clark.** Criteria for the selection of high-school plays. Master's, 1933. Kans. St. T. C., Pittsburg.

1390. **Jones, Frank Joseph, jr.** A discussion of the practice and possibilities of play production in junior high schools. Master's, 1934. Brown. 90 p. ms.

Considers the simultaneous growth of junior high school dramatics and community theatres and discusses junior high school plays and junior high school auditoriums and includes a simplified, inclusive manual of play production for teachers.

1391. **Lembke, Russell.** A teaching project in dramatic art for freshmen men with superior ratings. Master's, 1934. Iowa.

1392. **McKelvey, D. Paul.** Dramatics in the junior high school. Master's, 1934. Southern California.

1393. **Opp, Paul Franklin.** Dramatics in the secondary schools, an extra-curricular study in participation and practices. Fairmont, W. Va., Fairmont State teachers college, 1933. 23 p.

This is an abstract of a doctor's dissertation of the University of Toronto. Studies the nature and extent of the interest of high school pupils in dramatics, compares interest in participation in dramatics with interest in other extracurricular activities, the relationship of rehearsing plays to the scholarship of the students.

1394. **Patterson, Inez.** The Easter story: a religious dance drama. Master's, 1934. Okla. A. and M. Coll.

Gives references on the use of the dance as a means of expressing religious themes, the procedure used in creating and recording the drama, synopsis of the story, dance directions, costume designs, stage settings and properties, lighting, music, and points on staging the production at the college.

1395. **Pedrey, Charles.** The design of control boards and selection of lighting equipment for high-school stages. Master's, 1934. Iowa.

1396. **Pendergraft, Gertrude Estelle.** Dramatic art as a teaching method. Master's, 1934. Oklahoma. 115 p. ms.

1397. **Picken, Robert Frederick.** A psychological investigation of stage emphasis. Master's, 1933. Chicago.

1398. **Poyntz, Helen Catherine.** Pageantry in secondary schools—educational value and technique of production. Master's, 1933. Southern California.

1399. **Putney, Albert T.** Robert Browning as a dramatist. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 280 p. (Contribution to education no. 127)

Surveys the theatre of the first half of the nineteenth century. Browning's relationship to the theatre is traced from its beginning until he turned from it to other fields of literary activity. Examines each of his dramas in detail to determine the form of plot construction, methods of characterization, and the general features of dramatic technique used in the construction of his plays.

1400. **Randall, Miriam.** A production and prompt book of *The poor little rich girl* by Eleanor Gyles, a project in dramatic art for children. Master's, 1934. Iowa.

1401. **Reese, Kate.** Dramatics in religious education. Master's, 1934. Peabody. 150 p. ms.

1402. **Russell, Clyde E.** The teaching of dramatics in the secondary school. Master's, 1933. Harvard. 85 p. ms.

1403. **Scheetz, Sister Mary Genevieve.** The relation of dramatics to the objectives of secondary education. Master's, 1934. Ind. St. T. C. 135 p. ms. (Abstract in: Indiana State teachers college. Teachers college Journal, 5: 223-24, July 1934)

Finds that dramatics promote the student's mental growth and increase his self-mastery, they foster social, civic and economic development and enrich personality by providing a worthy use of leisure time and awakening health consciousness.

1404. **Sipple, Mary.** A diagnostic study of the aptitudes and characteristics of amateur players in a university group. Master's, 1934. Iowa.

1405. ***Talbert, Kathryn Montgomery.** The preparation of teachers who are directing dramatic activities in the high schools of West Virginia. Master's, 1934. West Va. 88 p. ms.

Analyzes the educational qualifications of the teachers of dramatics, their dramatic and non-dramatic duties, the correlation between play production and other class work, the type of play usually produced, and the use made of the proceeds of the dramatic productions.

1406. **Winbigler, Donald.** A teaching project in dramatic art for freshman women with superior ratings. Master's, 1934. Iowa.

1407. **Wright, John N.** The drama tournament for high schools. Master's, 1934. Washington. 300 p. ms.

SPEECH EDUCATION

1408. **Blagen, Dora D.** The correction of faulty speech habits of high-school sophomores. Master's, 1934. Colo. St. T. C.

1409. **Curry, Mary Beth.** A study of the value of speech contests in the high-school curricula. Master's, 1934. Southern California.

1410. **Dudley, Lloyd Percy.** The relation of formal logic to debate theory and practice. Master's, 1934. Southern California.

1411. **Fossum, Ernest.** Diagnosis of speech needs and abilities of elementary school pupils. Doctor's, 1934. Iowa.

1412. **Hardy, Myrtle.** The place of speech arts in auditorium activities of the platoon school. Master's, 1933. Southern California.

1413. **Hayes, Harriet.** A comparative study of speech needs and abilities of men and women registered in the first course of speech at the University of Iowa. Master's, 1934. Iowa.

1414. ***Koepp-Baker, Herbert.** An examination of the problem of measuring speech abilities in freshmen at the Pennsylvania State college. Master's, 1934. Penn. State. 38 p. ms.

Attempts to determine the maximum accuracy and the usefulness of a test constructed to measure the character and extent of the subject's training in speech in his secondary school education; the level of his efficiency in articulation in both reproductive and propositional speech; the accuracy of his pronunciation; the level of his efficiency in the organization and management of oral language in propositional speech; and the characteristics and quality of his voice.

1415. **Larson, Gretchen Olene.** The present status of speech instruction in the junior college. Master's, 1934. Southern California.

1416. **Lyfes, Elizabeth Marie Venemann.** An experimental evaluation of certain functional criteria of the effectiveness of platform speech. Master's, 1934. Purdue. 26 p. ms.

Evaluates criteria of speech effectiveness as shown by audience reactions in terms of students' ratings, instructors' ratings, and instructors' grades.

1417. **Miller, Margaret Hunter.** A description and interpretation of a course of study in speech. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 500-501)

Describes a course of study which provides for 20 series of speech topics to be covered by high-school seniors in one semester of 20 weeks, with 5 hours of class time each week, in which each pupil selects his own topics, plans his time and effort in so far as he is capable of being self-directing, and participates in all decisions that affect him.

1418. **Murray, James.** A study of public-speaking instruction in degree-granting institutions in the United States. Doctor's, 1934. Southern California.

1419. **Nelson, Theodore Franklin.** Methods of conducting debate activities in Illinois high schools. Master's, 1934. Minnesota.

1420. ***Raubicheck, Letitia E.** The efficacy of phonetics in elementary school speech training studied through the use of group research as a supervisory technique. Doctor's, 1934. New York. 204 p. ms.

Describes an experiment conducted in the New York elementary schools for a period of 2 years on the efficacy of the use of phonetics in speech training.

1421. **Richardson, La Vange Hunt.** Principles of story telling for adults. Master's, 1934. Southern California.

1422. **Ritter, Paul John.** Speech education in public secondary schools with emphasis on the training of teachers of speech. Doctor's, 1934. Southern California.

1423. **Rowland, Ruth E.** Ways of reclaiming the child voice. Master's, 1934. DePaul. 30 p. ms.

Studies the voices of approximately 4,000 children ranging from kindergarten through high school over a period of 10 years. Shows that lack of understanding on the part of the teachers as to the proper use of the child voice and the improper example for the child to follow are chiefly responsible for poor tone production in speaking and singing.

1424. ***White, Dorothy Stone.** Improving the pronunciation of high-school seniors. Master's, 1934. West Va. 77 p. ms.

Describes an experiment conducted with a group of high-school seniors in an attempt to improve their pronunciation of certain common words by means of the senior class play followed by a period of direct training in pronunciation.

JOURNALISM

1425. **Butcher, Walt W.** A critical analysis of Kansas high-school newspapers. Master's, 1934. Kans. St. T. C., Emporia. 41 p. ms.

1426. **Casiday, Harold Larue.** A study of journalism in California high schools. Master's, 1934. Stanford.

1427. **Gough, John Albert.** The status of the school paper in American schools for the deaf. Master's, 1934. Indiana. 126 p. ms.

1428. **Muldoon, Mary Margaret.** The construction of a scale for measuring the editorials of senior high school newspapers. Master's, 1934. Chicago.

1429. **Norton, Randolph.** Student newspapers in the high schools of West Virginia. Master's, 1934. Duke. 78 p. ms.

Studies the practices employed in supervising, editing, printing, and financing newspapers in West Virginia high schools. Shows that there is no uniformity of practice with regard to methods of publishing high-school newspapers and that there is a tendency for publications to be accepted as a regular part of the school program.

1430. *O'Dell, DeForest. The history of journalism education in the United States (from the development of the movement to the emergence of the Pulitzer and Elliot theories). Doctor's, 1934. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1935. 117 p.

1431. Pierik, Sister M. Gabrielle. Analysis of the content of Catholic high-school newspapers in Illinois. Master's, 1934. Loyola. 102 p. ms.

Analyzes newspaper publications of 20 Catholic high schools in Illinois.

1432. Reardon, Helen M. A comparative study of trends in the teaching of journalism in three cities of northeastern Kansas. Master's, 1934. Kansas.

1433. Rosenthal, Irving. A history of student publications at the College of the City of New York. Master's, 1934. Coll. of the City of N. Y. 113 p. ms.

1434. *Stewart, Marietta. The measurement of the quality of the conventional news story in high-school newspapers. Master's, 1933. West Va. 33 p. ms.

Devises a scale by which the teacher of high-school journalism may be able to judge and grade more fairly the conventional news story written by pupils in journalism.

1435. Thomason, Doyle. An analysis of certain high-school newspapers of Arkansas. Master's, 1934. Peabody. 62 p. ms.

SAFETY EDUCATION

1436. Cressman, Paul L. Safety education in Pennsylvania school shops. Doctor's, 1934. Penn. State.

Analyzes 1,041 school accident inquiry reports, supplemented by interviews and conferences, and suggests specific safety practices.

1437. Floyd, Willard M. Safety instruction in the junior and senior high school. Master's, 1934. Ohio. 140 p. ms.

1438. McCord, Harold Cromley. Safety education concerning the automobile, including development of content for industrial arts classes. Master's, 1934. Ohio. 115 p. ms.

1439. MacDonald, Malcolm. An analysis of the problems encountered in establishing a safety education program in a six-year high school. Master's, 1934. Southern California.

1440. Neyhart, Amos E. The relation of the training and other characteristics of automobile drivers to their proneness to accidents. Master's, 1934. Penn. State.

Analyzes replies to a questionnaire regarding accidents, and discusses the methods used by the author in teaching 41 persons to drive. Shows that the type of teaching has a close relation to safety in driving.

HEALTH EDUCATION

1441. Anderson, Florence E. A supervisory program of health direction. Master's, 1933. Arizona.

1442. Anderson, Malcolm Williams. A health teaching curriculum for the boys' physical education department of the high school. Master's, 1933. Arizona.

1443. Andrew, Glenn T. The status of health education in Class A teachers colleges of the United States in 1931-32. Master's, 1933. Ind. St. T. C. 58 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 240-41, July 1934)

5 Analyzes data secured from the bulletins of the 116 colleges which composed the American association of teachers colleges with Class A ranking for 1931-32.

1444. **Armstrong, Lola May.** Changing attitudes and ideas concerning sex education. Master's, 1934. Southern California.

1445. **Behlmer, Reuben Daniel.** Developing a health teaching program by a diagnostic test. Master's, 1934. Indiana. 145 p. ms.

1446. ***Burger, I. Victor.** An experimental study in health method and measurement in Public School 39 Richmond, City of New York, and its annexes. Doctor's, 1934. New York. 80 p. ms.

Attempts to discover what effect the active cooperation of the school, home, and the Department of health may have in improving the physical welfare of the children in a suburban section of the City of New York. Data were secured on 663 children from grades ranging from the 3B through the 8A, and ranging in age from 7 to 16 years.

1447. **Curtis, Everett Lafayette.** Developing health habits and attitudes in junior high school boys. Master's, 1934. Oklahoma. 71 p. ms.

1448. **Gerrish, Paul H.** The service functions of a modern city school department of health and corrective physical education. Master's, 1934. Harvard. 126 p. ms.

1449. ***Glowacki, Felice Marie.** Constitutional body types as related to recreation and health ratings. Master's, 1934. Michigan. 42 p. ms.

Attempts to determine the relation between constitutional body types and the choice of recreation, and health ratings of freshman women in the gymnasium classes at the University of Michigan. Finds that the athletic type participates in more exercise than any other type, and ranks higher in health ratings.

1450. **Graves, Harry Cornelius.** The construction of a curriculum for the preparation of teachers of health and physical education for Wilberforce university. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 108-109)

Analyzes the health and physical education curricula of the Negro high schools of the United States, and constructs a curriculum for teachers of health and physical education for Wilberforce university.

1451. **Johns, Edward Burt.** A course of study in hygiene for the secondary schools. Master's, 1934. Stanford.

1452. **Jones, Mary V.** Health habits of senior high school girls. Master's, 1934. Ind. St. T. C. 61 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 250-51, July 1934)

Data were secured from 11 senior high schools in Indiana on the health habits of 990 girls, showing both desirable and undesirable habits.

1453. †**Kelly, Helen Garside.** A study of individual differences in breathing capacity in relation to some physical characteristics. Iowa City, University of Iowa, 1934. 59 p. (University of Iowa studies. New series no. 264. Studies in child welfare, vol. 7, no. 5)

Data were secured from 3,820 measurements of 2,085 preparatory-school boys and 2,547 records of 1,539 girls from 10 sources, ranging in age from 11 years, 6 months, to 18 years, 5 months. The measurements obtained were height, weight, and breathing capacity.

1454. **Lawhorn, Gladys Fleck M.** Tobacco and education. Master's, 1933. George Washington. 49 p. ms.

1455. **Lee, Sigurd N.** The advent of menstruation in relation to adolescent development in height. Master's, 1934. Michigan.

1456. **Mackey, Frederick Charles.** The use of student fees for health and physical education in Indiana colleges and universities. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 175-76)

Studies the use of student fees to finance the health and physical education programs in 18 colleges and universities; compares the method of assessment of fees and the services covered by them in state universities and in endowed institutions.

1457. ***Meredith, Howard V.** The rhythm of physical growth: a study of 18 anthropometric measurements on Iowa City white males ranging in age between birth and 18 years. Doctor's, 1934. Iowa. Iowa City, University of Iowa, 1935. 128 p. (University of Iowa studies, New series, no. 292. Studies in child welfare, vol. 11, no. 3)

1458. **Neher, Gerwin Charles.** A survey of the health services of the Los Angeles city schools. Master's, 1934. Southern California.

1459. **Paddock, Wilmaglen.** A study of health education in a selected group of secondary schools. Master's, 1934. Washington.

1460. ***Phelan, Anette M.** A study of school health standards. Doctor's, 1934. T. C., Col. Univ. New York, 1934. 249 p.

Surveys the literature on school health standards, isolates controversial issues in school health standards through the application of the criterion of acceptance to a wide range of standards assembled from the literature reviewed, and studies critically isolated school health standards in an attempt to discover the controversial factors and the possibility of settlement of the controversies.

1461. **Porter, Donalde Benjamin.** The health and physical education programs of 53 colleges and universities for Negroes. Master's, 1934. Ind. St. T. C. 93 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 264, July 1934)

1462. **Randall, Myrtle M.** Misconceptions concerning health among University of Iowa freshmen. Master's, 1934. Iowa.

1463. **Richardson, A. P.** An investigation of the current practices in health and physical education in the accredited Negro secondary schools of North Carolina. Master's, 1934. Wittenberg.

Surveys the health and physical education programs of all the Negro high schools in North Carolina with reference to staff, facilities, and with a view to setting up an ideal program for the Negro high schools of the State.

1464. **Rooks, Roland.** An objective study of health knowledge and interests of University of Iowa freshmen with a plan of instruction in health. Doctor's, 1934. Iowa.

1465. ***Ruef, Dorothy.** Health education in senior high school: a study of the qualifications, status, affiliations and functions of persons responsible for health education in senior high schools, with special reference to New Jersey. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 106 p. (Contributions to education no. 636).

Studies the qualifications, status, affiliations and functions of persons responsible for the program. Finds that New Jersey has neither a program nor a course of study in health education intended exclusively for high schools.

1466. **Slocum, Olive Ann.** A study of certain physiological rhythms in human beings. Master's, 1934. Southern California.

1467. **Sowers, Irma.** The comparative interest of junior high school girls in health education. Master's, 1933. Southern California.

1468. **Spraul, Erna Marie.** The organization and administration of a school health program in cities. Master's, 1934. Southern California.

1469. *Squire, Margaret Allison. Objectives in health education. Master's, 1934. Michigan. 160 p. ms.

Emphasizes particularly the teaching of the objectives of health education to the preparental group, and the parents and teachers by whom the children must be educated. Lists health information which should be had for entrance into the first grade of school, for graduation from the eighth grade, for entrance into and graduation from high school, and for college entrance.

1470. Toops, Alice Louise. State support of local public health programs. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 275-76)

Attempts to determine the change brought about in public health administration by the passage of the Hughes-Griswold act in 1919, which established the health district in Ohio, as the unit of local health administration and established a policy of state aid to local health programs.

1471. *Walker, Herbert. A study of the respiratory activity of normal healthy young men and boys. Doctor's, 1934. Harvard. 137 p. ms.

Describes experiments conducted with 49 medical students and with 49 boys. Data indicate marked variability in all groups in the respiratory functions recorded.

1472. White, Harry Lefler. Medical inspection and health service in the public schools of second-class cities of Kansas. Master's, 1934. Wichita. 71 p. ms.

1473. †Williams, Jesse Feiring and Brownell, Clifford Lee. The administration of health and physical education. Philadelphia; W. B. Saunders company, 1934. 508 p. (Teachers college, Columbia university)

Discusses the meaning of health and physical education, basic principles for the administration of health and physical education, state responsibility, legal aspects of administration, healthful school living, health service, handicapped children, health instruction, organization, personnel and functions of the staff, construction of the course of study, gymnasium facilities and equipment, care and maintenance of playgrounds and athletic fields, intramural and interscholastic athletics, measurement in health and physical education, maintaining public interest in and support of health and physical education, budget and finance, and office management.

MENTAL HYGIENE

1474. *Bernstein, Irving David. The developmental background of psychotherapy. Doctor's, 1934. New York. 179 p. ms.

Discusses the early historical background of psychotherapy, the development of psychoanalysis, the development of psychotherapy in America, the contributions to the mental hygiene movement, and problems in psychotherapy.

1475. Gubler, John G. The application of mental hygiene techniques to a selected group of children with personality disorders. Master's, 1934. Utah. 127 p. ms.

1476. *Hicks, Frances Ross. The mental health of teachers. Doctor's, 1933. Peabody. Nashville, Tenn., George Peabody college for teachers, 1934. 86 p. (Contribution to education, no. 123)

Attempts to present concrete data on the physical, emotional, and social adaptation of the teacher in service, especially on psychoneurotic traits.

PHYSICAL EDUCATION

1477. Albright, Otto. A physical education program for junior high school boys. Master's, 1934. Butler. 107 p. ms.

Finds that few games were taught, but that they were liked by nearly all of the pupils.

1478. Bacon, Pearl M. The relative behavior emphases of school children at different age levels, as related to physical education activities. Master's, 1934. Iowa.

1479. **Barnes, James David.** An evaluation of the objective of physical education by the members of the academic departments of four colleges of Virginia. Master's, 1934. Michigan.

1480. **Barr, Margaret C.** Physical education activity program in colleges for women. Master's, 1933. Southern California.

1481. **Beall, Cornelia Allene.** A systematic modification of the high-school physical education program for girls during temporary and partial incapacity. Master's, 1933. California.

1482. **Bergey, Lester K.** A course of study in physical education for the elementary schools. Master's, 1934. Harvard.

1483. **Bird, Ossian Clinton.** Methods in physical education. Master's, 1933. Harvard. 125 p.

1484. **Blackwell, Frances.** A teachers college professional program in physical education for the general classroom teacher. Master's, 1934. Southern California.

1485. **Bornefeld, Ethel Lydia.** Problem of girls' physical education in rural high schools of California (1-teacher departments). Master's, 1934. Southern California.

1486. ***Bosworth, Frederick Lyman.** A study of the possible carry-over from physical activities in school to adult life. Master's, 1934. Boston Univ. 88 p. ms.

Studies adult use of leisure, shows the need for physical activity in adult life for good health, mental and personal hygiene, and sketches the growth of physical activities in high school. Formulates and evaluates the results of a questionnaire given to 703 men of various ages, engaged in various occupations to determine the amount of carry-over there had been between their physical activities in high school, and their present physical activities, and finds that the carry-over was more in spirit than in physical activity.

1487. ***Bottje, Mary.** A study of secondary school programs of physical education as related to the leisure time activities of 875 college women. Master's, 1934. Michigan. 83 p. ms.

Determines the physical education activities offered by the high schools to 405 women students attending the University of Michigan, and to 470 women students attending Western State teachers college at Kalamazoo; the extent in which these activities were participated by these students within the high-school program and outside the high-school program, for college credit, and for leisure time after leaving high school; and considers the activities students wished they had learned in high school for use in leisure time. Finds that the majority of activities which students desire for use in leisure time were offered by a small percent of the high schools attended by the group, and that there is no apparent relationship between many activities taught in high-school programs of physical education and those participated in for leisure.

1488. **Brentford, Harry Ellis.** The individual development of a group of high-school boys through physical education. Master's, 1934. Southern California.

1489. **Bright, Emory Arthur.** A study of the possibilities of the use of underwater gymnastics in the prevention and correction of postural deviations. Master's, 1934. Southern California.

1490. **Brown, Genevieve.** The status of physical education for girls in the high schools of Arizona. Master's, 1933. Arizona.

1491. **Burley, Lloyd E.** A course of study in anatomy for physical education major students, based on an activity analysis of physical education teaching tasks. Master's, 1934. Iowa.

1492. **Burt, Fred Thomas.** A study of the causes of scholastic deficiencies among students in the School of physical education. Master's, 1933. Illinois.
1493. **Case, Marie E.** The education of physical education majors in relation to the subjects they teach. Master's, 1934. Colo. St. T. C.
1494. **Chase, Hilda Naomi.** A comparison of the objective ratings of the physical education programs in the secondary schools in Pasadena. Master's, 1934. Southern California.
1495. **Clevett, Melvin, Arthur.** The interests and participation of boys in voluntary physical education activities. Master's, 1933. Chicago.
1496. **Coffey, James Russell.** The contributions of physical education to citizenship. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 45-46)
- Traces the contributions of physical education to citizenship from the days of the ancient Greeks and Romans to the present day.
1497. **Cook, Violet Surface.** Determining and providing for individual differences in physical education. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 49-50)
- Discusses methods of determining physical and personality variations of children, and the responsibility of the physical-education teacher in developing specific objectives which are appropriate to the needs of the individual child.
1498. **Farmer, Curren Adams.** Evaluation of physical activities based on research and accepted objectives. Master's, 1934. Peabody. 107 p. ms.
1499. **Farrington, Claud Max.** A course of study for physical education in the junior and senior high schools of the District of Columbia. Master's, 1934. George Washington.
1500. **Gordon, Madeline Loveless.** Adjusting physical education activities to girls of the junior high school age. Master's, 1934. Southern California.
1501. **Hall, Marguerite F.** Description and prediction of physical development in school boys. Doctor's, 1934. Michigan.
1502. ***Hasbrouck, Frank W.** A study of the scope and procedure in physical examination and follow-up in the Y. M. C. A. Master's, 1934. New York. 80 p. ms.
- Analyzes the procedures used in administering physical examinations in 200 branches of the Y. M. C. A. in the United States and Canada, as shown in their replies to a questionnaire.
1503. **Holst, Alwyn Robert.** Analysis of the physical and health education programs of a selected class of schools in Minnesota. Master's, 1934. Minnesota.
1504. **Johnson, Henry Satterwhite.** A study of physical education in the rural elementary schools of Virginia. Master's, 1934. Virginia.
1505. **Jordan, Emmett.** The development of criteria for judging physical education programs. Master's, 1934. South. Methodist. 96 p. ms.
- Places emphasis on intramural and free-play activities and corrective work rather than on formal gymnastics and competitive athletics.
1506. **Keeley, Helen Putnam.** An investigation of physical education programs and sports for girls in the senior high schools of California. Master's, 1934. Southern California.
1507. **Kirch, Isabelle Marie.** The relation of directed physical education activities to posture improvement. Master's, 1934. Wellesley.

1508. **Knoeppel, LeRoy J.** Physical education in small and medium sized high schools of Illinois. Master's, 1934. Iowa.

1509. **McCart, Marion.** A junior college physical education program for men. Master's, 1934. Oregon.

1510. ***March, Leland Samuel.** Motivating physical education for junior high school boys. Master's, 1934. Boston Univ. 75 p. ms.

Analyzes the techniques of motivation used with approximately 150 boys in the seventh and eighth grades of the Roosevelt school, Melrose, Mass.

1511. **Milton, Marshall.** The place of physical education activities in the new leisure. Master's, 1934. Peabody. 93 p. ms.

1512. **Mitchel, Carl Ernest.** Safety devices for the teaching of gymnastics. Master's, 1934. Southern California.

1513. ***Morris, Robert C.** Injuries occurring in physical education activities in secondary schools: a study of the injuries occurring in the physical education activities of the secondary schools of Pawtucket, Rhode Island. Master's, 1933. New York. 58 p. ms.

Studies the date and time of the injury, age, school grade and sex of the child, nature of the injury, part of the body affected, time lost because of the accident, activity engaged in when injured, manner, place of occurrence, and cause of the injury, supervision at the time, apparatus in use, and a description of the situation in which the injury occurred, for the year 1931-32.

1514. ***Nash, Willard L.** The stated aims and purposes of the departments of military science and tactics and physical education in the land grant colleges of the United States. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university. 1934. 129 p. (Contributions to education, no. 614)

Studies 52 specified institutions in the United States, including those in Alaska, Hawaii, and Puerto Rico, exclusive of the 17 colleges designed especially for Negro students.

1515. †**Nixon, Eugene W. and Cozens, Frederick W.** An introduction to physical education. Philadelphia, W. B. Saunders company, 1934. 262 p. (Claremont colleges)

Discusses the place of physical education in the educational program; its historic background, scientific foundations, aims, objectives, program of activities, and measurement in physical education; social-moral training through physical education; competitive sports and athletics; physical education and leisure time; technic in teaching skills; participation of all students in the physical education program; qualifications and training of physical education teachers; professional leadership in physical education; and opportunities for service in the field.

1516. ***Olesen, Frederik A.** An experimental analysis of the relative effects of exercise upon the gross musculature in college students. Doctor's, 1934. New York. 139 p. ms.

Compares athletes engaged in different sport activities at Brooklyn college with non-athletes engaged in gymnastics and mass games to determine the changes in gross musculature which take place because of specific sport activities during and after one term of exercise.

1517. **Osborn, George Rollin.** The persistence of interest in physical education of high school athletes (boys) and its influence upon scholarship and vocational choice. Master's, 1934. Ball St. T. C. 88 p. ms.

Data indicate that high-school athletes in this study, did not continue the study of physical education.

1518. **Baatama, Helen M. S.** Special classes in physical education for adult women and girls out of school living on the Mesabi and Vermillion Iron ranges of Minnesota. Master's, 1934. Southern California.

1519. **Reed, Clarence Milford.** The physical education needs and desires of adult school men in Los Angeles. Master's, 1934. Southern California.
1520. ***Satterlee, William A.** A study of the present economic depression in relation to physical education and athletic departments in northeast Ohio school systems. Master's, 1934. New York. 187 p. ms.
Studies the personnel in physical education and in athletic coaching, the program in physical education and in interscholastic athletics, finance and equipment in physical education and athletics.
1521. ***Scherer, Isidor W.** An investigation of a method for measuring emotional reactions in gymnasium situations. Master's, 1933. New York. 85 p. ms.
Devises a technique which measures emotional reactions in the gymnasium, and provides an instrument for evaluating the effect of play life on the emotions.
1522. **Schuettnr, Arthur James.** Adapting corrective physical education procedures to the elementary school situation. Master's, 1934. Southern California.
1523. ***Shay, Clayton Theodore.** Part versus whole methods of learning in gymnastics. Master's, 1934. Syracuse. 19 p. ms.
Describes an experiment conducted with two groups of 16 members each, from freshman physical education classes at Syracuse university. Data indicate that the whole method is superior to the part method in learning the upstart on the horizontal bar.
1524. **Strehle, Robert L.** A study of the college program in physical education for men with particular reference to its evaluation and improvement in Pomona college. Master's, 1934. Claremont. 126 p. ms.
1525. **Tinkler, Vernon Edward.** Some relations between intelligence and natural physical activities. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 68)
Describes an experiment conducted with 937 boys from the fourth to the ninth grades, inclusive, in the public schools of Leavenworth, Kans., in which an attempt was made to determine the relationship of intelligence as measured by mental age and IQ with tests of physical ability.
1526. **Trieb, Jeannette Bower.** Supervisory responsibilities of the head of the department of physical education for girls in secondary schools. Master's, 1934. Southern California.
1527. **Trieb, Martin Herman.** A study to determine the prevalence, causes, and prevention of accidents in the physical education program of the secondary schools of Los Angeles. Master's, 1934. Southern California.
1528. **Waggoner, Miriam Genevieve.** Individual differences in interests and efforts of college women as related to a program of physical education. Master's, 1934. Iowa.
1529. **Wilder, Emma L.** The inadequacies of the present program of physical education activities for girls to provide recreational interests for leisure time. Master's, 1934. Harvard. 111 p. ms.

ATHLETICS

1530. **Albaugh, James J.** The status of interscholastic athletic coaches in the North central association high schools in Michigan, 1933-34. Master's, 1934. Michigan.
1531. **Aldrich, Edith A.** The relationship of buoyancy to the learning rate in swimming. Master's, 1934. Iowa.

1532. **Allen, John B.** The personal effect of instruction in boxing upon the behavior of a timid boy at the Whittier State school. Master's, 1934. Southern California.

1533. **Atwell, Ruth Harriett.** Norms of achievement in sports for women. Master's, 1933. George Washington. 81 p. ms.

1534. **Butler, Louis C.** Intramural athletics for small colleges. Master's, 1934. Colo. St. T. C.

1535. **Case, Everett Norris.** An analysis of the effects of various factors on the accuracy of shooting free throws in basketball. Master's, 1934. Southern California.

1536. ***Cormany, W. J. B.** The effect of high-school athletics upon scholarship as measured by achievement tests. Master's, 1934. West Va. 51 p. ms.

Attempts to determine whether participation in organized interscholastic athletics has any effect upon the academic achievement of athletes in five Raleigh county, W. Va., high schools, and finds no significant differences between athletes and nonathletes.

1537. **Craddock, Earl Wayne.** A survey of interscholastic athletics for boys in the smaller high schools of Texas. Master's, 1933. Agr. and Mech. Coll. of Texas.

1538. **Cross, Thomas J.** A comparison of the whole method, the part method, and a minor-games method of teaching basketball to ninth-grade boys. Master's, 1934. Iowa.

1539. ***Dalzell, Wilbur.** Frequency and causes of high-school football injuries and the procedures for prevention. Master's, 1934. Michigan. 76 p. ms.

Analyses data supplied by the coaches and principals of 54 high schools in Iowa pertaining to procedures used in their schools to prevent football injuries, and analyzes the weekly injury blanks to determine the types and number of injuries.

1540. **Daugherty, Richard.** What do the presidents and deans of the Michigan intercollegiate athletic association believe should be the objectives of intercollegiate athletics? Master's, 1934. Michigan.

1541. **Duffy, Gwendoline W.** Age, weight, and vital capacity as determining factors in homogeneous grouping of non-swimmers. Master's, 1934. Okla. A. and M. Coll.

Attempts to find a method for grouping nonswimmers according to their ability to learn to swim.

1542. **Everett, Earl Clinton.** The basis for awards for interschool participation in athletics in Oklahoma high schools. Master's, 1934. Oklahoma. 68 p. ms.

1543. **Geltz, Harry.** A variation in the double wing back offensive football formation, including a play analysis chart as a basis for individual practice drills. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 97-98)

1544. ***Gerrish, Paul Herbert.** A dynamic analysis of the standing vertical jump. Doctor's, 1934. T. C., Col. Univ. New York city, 1934. 31 p.

Attempts to present a valid scientific method for measuring the mechanical factors of the standing vertical jump, to design and perfect a simple machine which will accurately measure variable forces of muscular movement, and to make a dynamic analysis of the standing vertical jump.

1545. **Greer, James Henry.** The analysis of the positions of the body in baseball. Master's, 1934. Peabody. 90 p. ms.

1546. *Harrick, Stephen. The comparative effectiveness of teacher demonstration and game technique methods of instruction in playground baseball. Master's, 1934. West Va. 64 p. ms.

* Compares the effectiveness of teaching ninth-grade playground baseball by the teacher demonstration and the game technique methods at the Point Pleasant high school, Point Pleasant, W. Va.

1547. Hartung, Donald. A study of the organization and costs of athletics and physical education in several high schools in Oregon. Master's, 1934. Oregon.

1548. *Heintzel, Carl Frederick. Physical activity preferences of boys in the junior high schools of the District of Columbia. Master's, 1934. George Washington. 55 p. ms.

Data were secured from 2,001 replies to a questionnaire distributed to boys in 7 white junior high schools of Washington, D. C. Ranks both participation and observation preferences in 20 physical activities, and finds that baseball, swimming, and football are the most popular for participation, and baseball, football, and wrestling are the most popular for observation.

1549. Johnson, Leslie W. Determination of the status of football and basketball officiating in the secondary schools of the State of Washington. Master's, 1933. Washington. 150 p. ms.

1550. *Krakower, Hyman. The relation of physical stature to ability in the running high jump. Doctor's, 1932. New York. 166 p. ms.

Compares a group of men who had never received specific training in the running high jump as members of high-school or college track teams with a group who had had specific training in the running high jump. The students were all from the College of the City of New York.

1551. *Lyon, Henry Barker. A personnel study of head football coaches in the senior high schools of Indiana, Illinois, Ohio, and Kentucky. Master's, 1934. Michigan. 101 p. ms.

Studies the professional training, growth, attitude, salaries, ages and systems used by the high-school football coaches in these four states.

1552. Masonbrink, Edward. To determine the effect of athletic training season upon scores made in the Foster and Schneider cardiac-functional tests. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 182-83)

Describes an experiment conducted with 22 high-school boys who were members of the varsity basketball squad and 22 who were members of a regular physical education class, who were tested with the Foster test; and an experiment with 8 boys who were tested with the Schneider test during the track season. Data indicate increased efficiency for the basketball squad, a slight decline in efficiency for the physical education class, and a slight variation between tests for the boys tested during the track season.

1553. Maydahl, Bergete Olga. The status of girls' athletics in the secondary public schools of the State of Washington. Master's, 1934. Washington.

1554. *Mendelis, Joseph. Fundamentals of line football. Master's, 1934. New York. 205 p. ms.

Presents the fundamentals necessary for line play, with a set of guiding principles prescribed by leading authorities from all parts of the country.

1555. Newman, Lial Cyrus. The administration and cost of athletic programs in the secondary schools of Kansas. Master's, 1933. Chicago.

1556. Ogle, Fred Charles. The status of football in selected Oklahoma high schools. Master's, 1934. Oklahoma. 186 p. ms.

1557. Owen, Arthur Edward. A comparative study of articles on swimming appearing in standard magazines for the years 1918-1922 and 1928-1932. Master's, 1934. Southern California.

1558. Payne, Alan Edward. A study of the relation between success in athletics and life success. Master's, 1934. Stanford.

1559. *Pearce, Hardy Lee. Sport preferences of boys in the public, private and colored high schools of the District of Columbia. Master's, 1934. George Washington. 36 p. ms.

Secures data from the answers to a questionnaire sent in by male students at Eastern, Western and Dunbar high schools, and Friends, Emerson Institute, and Gonzaga private high schools. Baseball was ranked first by boys in both types of high school as the preferred participation sport, and was outranked by football as an observation sport. Boxing, which is not included in the high-school curriculum, ranked seventh as a participation sport and third in observation choice.

1560. Peavy, George Darwin. An analysis of the physical activities of Stanford men. Master's, 1934. Stanford.

1561. Pierce, George A. A study of the comparative achievements of the non-athletes and athletes in McAlester elementary schools. Master's, 1934. Okla. A. and M. Coll.

1562. Rehmke, Antonia Maria. A comparative study of the girls physical education programs in the secondary schools of Tulare county, Tulare, California, with the standards established in the State score card for evaluating girls physical education programs in California. Master's, 1934. Washington.

1563. *Rich, Lyle Martin. The liabilities assumed by colleges and universities for athletic injuries to students. Master's, 1934. Michigan. 47 p. ms.

Studies the liabilities assumed by 68 colleges and universities for injuries received in or as a result of intercollegiate competition and practice, and for injuries received in or as a result of intramural competition and practice. Finds that most of the colleges and universities studied assume responsibility for the care and treatment of athletic injuries received in intercollegiate competition and practice, and that 33 percent assume liability for injuries received during intraschool games or practice.

1564. Rogers, Dorothy. A study of the relationship between certain measures of swimming achievement, fear, motor ability, and rhythm among college women. Master's, 1934. Iowa.

1565. Rowley, Robert B. The academic and professional training of athletic coaches in relation to the subjects they teach. Master's, 1933. Washington. 75 p. ms.

Finds that coaches have not received sufficient academic training for their teaching subjects, that they are teaching subjects in which they are not prepared, and that they lack training for coaching.

1566. Sabo, John Phillip. An empirical study of types of muscular coordination in throwing baskets. Master's, 1934. Illinois.

1567. Servis, Ual. The influence of competitive athletics upon the intellectual accomplishment of high-school pupils in Colfax county, New Mexico. Master's, 1933. N. Mex. Nor. Univ.

1568. *Shacter, Joseph. Lacrosse coaching. Master's, 1934. New York. 100 p. ms.

Discusses the growth of lacrosse in the United States, the need for conditioning the players, the fundamentals of the game, the coaching program, systems of play, and the selection and care of equipment.

1569. Shearer, Florence Martha. A survey of physical education programs and facilities in 235 elementary schools in Washington. Master's, 1933. Washington.

1570. Snodgrass, John. The objectives and values of athletics in some of the high schools of Kansas. Master's, 1933. Kans. St. T. C., Pittsburg.

1571. *Speert, David J. The current trends and practices in the organization and administration of intramurals in representative colleges and universities in the United States. Master's, 1934. New York. 70 p. ms.

Gives a brief history of intramural athletics, and studies the administration, content, student and faculty participation, and financing of intramurals in 85 institutions in 41 states and the District of Columbia.

1572. Sudduth, Solon Bluch. A summary of essentials from selected bibliographies on teaching basketball. Master's, 1934. Peabody. 142 p. ms.

1573. Webb, Allan Buford. The high-school athletic coach in Mississippi. Master's, 1934. Peabody. 42 p. ms.

1574. Weygandt, Earl Clayton. The effects of interscholastic athletics on the health and physical status of participants. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 275-70)

Evaluates the results of participation in interscholastic athletics of 22 boys and 10 girls who were graduates of the same high school.

1575. Young, Ivan Wayne. An experimental evaluation of certain procedures involved in teaching playground baseball. Master's, 1934. Southern California.

1576. Zegers, Raymond V. A study of the starting time of sprinters. Master's, 1934. Iowa.

PLAY AND RECREATION

1577. *Barnett, William James. A study of the recreational activities of 10th grade boys and the relationship of choice of activities to motor ability, intelligence quotient, and chronological age. Master's, 1934. Michigan. 45 p. ms.

Analyzes the recreational activities of the boys who were taking the required sophomore work in physical education in the Topeka senior high school to determine possible changes in the physical education curriculum to meet the needs of the boys and to train them in leisure-time activities. Data indicate that the activities in which the largest number participate are not included in athletic and intramural programs, that there are no significant differences in the motor ability of the groups choosing the various activities, and that groups in the same school grade choose recreational activities of approximately the same average age.

1578. Brose, Alfred Elmer. Trend of industrial and municipal recreation in the Lansing community. Master's, 1934. Mich. St. Coll.

1579. Brown, Ermina Winifred. Changing trends in camp programs: a study of 10 California camps of the Y. W. C. A., Girl scouts, and the Camp fire girls. Master's, 1933. Southern California.

1580. Connors, Anne Bernardine. Play interests of a group of 50 children in an elementary school. Master's, 1933. Southern California.

1581. Corwith, Evelyn. Developmental progression of uses of preschool play apparatus made by children two to four years old. Master's, 1934. Iowa.

1582. Day, Robert Fuller. The organized summer camp for boys as an educational agency. Master's, 1934. Brown. 48 p. ms.

Studies equipment, activities and personnel, current opinion and practices, and presents standards which must be met if the potential values of camp as an educational

agency are to be realized. Reports that better provision for the training of camp counselors is a pressing need and points out that providing university courses gives promise of at least a partial solution of this problem.

1583. *Dyckes, William K. The construction of camp waterfront facilities. Master's, 1934. New York. 71 p. ms.

Discusses construction materials, wood construction, floating structures, crib construction, waterfront layout, and concrete construction.

1584. Eldridge, Myrtle. Personnel procedures used in girls' summer camps. Master's, 1934. Cincinnati.

1585. Evans, Clara B. A study of elementary after-school playgrounds in the United States. Master's, 1934. Southern California.

1586. Fox, Magdalene Marie. The socializing influences of the Logan street school playground of Lansing, Michigan. Master's, 1934. Mich. St. Coll.

1587. *Frazier, Faye P. A study of what parents wish for their daughters from a summer camp program. Master's, 1934. Michigan. 62 p. ms.

Analyzes parental interest in motor skills and in personality development as shown by data on 507 girls ranging in age from 9 to 18 years, enrolled at Camp Cavell, a school girls' camp of the Detroit Young women's Christian association.

1588. Hammatt, Lucinda Dumke. The organization and administration of playgrounds and community recreation. Master's, 1934. Southern California.

1589. Heinlen, Lois B. A study of the educational values of organized summer camps for adolescents. Master's, 1934. Ohio. 207 p. ms.

Studies the objectives and values, programs, leadership and other aspects of the camps of churches and analogous groups, as well as private camps. Finds that camps are educational agencies possessing many educational values, that they are receiving increased recognition and can become more effective, as they meet adequate educational criteria.

1590. *Hildebrand, Louise. Dancing in the high-school curriculum for girls. Master's, 1934. George Washington. 80 p. ms.

Attempts to determine to what extent the persons making up the courses of study in physical education are following the activities suggested by the leaders in the field of dancing; to make suggestions for the betterment of the program; and to determine the trends and the status of the dance. Traces the historical background of dancing. Finds that 12 types of dancing are being offered in the high-school program for girls, and that teachers colleges are offering training in every type of dancing found in the high-school program.

1591. Hood, Pauline Mary. A proposed recreational program adapted to the needs of girls in the Barton home. Master's, 1934. Southern California.

1592. Horning, John Landes. A teacher's handbook of organized hiking and overnight camping. Master's, 1934. Stamford.

1593. Kinsman, Thelma. A survey of play spaces municipally owned and supervised by either park departments or boards of education in incorporated towns in the State of Washington. Master's, 1934. Washington.

1594. Klonsky, George. The history of the vacation playground under the control of the board of education, city of New York. Master's, 1934. Coll. of the City of N. Y. 80 p. ms.

1595. Layton, Marguerite C. Family excursions in the San Francisco bay are deemed profitable to upper elementary school children. Master's, 1934. California.

1596. Little, Amy. Play and amusements in Colonial America. Master's, 1934. Peabody. 224 p. ms.

Covers amusements and recreation in America from first settlements through the beginnings of the new nation.

1597. **McAuliffe, Florence Joseph.** The summer camp—a contribution to education. Master's 1934. Boston Coll.

1598. **Moore, James A.** Negro public recreation needs in the West End district of Cincinnati. Master's, 1934. Cincinnati.

1599. **Norton, Lucille.** Dictionary of dance terms. Master's, 1934. Peabody. 115 p. ms.

Standardizes dance terms for use by the physical education teacher.

1600. **Norviel, John W.** A survey of recreation in Glendale. Master's, 1934. Southern California.

1601. **Reynolds, Flora Pauline.** The community recreation movement in the United States. Master's, 1934. Southern California.

1602. **Shear, Charles.** A recreation program for adolescent boys in a congested city district. Master's, 1934. Cincinnati.

1603. **Strowd, Lorraine Spencer.** Place of the dance as an art in elementary education. Master's, 1934. Peabody. 81 p. ms.

1604. **Vinal, William G.** Camping, a part of the elementary science program. American nature study society journal, March 1934. (Western Reserve University)

1605. ***Von Wenck, Katherine.** A critical evaluation of Czechoslovakian folk dances for use in American school situations. Master's, 1933. New York. 123 p. ms.

Gives music and directions for dancing 50 folk dances collected from the peasants in the rural districts of Czechoslovakia, and classifies them for use in the various grades in American schools.

COMMERCIAL EDUCATION

1606. **Abdon, William Oscar.** A study of practices and trends in typewriting classes in Michigan cities of 300 to 5,000 population. Master's, 1934. Michigan.

1607. **Adams, Maude L.** An analysis of the types of errors in transcription made by students of shorthand in secondary schools. Master's, 1934. Iowa.

1608. **Angelo, John P.** A comparative study of the highest and lowest ranking first semester typewriting pupils. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 444)

Compares the records of the highest and lowest ranking first semester typewriting pupils on two word recognition tests, two speed of reading tests, IQ, and previous scholastic marks. Data indicate that word recognition tests and speed of reading tests are of the least value in predicting ability to learn typewriting.

1609. **Bailey, Jennie Lucille.** The relation of intelligence to typing achievement of the students in the high school, Parsons, Kansas. Master's, 1933. Kans. St. T. C., Pittsburg.

1610. **Bedinger, Samuel C.** The present status of shorthand and methods. Master's, 1934. Colo. St. T. C.

1611. **Bow, Bernice Bines.** Improved method of teaching commercial subjects. Master's, 1934. Oklahoma. 76 p. ms.

1612. **Bowers, Grace Garton.** A study to determine the general business information possessed by high-school seniors. Master's, 1934. Southern California.

1613. **Bridgford, Fred.** Concepts of junior business training. Master's, 1934. Iowa.

1614. **Brier, Anna H.** An analysis of the arithmetical content in bookkeeping. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 449-50)

Analyzes the two most widely used bookkeeping textbooks and their practice sets together with two other bookkeeping textbooks and their practice sets. Shows little variation between the topics of fundamental subject matter in each course, the topical analysis of the practice sets follows closely that of the textbook.

1615. **Brown, Floyd Jay.** The nature of the interview: a study of office procedures in Los Angeles junior high school. Master's, 1934. Southern California.

1616. **Buckler, Edythe A.** The relationship between knowledge of correct English and the application of that knowledge in transcription. Master's, 1934. George Washington. 29 p. ms.

1617. **Capen, Ellery.** Revelation of job analyses of positions open to secondary commercial school graduates and proposed curricula improvements. Master's, 1933. Washington.

1618. **Carlos, Esther M.** A study of the commercial pupils of Roosevelt high school, East Chicago, Indiana. Master's, 1934. Cincinnati.

1619. **Carruthers, Ruth Crystal.** A classified analysis of research studies in typewriting. Master's, 1934. Indiana. 121 p. ms.

1620. **Coltillotti, Mary.** Some pedagogical observations concerning the evolution of the Isaac Pitman system of shorthand. Master's, 1934. Coll. of the City of N. Y. 78 p. ms.

Traces the history of shorthand from the time of the Greeks and Romans to the time of Isaac Pitman, and analyzes the early and later texts of the Pitman method for changes and improvements.

1621. **Darrough, Nell Glenn.** A survey of industrial Terre Haute. Master's, 1934. Ind. St. T. C. 84 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 262-63, July 1934)

Attempts to determine whether the commercially trained student from the Terre Haute high school was employed in that city, to discover the strong and weak points in their training, and to secure data that would be valuable in curriculum revision.

1622. **Desmond, Elizabeth Rita.** Development of junior business training. Master's, 1934. Boston Coll.

1623. **Douglas, Lloyd V.** Development of techniques and materials for the teaching of certain general business objectives in a course in nonvocational bookkeeping. Doctor's, 1934. Iowa.

1624. **Everett, Minnie Lee.** History of commercial education and development in the southern states. Master's, 1934. Peabody. 325 p. ms.

1625. **Gilman, Grace Hawk.** An investigation of the use of dramatized material as a teaching device in junior business training. Master's, 1934. Southern California.

1626. **Goen, Marguerite.** The effectiveness of penmanship drills in elementary shorthand. Master's, 1934. Iowa.

1627. **Grasshoff, Frank.** A study of commercial work in the Ohio high schools. Master's, 1934. Wittenberg.

Surveys the scope and standards of commercial studies in the Ohio high schools in 1932.

1628. **Gurley, Marie.** Supply and demand of clerical workers and stenographers. Master's, 1933. George Washington. 84 p. ms.

1629. Hagland, Hazel Evelyn. Three procedures in the teaching of shorthand principles. Master's, 1934. Chicago. 72 p. ms.

1630. Hartley, William H. A determination of the number of repetitions necessary to learn the preparation of certain business papers in elementary bookkeeping. Master's, 1934. Iowa.

1631. Hazlet, Helen. A study of the use of school achievements in English and penmanship in predicting success in shorthand classes. Master's, 1934. Iowa.

1632. Henderson, J. Frances. A study to determine the effectiveness of practice teaching in typewriting. Master's, 1934. Iowa.

1633. Hickman, Walter Prentice. A study of the relationship between general and educational qualifications and efficiency in clerical work. Master's, 1934. South. Methodist. 64 p. ms.

1634. Jessa, Marie. A suggested placement and follow-up plan for high-school commercial students. Master's, 1934. Iowa.

1635. Johnson, Edith Dailey. A philosophy of business education. Master's, 1934. Southern California.

1636. Kerr, Mabel E. A study of the duties of office workers in Terre Haute, Indiana. Master's, 1933. Ind. St. T. C. 127 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 233-34, July 1934)

Classifies the duties of 107 office workers in Terre Haute during the summer of 1932, and finds that they were performing a total of 615 different duties.

1637. Koch, Joseph L. Norms of achievement in speed and accuracy of typewriting students in the junior and senior high schools of the District of Columbia. Master's, 1933. George Washington. 35 p. ms.

1638. Koepke, Harold F. An analysis of the commercial training needs of farmers. Master's, 1934. Iowa

1639. Kuna, Marguerite. The effectiveness of the use of exercises written in shorthand in teaching elementary typewriting. Master's, 1934. Iowa.

1640. Laidlaw, Lois Wells. Organization of business education in junior colleges. Master's, 1934. Southern California.

1641. Laidlaw, Virginia Thompson. Historical development of business education in the public evening high schools of Southern California. Master's, 1934. Southern California.

1642. Levin, Rose. A study of the social background and a survey of interests of ninth-grade commercial pupils in the Herron Hill junior high school. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 486-87)

Investigates the physical equipment of their homes, their family background, cultural interests, the extent to which they participate in the organized recreational activities of the community, in wage-earning activities, religious and school extracurricular activities of 50 white and 35 Negro pupils of the Herron Hill junior high school who will follow the commercial curriculum when they enter senior high school.

1643. *Loso, Foster W. The status of office practice in the public senior high schools of New Jersey. Doctor's, 1934. New York. 244 p. ms.

Analyses data secured from 138 high schools in New Jersey which offer commercial work. Studies the prerequisite training for a course in office practice, time given to the teaching of the subject matter, objectives of the course, equipment, textbooks, and supplementary equipment, practical experiences, office laboratory practice, the training and experience of office practice teachers, and educational criteria.

1644. **McCurdy, Ina.** A study of learning to add on the comptometer. Master's, 1933. Chicago.

1645. **McElvain, Pauline.** Present trends in typewriting instruction in the secondary schools. Master's, 1934. Oregon.

1646. ***McHenry, Lyda Elizabeth.** A vocational follow-up of postgraduate and regular commercial graduates of the Detroit high school of commerce. Master's, 1934. Michigan. 109 p. ms.

Compares the records of 109 persons who completed the postgraduate secretarial course and 133 who completed the regular commercial course of the Detroit high school of commerce, to determine the value of postgraduate work in teaching and guidance. Data indicate slight but consistent differences between the two groups, and that the year spent in postgraduate training was a valuable investment as shown by the type of positions secured, and the slightly higher salaries received by the postgraduates.

1647. **McIntire, Clara L.** Possibilities of forecasting skill in typewriting. Master's, 1934. Mass. St. Coll.

1648. **McKenna, Frances Claire.** The importance of teaching the different types of business organization in the high school. Master's, 1934. Boston Coll.

1649. **Macleod, Dorothea Katherine.** A study of Gregg shorthand: its historical development, its basic principles and its place in the high-school curriculum of today. Master's, 1934. Boston Coll.

1650. **Messler, Blanche Claudia.** Investigation of Negro business offices and Negro schools regarding shorthand, typewriting, and office machines. Master's, 1934. Simmons. 73 p. ms.

Recommends minimum requirements of curriculum in schools training Negro office workers.

1651. **Miller, Herbert S.** A survey of the teaching of elementary business training in the public junior and six-year high schools of the State of Ohio. Master's, 1934. Cincinnati.

1652. **Moorman, J. H.** The development of commercial education in the public secondary schools of Florida. Master's, 1934. Florida.

1653. ***Morton, Thomas Vassar.** Traits and duties required of retail salespersons in department stores. Master's, 1933. New York. 66 p. ms.

Attempts to discover the traits and duties required of retail salespersons in department stores in New York and to determine what educational facilities are available for retail sales training in that locality.

1654. †**Nichols, Frederick G.** The personal secretary: Differentiating duties and essential personal traits. Cambridge, Harvard university press, 1934. 105 p. (Harvard studies in education, vol. 23)

Discusses the judgments of 238 secretaries as to the personal traits requisite in private secretaries, employers judgments of necessary personal traits, the duties of the private secretary, the educational background, occupational experience, exceptional demands, and the status of the secretary as differentiated from stenographers or office workers.

1655. **Nicholson, George L.** Comparative attainment in typewriting skill under two methods of conducting practice. Master's, 1934. Kans. St. T. C., Pittsburg. 50 p. ms.

Attempts to determine whether teaching typewriting to high-school pupils by a method which emphasizes accuracy is better than a method which emphasizes quantity, by experimenting with 46 pupils 1 year and 44 pupils the following year. Finds only negligible differences the first year, and a slight advantage for the quantity method the second year.

1656. **Patterson, Grace E.** The persistence of technical English difficulties as revealed in typewriting classes. Master's, 1934. Pittsburgh. (Abstract in:

University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 505-506)

1657. Paula, *Sister M.* Frequency of application of shorthand principles. Master's, 1934. Fordham.

1658. Peltier, Gladys Smilie. A study to determine whether it is more economical to learn typewriting by the "whole" or "part" method. Master's, 1934. Oklahoma. 56 p. ms.

1659. Phipps, George C. An experimental study of the reading of shorthand. Doctor's, 1934. Chicago.

1660. Piatt, Charles W. A comparison of two methods of approach to the study of bookkeeping. Master's, 1933. Kans. St. T. C., Pittsburg.

1661. Polacoff, Yetta. History of commercial education in the public high schools of the District of Columbia. Master's, 1934. George Washington. 79 p. ms.

1662. Pollock, Alice Lucille. The organization of secretarial training in secondary schools. Master's, 1934. Southern California.

1663. Probst, Ruth Ann. Development of business education in the public schools of Los Angeles. Master's, 1934. Southern California.

1664. Quayle, Margaret S. A study of happiness and unhappiness in the vocation of stenography. Doctor's, 1934. T. C., Col. Univ.

Compares personality traits, ability and interest patterns of 63 stenographers who report themselves as being happy with those of 61 who report themselves as being unhappy. Data indicate that the happy stenographers show less insight and ambition and have fewer neurotic tendencies than do those who are unhappy; the happy stenographers tend to retain childish attitudes toward their homes and authority, to possess fewer aggressive and dominant traits, to give fewer evidences of feelings of inferiority than do the unhappy stenographers; that there is little difference between the groups on tendencies toward extraversion-introversion; and that unhappy stenographers tend to have more satisfactory social relationships with men than do those who are happy.

1665. Rockwell, Irene Schut. The present status of business education in the public secondary schools of Arizona. Master's, 1934. Southern California.

1666. Sampson, William P. A survey of commercial education in the junior colleges of the United States compared with contemporary surveys of commercial education in the secondary schools. Master's, 1934. Colo. St. T. C.

1667. Selby, Paul Owen. A critical examination of the business curricula in American secondary schools and the formulation of a program for the education of secondary students preparing to conduct small, independent enterprises. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)

Shows the need of educating persons to conduct small, independent enterprises, and sets up a syllabus and teaching materials to train individuals for this type of endeavor.

1668. *Shields, Harald Gustav. A study of junior college business education. Doctor's, 1934. Harvard. 338 p. ms.

Examines the structure of the business college to determine wherein business education can make a contribution to the accepted purposes of this level of education. Formulates business curricula for various types of junior colleges on the basis of the purposes of the institution. Data were secured from previous studies, questionnaire results, check-lists, printed reports, and visits and interviews in 40 junior colleges in 8 middle western states. Suggests tentative curricula for small, moderate sized, and large public junior colleges and for private junior colleges which are variable in type.

1669. *Skene, Etta C. Occupational analysis as a basis of bookkeeping curricula of public secondary schools. Doctor's, 1934. New York. 203 p. ms.

Lists bookkeeping activities used in business, determines which of these activities may be better learned on the job and which in school, determines in what subjects or courses these activities are to be organized, and the sequence in which they are to be taught.

1670. *Skinner, Minter Perry. An experimental investigation to determine the relative effectiveness of two methods of teaching typewriting: the contract plan versus the daily assignment method. Master's, 1934. West Va. 55 p. ms.

Describes an experiment conducted during the last 12 weeks of the second semester 1933, with two tenth-grade classes of 30 pupils each taking a course in first year typing in Weston high school. Finds a significant difference in favor of the group using the contract plan of instruction.

1671. Smith, Cecil Clive. Federal aid to vocational education in North Carolina. Master's, 1934. Duke. 230 p. ms.

1672. Smith, Sofrona Lucretia. A study of supervision of typewriting in secondary schools. Master's, 1934. Iowa.

1673. Spaulding, Hugh Melvin. A historical development of instruction in bookkeeping in the secondary schools of the United States. Master's, 1934. Southern California.

1674. Spencer, Herbert L. An experimental study showing the relative influences of the typewriter on the various phases of reading ability among elementary school pupils. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 307-13)

Studies the nature and extent of the educational influences of the use of the portable typewriter on various phases of reading ability among elementary school pupils in grades 1 to 6. Shows that the use of typewriters, especially in grades 4, 5, and 6 has a great influence on the pupil's ability in reading as measured by word meaning, and that the pupils who use typewriters grasp the total meaning of what they read better than those pupils who do not have typewriters.

1675. Wagner, Ronald O. Vocational business education in Winnemucca, Nevada. Master's, 1934. Colo. St. T. C.

1676. Watkins, Ina-Ree. Evaluating business education curricula in terms of a survey and the curricular practices of 56 California high schools. Master's, 1934. Southern California.

1677. Weller, George Carl. A course of study for junior business training in the South San Francisco junior-senior high school. Master's, 1934. Stanford.

1678. White, Charlotte Cecilia. A survey of business education in the small public high schools of California. Master's, 1934. Southern California.

1679. *Wiggin, Harold Alton. A study of commercial education in the public junior and senior high schools in Rhode Island. Master's, 1934. Boston Univ. 80 p. ms.

Presents the enrollment of all senior and junior high schools offering commercial subjects and the percentage of pupils taking commercial courses, the number of commercial pupils graduated and the number entering higher schools; the standards and efficiency of instruction as measured by the organization of the department; preparation of the teachers, their teaching and business experience and professional improvement; the commercial subjects offered, the time allotted to each; guidance and placement of graduates and drop-outs; and the results of the training when applied to actual business conditions.

1680. Williams, Katherine M. Planning a commercial curriculum. Master's, 1934. Cornell. 194 p. ms.

1681. Williams, Sidney A. Case problems based on Illinois statutes and decisions for high-school commercial law. Master's, 1934. Iowa.

1682. Wollenhaupt, Willard A. Analysis of the duties of typists. Master's, 1934. Iowa.

1683. Wood, Hester Catherine. Commercial courses of study in cities of the United States with a population of over 100,000. Master's, 1933. Indiana. 177 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 41-42)

Analyzes the courses of study and programs of subjects secured from 93 cities with a population of over 100,000.

1684. Woodworth, Mary Elizabeth. Tendencies in the organization and construction of teaching materials in typewriting textbooks. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 532)

1685. Yerian, Charles T. Method of procedures in educating the secondary administrator about commercial education. Master's, 1934. Iowa.

INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

1686. Abel, Allison Albert. A history of industrial arts in the public day schools of Ohio as indicated by official school reports of 1922. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 1-2)

Gives factors influencing its origin, a statistical summarization of its growth, and the status of industrial arts education in 1922.

1687. Barloga, F. L. Design in cabinet making (a unit in industrial arts teaching). Master's, 1934. Iowa.

1688. Breckenridge, R. W. A course in sheet metal work for engineering students at a land grant college. Master's, 1934. Iowa St. Coll.

Analyzes the uses to which sheet metal products are put, the materials used in their construction, the conditions under which these products are required to render service, and the processes involved in their manufacture.

1689. Brooks, Donald Beresford. An analysis of the proofreading abilities of junior high school print shop students. Master's, 1934. Southern California.

1690. Brown, Everett Moore. The enrichment of instruction in the industrial arts subjects through supplementary reading. Master's, 1934. Southern California.

1691. Bullen, Benjamin Talmadge. A comparison of outcome of two types of teaching in shop work. Master's, 1933. Denver. 65 p. ms.

Describes an experiment with two classes, 7B and 7A in bench metal in the same shop, to determine whether one method was superior to another in character adjustments, and whether the shop played an important part in such adjustments.

1692. Campbell, Charles A. Industrial arts education in rural communities. Master's, 1934. Ohio. 137 p. ms.

Surveys industrial arts in Belmont county circuits and proposes a course of study.

1693. Campbell, Robert A. A bulletin for teachers of industrial arts. Master's, 1934. Rutgers.

1694. Christensen, Ernest. Factors affecting the planning and organization of an industrial arts shop and equipment. Master's, 1934. Iowa.

1695. **Coffin, Kenneth Dix.** Determination of the related mathematical content of the vocational plumbing course at the arsenal technical schools, Indianapolis. Master's, 1934. Indiana. 103 p. ms.

1696. **Cromwell, Eskin Emil.** Value of trade training given in Hammond technical-vocational school as indicated by reports from 150 former students. Master's, 1934. Chicago.

1697. **Curran, Fred Llewellyn.** The demonstration method versus the instruction sheet method in teaching industrial arts. Master's, 1934. Minnesota.

1698. **DePietro, Jack Francis.** Leaders in industrial arts. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 59-60)

Studies the literary productions and the professional and educational status of a selected group of leaders in the field of industrial arts, and includes an annotated bibliography of their writings.

1699. ***Fahl, Arthur J.** School shop management as a discipline-preventative. Master's, 1934. Penn. State. 73 p. ms.

Presents a school shop program that will challenge the boy to do his best, based on an analysis of general psychological factors, the qualifications needed by the teacher, and a study of the pupils themselves.

1700. **Field, Margaret Muriel.** An outline for a course in the history of printing. Master's, 1933. California.

1701. **Frasier, P. G.** An analysis of the needs for vocational education of the five basic building trades in Iowa. Master's, 1934. Iowa St. Coll. 76 p. ms.

1702. †**Fryklund, Verne C.** The selection and training of modern factory workers. Minneapolis, University of Minnesota press, 1934. 28 p. (Bulletins of the Employment stabilization research institute)

Discusses the effect of changing conditions in industry; objective measurement of certain traits of modern factory workers; the problem of training modern factory workers; and presents a program of selection and training.

1703. **Gard, Theron D.** Analysis of related information taught in junior high school woodworking. Master's, 1934. Iowa St. Coll. 69 p. ms.

1704. **Geiser, Ralph Girard.** An analysis of the industrial arts activities carried on in the homes of junior high school boys in Hawaii. Master's, 1934. Hawaii.

1705. **Hamill, Robert.** A survey of vocational education in the city of Portland, Oregon. Master's, 1934. Oregon.

1706. **Henning, R. T.** Values derived from industrial arts by 120 male adults. Master's, 1934. Iowa St. Coll. 40 p. ms.

Shows that the adults accorded the worthy home membership objective of industrial arts courses a high score while guidance values were given a low estimate.

1707. **Jenkins, T. S.** Common wood-finishing practices in high school shops of Iowa. Master's, 1934. Iowa St. Coll. 45 p. ms.

Attempts to determine the emphasis given wood-finishing, the common finishes used, the techniques used in applying them, and the physical conditions of the shop which affect wood finishing.

1708. ***Jeter, Everett V.** A survey of Morris county, New Jersey, for purposes of secondary vocational education. Doctor's, 1933. New York. 132 p. ms.

Surveys the pupil population of Morris county in an attempt to discover how many pupils might profit by specific vocational training provided by a county vocational school, and to determine the occupations open to the students within their own territory.

1709. **Johnson, Lawrence Mollé.** The introduction of a program of vocational education in the Canal Zone colored schools. Master's, 1934. Washington. 106 p. ms.
1710. **Keene, Wade H.** Automechanics in the senior high school. Master's, 1934. Okla. A. and M. Coll.
Deals with the teaching of automechanics in the senior high school, and includes a course of study for 4 semesters.
1711. **Klink, C. A.** A study of student preference for the technical high school on a basis of mechanical aptitudes. Master's, 1934. Oregon.
1712. **Koepke, Charles A.** A job analysis of manufacturing plants in Minnesota. Minneapolis, University of Minnesota press, 1934. 50 p. (Bulletins of the Employment stabilization research institute, vol. 2, no. 8)
Studies the worker, the types of work performed, and the use and types of machinery used in the various manufacturing plants in the State.
1713. **Lerda, Louis.** The correlation of fine and industrial arts. Master's, 1934. Penn. State.
1714. **London, Hoyt H.** Written instruction in industrial arts teaching: an experimental comparison of the job-sheet and the operation-sheet methods. Doctor's, 1934. Ohio. 280 p. ms.
Describes an experiment conducted with a class in 7B woodwork.
1715. **Lowe, Wayne L.** A study to determine the need for and the possibilities of offering industrial education in Terre Haute, Indiana. Master's, 1933. Ind. St. T. C. 119 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 234, July 1934)
Summarizes present practices in industrial education in Terre Haute, attempts to determine in what ways the program may be improved to meet the needs of the pupils, tries to promote a closer relationship between the Gerstmeier technical school and the various industries of the city, and attempts to learn from local employers and employees of the possibilities of training boys for and up-grading men in those vocations in which the greatest number of employes were found in Terre Haute.
1716. **Luehring, Arthur.** General metal work for the junior high school. Master's, 1934. Ind. St. T. C. 224 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 254-55, July 1934)
1717. **McCoy, Charles F.** The value of pupil notebooks in the teaching of electricity in the junior high school. Master's, 1934. Iowa St. Coll. 68 p. ms.
Uses two equated groups of 57 pupils each to determine the value of the pupil notebook in teaching electricity, and finds that the group using the notebooks showed greater retention when measured by an objective test taken 9 weeks after the close of the course.
1718. **McQueen, James.** Development of the technical and vocational schools of Ontario. Master's, 1933. T. C., Col. Univ. 63 p. ms.
1719. **Misner, Ralph J.** A comparison of traits and characteristics of high-school seniors who chose the industrial arts, commercial, or other curricula. Master's, 1934. Wisconsin.
1720. **Moore, C. A.** Instructional units in industrial arts for the Peabody demonstration school. Master's, 1934. Peabody. 128 p. ms.
1721. **Murphy, Mattie Bride.** Trends in vocational education: changing concepts of values. Master's, 1934. St. Louis. 125 p. ms.
Discovers trends in vocational education through examination of historical material, including official reports, texts, magazine articles, and courses of study. Finds that the history of vocational education up to the present has been a period of experimentation. The high-school plan is favored in preference to the separate school plan.

1722. **Nelson, William B.** A survey of industrial arts for Negroes in the rural high schools of Mississippi. Master's, 1934. Iowa St. Coll. 56 p. ms.

Studies physical equipment, size of library, amount of money devoted to industrial arts instruction, the extent to which the work functions in the community, publicity techniques, and methods of teaching.

1723. **Nugent, Mary Elizabeth.** A study of the occupational adjustment of a selected group of dependent boys discharged from St. Joseph's home and school. Master's, 1934. Catholic Univ.

1724. **Pannell, Herman C.** Vocational opportunities in New Mexico. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 51)

Determines the vocational opportunities in New Mexico by tracing the vocational development from the beginning of territorial days to 1930.

1725. **Pierson, Glenn Alfred.** A study of the outside mechanical activities and interests of boys of the seventh, eighth and ninth grades. Master's, 1934. Miami. 55 p. ms.

Analyzes data gathered from junior high school boys in three city, one private, and the rural schools of two counties.

1726. **Poe, Bryce.** Factors relating to industrial success of trade school graduates. Master's, 1934. Kansas.

1727. **Powers, Homer Willard.** The offering in public trade, vocational, and technical schools of secondary grade. Master's, 1934. Chicago.

1728. **Price, Esther Collier.** A proposed course of practical mathematics as related to trade dressmaking instruction. Master's, 1934. Okla. A. and M. Coll. Surveys the trade dressmaking departments of the girls' vocational schools in the United States, and evolves a course of practical mathematics for use in trade dressmaking classes.

1729. **Reed, George Washington.** A functional study of the "handy-man" industrial arts objective. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 226-27)

Studies 62 pairs of matched shop-trained and non-shop-trained men who had graduated from the Rayen or South high schools, Youngstown, Ohio, at least 10 years before. Data indicate that the shop trained cases performed 1.85 times as many of the "handy-man" jobs as the non-shop trained in actual life situations.

1730. **Richards, G. H.** The status of industrial education in seven state reform schools for boys in the Middle West. Master's, 1934. Iowa St. Coll. 70 p. ms.

Studies the training and qualifications of the teachers, their salaries, teaching load, the types of boys taking industrial courses, and the nature and extent of vocational counselling.

1731. **Bitter, Mortimer C.** The development of a central trade school to meet the needs of a specific industry. Master's, 1934. T. C., Col. Univ. 90 p. ms.

Studies the centralized and unit trade schools designed to meet the needs of a specific industry in a large industrial center, and finds that an institution having as its objective the meeting of the needs of a specific industry is desirable and practical.

1732. **Roberts, Harmon Dale.** Trends in high school industrial education, 1934-35, Harrisburg high school, Harrisburg, Illinois. Master's, 1934. Illinois.

1733. **Shartle, C. L.** Some psychological factors in foremanship. Doctor's, 1934. Ohio. 195 p. ms.

1734. **Siders, Cecil Franklin.** An annotated bibliography on woodwork; literature. Master's, 1934. Ohio.

1735. **Singleterry, Tearl.** Industrial arts in Oklahoma high schools. Master's, 1934. Okla. A. and M. Coll.

Finds that out of 309 high schools in Oklahoma, only 117 list industrial arts courses in their curriculum.

1736. **Smith, Agnes Claire.** Development of the machine course in the secondary schools of Boston. Master's, 1934. Boston Coll.

1737. **Steiner, Haydn Leonard.** Industrial arts clubs in schools of central Ohio. Master's, 1933. Ohio. 100 p. ms. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 262-63)

Studies the status of industrial arts clubs in 46 city, 7 exempted village, and 51 high schools under county supervision in a radius of approximately 50 miles from Columbus, Ohio. Shows that the clubs are instrumental in contributing to the development of originality, responsibility, and initiative of students.

1738. **Steiner, Russell Quintin.** A study of industrial arts education in the consolidated high schools of Indiana. Master's, 1934. Michigan.

1739. **Stephenson, Charles.** What practical activities are needed for special classes in industrial education in the Tiffin public schools? Master's, 1934. Miami. 54 p. ms.

Indicates, from an analysis of occupational activities, that work given in special rooms and general shop should include repairing of clothing, common tools and harness, cleaning of walls, wall papers, repair of furnaces, fences, and porches rather than the repairing of electrical appliances, reading of gas and water meters, and the caneing of chairs.

1740. **Sullivan, Valeria Rebecca.** An analysis of the factors which give social status to women's occupations. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 521-22)

Describes an experiment in which a list of occupations was submitted to 1,126 girls in three New Jersey high schools for checking as to the occupations in which they would be proud, satisfied, disappointed, or ashamed to work, with their reasons for the choice of two in which they would be proud to work and two in which they would be ashamed to work.

1741. ***Temple, Edward Hollis.** Facilities for seventh, eighth, and ninth grade industrial arts in certain cities and towns of New England. Master's, 1934. Boston Univ. 115 p. ms.

Studies the location of the room, method of lighting, heating and ventilation, pupil capacity, time element, and floor areas of rooms provided for seventh, eighth, and ninth grade industrial arts in cities and towns of New England ranging in population between 5,000 and 15,000.

1742. **Thiel, Ernest Richard.** A determination of the related subjects content for the cabinet-maker's trade. Master's, 1934. Indiana. 185 p. ms.

1743. **Thomas, Alice E.** Survey of the Girls' industrial school, Beloit, Kansas. Master's, 1934. Kans. St. T. C., Emporia. 59 p. ms.

1744. **†Thorndike, Edward L., Bregman, Elsie O. and others.** Prediction of vocational success. New York, Commonwealth fund, 1934. 284 p. (Teachers college, Columbia university)

Describes a study conducted over a period of 10 years with children in the New York City schools, following as many as possible of the more than 2,000 children who were given general intelligence, clerical capacity, and mechanical adroitness tests between December 1921 and November 1932.

1745. ***Wenrich, Ralph C.** An evaluation of professional industrial education courses as to their usefulness in teaching. Master's, 1934. Penn State. 48 p. ms.

Compares and evaluates the professional industrial education courses given at Pennsylvania State College, University of Pennsylvania, and University of Pittsburgh based on

the replies to a questionnaire sent to 60 percent of the vocational teachers of Pennsylvania. Lists the courses which the teachers felt were most useful, and those which might be eliminated from the curriculum.

1746. White, Frederick. Trends in employment and vocational education in California. Master's, 1934. Stanford.

1747. Wiebe, Peter A. A study of methods used in teaching industrial arts in the exempted villages of Ohio. Master's, 1934. Ohio. 60 p. ms.

1748. Williamson, Scott. The aims of manual arts as developed in Texas. Master's, 1934. South. Methodist. 68 p. ms.

1749. Wise, Oscar. A proposed industrial arts course for the junior high schools of Amarillo, Texas. Master's, 1934. Okla. A. and M. Coll.

Offers a proposed general shop course of study, together with plans, equipment lists, methods of teaching, methods of testing, and job analysis of courses for the seventh and eighth grades of the junior high schools of the Amarillo public schools.

1750. Young, Gem Gar. Vocational education under Federal aid. Master's, 1934. Minnesota.

AGRICULTURAL EDUCATION

1751. Clark, Matthew J. An analysis of the development of public-school agriculture for Negroes in Louisiana. Master's, 1934. Iowa St. Coll. 110 p. ms.

1752. Decker, Marfin. Poultry courses for evening class pupils in the Egg Harbor area of Atlantic county, New Jersey. Master's, 1934. Rutgers.

1753. Finifrock, Stanley Revere. Vocational agriculture in the high schools of Illinois in 1933. Master's, 1934. Chicago. 86 p. ms.

1754. Freeman, James N. The development of public school education in agriculture for the Negroes of South Carolina. Master's, 1934. Iowa St. Coll. 158 p. ms.

1755. Fuller, John Seymour. Some criteria for establishing and maintaining agricultural departments in the secondary schools of Arizona. Master's, 1933. Arizona.

1756. Gelger, Lester Newton. An evaluation of programs of work of local chapters of Future farmers of America in Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's theses, 13: 95-97)

Develops a score card that can be used by supervisors, teacher trainers, local chapter advisers and local chapters, and evaluates programs of work of local chapters of the organization, to show methods by which local chapters can evaluate their own programs of work more accurately.

1757. George, Chester Jonas. The relationship between occupational pursuits of farm-reared young men and their courses in high schools. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 98-101)

Studies 6 rural high schools located in Darke and Montgomery counties, analyzing the records of 476 farm-reared young men who had attended high school from 1 to 4 years to the end of the school year 1931-32. Shows that the vocational agriculture course is functioning better than the other courses for these young men.

1758. Hamlin, H. M. Summary of measurement studies in agricultural education. Agricultural education, 6: 74-77, 90-93, November-December 1933. (Iowa State College)

1759. **Henderson, Howard C.** The relationship between certain factors affecting the choice of farming as a vocation and measured attitude toward farming. Master's, 1934. Purdue. 56 p. ms.

Analyzes test scores of 122 former vocational agriculture students who attended Seymour high school during the years 1919-1934, on the Cromer-Young attitude scale for measuring attitude toward farming.

1760. **Jobe, Robley Newell.** Basing the teaching of the dairy enterprise on scientific findings. Master's, 1934. Peabody. 125 p. ms.

1761. **Keller, Rubert Leon.** The status of vocational agricultural education in the secondary schools of California. Master's, 1934. Southern California.

1762. **Landsburg, George.** Effectiveness of Smith-Hughes vocational agricultural education in the State of Michigan. Master's, 1934. Michigan.

1763. **LaRue, William Calfee.** The development of a program for the establishment of more profitable farm flocks in Grassy Creek community. Master's, 1934. Va. Poly. Inst. 93 p. ms.

Produces a program centered around an agricultural enterprise, checks it with measurements of progress previous to the planned program and subsequent to putting it into practice.

1764. **Morgan, Barton.** The extension service in agriculture and home economics of Iowa State college. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series. no. 287. (Series on aims and progress of research, no. 45. 1 p.)

Traces the origin and development, and the status in 1930 of the extension service in agriculture and home economics of the college.

1765. **Preston, Ralph C.** Course of study of farm environment for the elementary school. New York city, Teachers college, Columbia university, 1934. 32 p. ms.

Constructs a course for elementary grades with modern psychological principles in mind, making agriculture a cultural rather than a vocational or nature study course.

1766. **Trimnell, M. Robert.** Sweet potato production for evening school pupils in the Minotola area of Atlantic county, N. J. Master's, 1934. Rutgers.

1767. **Young, Wade Phillips.** A history of agricultural education in North Carolina. Master's, 1934. North Carolina.

Traces the historical development of agricultural education in North Carolina from Colonial times to the present.

HOME ECONOMICS

1768. **Adams, Jane Lilly.** Changes in Southern food and table customs, 1860-1930. Master's, 1934. Peabody. 146 p. ms.

1769. **Allen, Hazel Katherine.** The application of some principles of economics to the problem of institutional management. Master's, 1933. T. C. Co. Univ.

1770. **Badgley, Ilma L.** A comparative analysis of the home activities of pupils and their accomplishment in a course in home activities. A study in the seventh and eighth grades of Oakland, Calif. Master's, 1933. Chicago.

1771. **Basom, Elizabeth Hope.** A brief survey of literature of school feeding and a study of the equipment and organization of the lunchroom of the University school, Ohio State university. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's, theses, 12: 19)

1772. **Brown, Gretta Mariel.** Activities carried on in Chicago homes as related to courses in home economics and home mechanics. Master's, 1934. Chicago.

1773. ***Davis, Eleanor Sophia.** Home economics curricula in some of the leading colleges and universities in the United States. Master's, 1934. Boston Univ. 129 p. ms.

Investigates the requirements for the baccalaureate degree in 19 institutions offering at least one 4-year curriculum in home economics, the range of curricula offered, time of differentiation and specialization, and analyzes the proportion of time spent on academic subjects, scientific, and technical subjects, and the range and concentration of technical work in each of the major fields.

1774. **Dinges, Grace May.** A study of pupil and parent attitudes toward high-school home economics instruction as a basis for evaluation of the work offered. Master's, 1934. Southern California.

1775. **Felger, Wilma G.** Education for home and family life. Master's, 1934. Ohio. 103 p. ms.

1776. **Filkin, Verda E.** Homemaking activities of high-school girls. Master's, 1934. Kansas.

Studies the homemaking activities of the senior girls in 9 high schools in an attempt to determine the phases most frequently participated in by girls graduating from high school, their activities which differ from those of girls with no home economic training, the difference in home activities of girls with general home economics training and with vocational home economics training, and the extent to which instruction in home economics influences the home activities of girls graduating from high school.

1777. **Gill, Patricia.** Subject matter content in units in home care of the sick in a high school home economics course. Master's, 1934. Kans. St. Coll. of Agr.

Evaluates a course called Home craft offered in the Enid, Okla., high school.

1778. **Gillespie, Annabelle.** The present status of home economics in the major coeducational colleges and universities in the United States. Master's, 1934. Southern California.

1779. **Haag, M. Susanna.** Objectives for a clothing course in terms of student needs. Master's, 1934. Peabody. 101 p. ms.

1780. **Hale, Allie Delilah.** Homemaking course of study for seventh grade of Oklahoma City. Master's, 1934. Okla. A. and M. Coll.

1781. **Harrison, Sallie Baird.** Homemaking responsibilities of certain high school boys contrasted with the homemaking responsibilities of younger married men in the same area of Virginia. Master's, 1934. Tennessee.

Analyzes data secured by means of a questionnaire from 80 high-school boys and 79 young married men in Williamsburg, Va. and vicinity. Shows that the boys and men have a number of responsibilities for home activities, which increase with the family responsibilities incident to marriage.

1782. **Harwood, Olive M.** A study of the homemaking education of girls provided through formal and incidental education in the orphanages of Kansas. Master's, 1934. Kans. St. T. C., Pittsburg. 58 p. ms.

Questionnaires from 12 orphanages in the State of Kansas indicate that the more educational phases of homemaking receive little attention and that such training as is given is largely to get work done.

1783. **Herzberger, Alfred A.** Practical home activities and appreciations. Master's, 1934. Ohio. 150 p. ms.

Finds that the home as a miniature society offers a unique setting for educational development.

1784. Jason, Ruth Cox. Home economics and consumer education. Master's, 1934. Ohio.

Attempts, by personal interviews, by review of the literature in the field, and by questionnaires to determine what is being done in teaching consumer education on the secondary school level. Shows an increasing need for new objectives in home economics education, and that present economic conditions afford an opportunity for teaching practical economy.

1785. Jeffrey, Louise. The amount and kind of verbal direction used in a school eating situation. Master's, 1934. Michigan.

1786. Jones, Mildred Lethridge. The food habits of 678 school pupils in Iowa. Master's, 1934. Iowa St. Coll. 70 p. ms.

Studies dietary records of 11th and 12th grade girls in 10 high schools with vocational programs in home economics in Iowa. Eight hundred and thirty-six of the girls had been enrolled in home economics classes and 317 had not been. A larger percentage of the pupils in the home economics group than of the non-home economics group ate the foods which are desirable although the chi-square values indicate that the differences between the two groups could not be attributed to home economics training.

1787. Kennedy, Ada May. Organization of home economics in junior high schools. Master's, 1934. Southern California.

1788. *LaFollette, Cecile T. A study of the problems of 652 gainfully employed married women homemakers. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 208 p. (Contributions to education, no. 619)

Analyzes the complete history of 652 families and the work history of the gainfully employed women homemakers in these families. Offers suggestions to curriculum workers, employers, and home economics administrators.

1789. Lee, Mildred Virginia. A study to determine consumer business activities for an intermediate grade curriculum. Master's, 1934. Southern California.

1790. Libbon, Ada Louise. A method of determining content in a high-school clothing course. Master's, 1933. Washington.

1791. †Lowenberg, Miriam E. Food for the young child. Ames, Ia., Collegiate press, Inc., 1934. 142 p. (Iowa State college)

1792. Meshke, Edna D. My philosophy of education and its application to home economics teaching. Master's, 1933. T. C., Col. Univ. 109 p. ms.

1793. Moore, Olive M. A course in rural sanitation for presentation in the twelfth-grade home economics based on a partial investigation of needs in Lyon county, Kans. Master's, 1934. Kans. St. T. C., Emporia. 147 p. ms.

1794. Mountjoy, Agnes Alexander. Workbook in foods for junior high school. Master's 1934. Penn. State.

Studies Morrison's unit assignment plan of teaching as well as available workbooks for home economics classes and laboratory manuals for science classes. Constructs guide sheets for four foods units based on the Morrison plan.

1795. Nicholson, Cecil DeMae. Investigations of clothing practices in a selected group of Negro homes in Kansas City, Kansas. Master's, 1934. Kans. St. T. C., Pittsburg. 55 p. ms.

Shows that construction should receive the greatest emphasis in the junior high school clothing classes, and that the principles of design, clothing budget, and selection of clothing should receive the most stress in the high-school curriculum.

1796. Oelke, Ruth Ella. Changes in certain phases of the administration of home economics in 181 secondary schools of Iowa between 1929 and 1933. Master's, 1934. Iowa St. Coll. 72 p. ms.

Studies records dealing with home economics teachers, classes, and physical improvement in departments. Finds better training for teaching at end of 4 years, longer tenure, more classes taught per teacher, a greater variety of subjects, an increase in per pupil load, more 2-year programs and fewer 1-, 3-, 4-, or 5-year programs, a decrease in number of departments making physical improvements.

1797. Redford, Helen D. A course of study in home economics for the seventh grade of the Colorado State teachers college junior high school. Master's, 1934. Colo. St. T. C.

1798. Ripley, Cora Annette. A study of homemaking education in the San Jose high school. Master's, 1934. Stanford.

1799. Ritchie, Iris Lyons. An analysis of professional literature relating to home economics. Master's, 1934. Southern California.

1800. Robb, Jean Archibald. A course of study in home economics for grades 7, 8, and 9 in Halifax, Nova Scotia. Master's, 1934. Syracuse. 177 p. ms.

Studies the activities of 1,154 girls in the home, their food habits and preferences, and the type of breakfast eaten, and bases the course of study on their activities.

1801. Schubert, W. H. Evaluation of home mechanics content based upon a survey of jobs done in the home. Master's, 1934. Iowa St. Coll. 58 p. ms.

Determines the activities of an industrial arts nature performed by some members of the family in 100 homes in Ames, Iowa, and secures the opinions of the families as to the value in the school curriculum of a course made up of such items of activity.

1802. Scoggins, Fannie Kate. Federal legislation affecting the teaching of vocational home economics. Master's, 1934. Peabody. 78 p. ms.

1803. Smith, Vesta. Status of home economics in junior colleges in Kansas. Master's, 1934. Colo. Agr. Coll. 82 p. ms.

Analyzes critically the courses offered, enrollment in home economics courses and the number of girls in college in 1933 and 1934, number and length of periods and credits allowed for the courses, fees charged, prerequisites, textbooks, and reference books used, content and purpose of courses, transfer of credits, teacher preparation and teaching load of the 6 public junior colleges offering courses in home economics. Shows that most of the colleges studied confine their home economics courses to the freshman year.

1804. Sowell, Myra Lucille. A study of the interests of high school girls in child development and training. Master's, 1934. Colo. Agr. Coll. 92 p. ms.

Describes an experiment conducted with 247 girls in the high school of Waxahachi, Tex., in September 1933 to determine the factors influencing their interest in the care of babies and small children. Compares their interest in child development with interest in other units of home economics, the effect of contact with children, and of training in child development upon their interest.

1805. Svantessen, Annette N. A study of the relationship between behavior problems of girls and home economics work through case studies of 24 problem girls of junior high school age. Master's, 1934. Colo. Agr. Coll. 138 p. ms.

Studies the case histories and school records of 24 girls between the ages of 12 and 14 who were enrolled in the Child guidance clinic in Denver, Colo., because of behavior problems. Shows that their clinic problems were due to some personality trait, and were not due to school or classroom. Their scholastic standing was higher in home economics subjects than in their other school work.

1806. Tesh, Sara Creese. Household employment: a study of practices in the Linden avenue district of Pittsburgh. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 525-26)

Attempts to determine employer preferences for girls in general housework as to race, age, desirable traits, education, training and experience, and division of work most often needed by the employer to be used as a basis for constructing a training program for household employment in the Pittsburgh girls' trade school.

1807. **Tully, Mary Elizabeth.** A study of the contributions of home economics to the personal development of high-school girls. Master's, 1934. Southern California.

1808. **Van Arsdale, Mary Evangeline.** A study of trends in the supervision of homemaking education. Master's, 1934. Southern California.

1809. **Wallenstein, Louaine S.** A standardized interview for domestic placement. Master's, 1934. T. C., Col. Univ. 36 p. ms.

Analyzes domesticability test items, statistical data on item analysis, internal consistency, etc.

1810. **Watt, Eileen Marie.** The status of home economics teaching in accredited state teachers colleges in the United States. Master's, 1934. Kans. St. T. C., Emporia. 76 p. ms.

Study of catalogs from 40 teachers colleges and 143 schools accredited by the American association of teachers colleges for 1932-33 led to suggestions that more emphasis be placed on social sciences and on courses for personal enjoyment and enrichment of personal living.

1811. **Welbourne, Frances R.** Home economics education and the present economic situation. Master's, 1933. T. C., Col. Univ. 26 p. ms.

1812. **Wherry, Sarah Marguerite.** Vocational homemaking in Iowa, 1917-1934. Master's, 1934. Iowa St. Coll. 140 p. ms.

Finds an increase from 3 schools giving a vocational program in homemaking in 1918 to 63 in 1933, and in adult classes, from 1 to 21, a custom of locating departments in schools with one hom-making teacher, a mean enrollment in direct proportion to size of school, a mean tenure of teachers of 3 years, a broadened program during later years.

1813. **Wills, Marion.** Bibliography of studies of the home economics curriculum. Master's, 1934. Ohio.

Presents a bibliography of 404 entries, most of which are annotated, classified by school levels.

1814. **Wilson, Isabella Chilton.** Homemaking education for bituminous coal mining communities. Doctor's, 1934. T. C., Col. Univ.

Determines the objectives of homemaking education for the junior high schools for the white children of the bituminous coal mining communities of southern West Virginia based on personal experience as a home economics teacher, visits to the homes of 60 mine workers, interviews with the managers of three company stores, with officials of various coal companies, with company physicians and mine union officials, and on 1,862 schedules of homemaking information gathered from 260 homes of white junior high school students of home economics.

1815. **Wright, Lola E.** A study of the factors influencing enrollment in elective homemaking courses in small high schools in Arizona. Master's, 1934. Colo. Agr. Coll.

Analyzes the reports of 381 junior and senior girls in 14 small vocational high schools in Arizona which offer first and second year homemaking programs, and in which the course is elective. Thirty-four and seven tenths percent of the girls enrolled in these schools were taking home economics training in 1934; the percent in different schools enrolled ranged from 20.4 to 75. Of the 270 girls taking or having taken homemaking, the reasons for enrollment indicated interest in a broad homemaking program. Among the reasons given by 102 girls for not enrolling, conflicts with other subjects was the most frequent.

CHARACTER EDUCATION

1816. **Batenhorst, Sister M. Gabriella.** A study of the direct and indirect methods of character training in high schools. Master's, 1933. Ind. St. T. C. 102 p. ms. (Abstract in: Indiana State teachers college. Teachers college Journal, 5: 219, July 1934)

Surveys the character education program in the various high schools of the United States to ascertain the direct and indirect means of promoting character training, and decides which methods would be preferable in the construction of a character education program for high-school students.

1817. **Benning, Beth Houston.** A study of behavior analysis as a teaching instrument for character education. Master's, 1934. Southern California.

1818. **Brauer, Martin Ernst.** Introducing a pragmatic basis of morality into the secular schools. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's theses, 13:39-41)

Surveys the various moral programs, and suggests the use of a program called "right by agreement" in the public schools.

1819. **Callahan, Sister Mary Rosine.** A study of character education in the primary grades from the Catholic viewpoint. Master's, 1934. Kentucky. 44 p. ms.

Reviews the literature in the field of character education from the standpoint of the child to be trained, the teacher, methods and means of instruction, and what constitutes character education from the Catholic viewpoint.

1820. **Carlson, Harold Sigurd.** Teachers' attitudes in relation to classroom morale and cheating. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)

Studies 47 homeroom teachers and more than 1,000 pupils in grades 5 and 6 in eight Iowa cities, and finds a high relationship between morale changes and teachers' attitudes.

1821. **Caswell, Bernice Lillian.** The use of the short story as a medium for character training in the secondary schools. Master's, 1933. T. C., Col. Univ. 50 p. ms.

1822. **Ellis, S. B.** Character education. Ripon, Wis., Ripon college, 1934. 276 p. ms.

Presents a study of character education with readings and problems for use in teacher-training courses in character education.

1823. **Flynn, Rev. Eugene.** Can morality be taught? Master's, 1934. Catholic Univ.

1824. **Flynn, Sister Françoise.** A study in honesty. Master's, 1934. Catholic Univ.

1825. **French, Zada.** Medieval romance as an instrument in shaping ideals. Master's, 1934. Iowa.

1826. **Glatfelter, E. A.** The effect of incidental moral education on conduct. Doctor's, 1934. Penn. State.

Describes an experiment conducted in a junior high school, in which pupil and teacher ratings were the measuring instruments.

1827. **Gustin, Rev. Arno Anthony.** Asceticism in education. Master's, 1934. Catholic Univ.

1828. **Hawkins, Edwin C.** Situations involved in sportsmanship as a character trait. Master's, 1934. Colo. St. T. C.

1829. **Horton, Mary Bernice.** Character education through literature. Master's, 1933. Illinois.

1830. **Hunt, B. L.** A public-school character education curriculum. Doctor's, 1934. Colo. St. T. C.

Serves as a basis for the following articles: A character education program. *Journal of education*, 117: 238-40, May 7, 1934. Why not a sane character education curriculum? *Nation's schools*, 13: 40, May 1934.

1831. Lacy, James Samuel. An evaluation of a character education program for the Dayton Heights school. Master's, 1933. Southern California.

1832. Lugg, Rhea M. Bastone. Studies to determine the amount of honesty among junior high school students. Master's, 1934. Michigan.

1833. Morlan, Grover Cleveland. Moral education in the American public elementary schools since 1835. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, no. 45. 1 p.)

Traces the substitution of moral for religious subject matter, the shift from religious to nonreligious sanctions, the transition from individual to social morality, the change from autocratic to democratic school administration, the discarding of faculty psychology and the theory of formal discipline for modern interpretations of learning, and the growing tendency to substitute active participation for passive absorption.

1834. Queree, Pearl. Some problems of character education in the elementary schools. Master's, 1934. Denver. 142 p. ms.

Attempts to clarify the position of the elementary school in character education, to show what it can do and the way the work is affected by the conditions under which it works.

✓ 1835. Bayburn, Russell H. Conduct problem study in elementary school. Master's, 1933. Ind. St. T. C. 50 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 226, July 1934)

Evaluates the immediate results of the direct method of teaching character traits used in the Charter's, *Conduct problems* workbooks for grades 4 to 8, inclusive. Finds that no definite advance in character traits could be attributed to the use of the conduct books in the classroom.

1836. *Rubinstein, Annette T. Realistic ethics. Doctor's, 1933. T. C., Col. Univ. New York, Beacon press, 1934. 138 p.

Part 1: Realistic pluralism; part 2: Critique of current ethical realism.

1837. *Ruediger, Imogene Ickis. A study of cheating in grades 3, 4, and 5. Master's, 1934. George Washington. 48 p. ms. - ♪

Studies 775 children in grades 3, 4, and 5 in three adjacent school buildings in Washington, D. C., in an attempt to discover the amount of cheating in written work occurring among the pupils, and the relative value of the incidental method of remedial treatment for cheating as compared with the incidental supplemented by the direct method. Data indicate that the tendency to cheat is significantly reduced by the use of character training when there is a combination of the incidental method with the direct method in the form of the discussion of character problems.

1838. Seidman, Jerome M. General and specific attitudes. Master's, 1934. Rutgers.

Investigates aspects of the experimental and theoretical relations of general attitudes and specific attitudes to character and personality. Describes an experiment in which four scales were administered to an unselected group of 103 freshmen and 42 sophomores at Rutgers university.

1839. Stinebring, Frances. The contributions of the high-school English studies to the development of character. Master's, 1934. Ohio. 75 p. ms.

1840. Thompson, Kenneth H. Character traits developed by the Knighthood of youth. Master's, 1934. Colo. St. T. C.

RELIGIOUS EDUCATION

1841. Airheart, Walter Lee. Student experiences significant for religious education. Doctor's, 1934. North Dakota.

1842. *Albaugh, Dana M. Public-school relations and the Protestant churches, with particular reference to Northern Baptists. Master's, 1934. Michigan. 114 p. ms.

Studies the historical development of the secularized public schools, the relationship of religion to education, conflicts and cooperation between Protestant churches and public schools, and Baptist history and church policy as they relate to education.

1843. *Barker, Leo Vaughn. Lay leadership in Protestant churches. Doctor's, 1934. T. C., Col. Univ. New York, Association press, 1934. 240 p.

Analyzes the reports of 1,001 men and women between the ages of 25 and 65 who participated in some form of social or religious leadership in 82 Protestant churches, widely distributed as to size, type, denomination, and location in cities and towns in five eastern states. Determines the factors in experience and training associated with differences in the character of leadership given by laymen, and the type of training needed for the development of leaders.

1844. Blair, Thomas William. The parochial school as a source of relief to the school district and as an added burden to its patrons. Master's, 1934. Chicago.

1845. Butler, Rev. Edward J. The religious vacation school: a study of some types. Master's, 1934. Catholic Univ.

1846. Canary, Peyton Henry, jr. The scriptural teachings of the world's living religions on international understanding and good will. Doctor's, 1934. Indiana. 356 p. ms.

1847. Chen, Yil Yung. A study of cooperative organization for religious education. Master's, 1933. Auburn.

1848. Clemens, Sister M. Ruth. Retreats for high-school students as an element in Catholic education. Master's, 1934. Notre Dame. 130 p. ms.

1849. Diaz, Flora. A constructive study of the curriculum of religious education in the college department of Silliman institute. Master's, 1934. Iowa.

1850. Dillon, Ross Ernest. Aims and standards in religious education. Doctor's, 1933. South. Baptist.

1851. Duval, Sister M. Ferdinand. Development of Catholic education in North Dakota. Master's, 1934. Notre Dame. 52 p. ms.

1852. *Eakin, Mildred Moody. A study of references to Hebrews (Jews) in Protestant church school lesson materials elementary division with a view to estimating their probable or possible influence in fostering attitudes on the part of church school pupils towards present-day Jews or Judaism. Master's, 1934. New York. 77 p. ms.

1853. Foley, Rev. Frederick C. An explanation of the rite of the mass by St. Thomas Aquinas: A source in the realization of the liturgical movement in colleges. Master's, 1934. Catholic Univ.

1854. *Franzblau, Abraham N. Religious ideas and character among Jewish adolescents. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 80 p. (Contributions to education, no. 634)

Analyzes data based on the responses of 701 adolescent children drawn from two prevailing types of Jewish religious schools and from clubs. Shows that chronological age, mental age, IQ, school grade, and acceleration are negatively related to acceptance of religious beliefs; that girls tend to accept religious beliefs more readily than boys; that acceptance of religious beliefs is positively related to parents' nativity and negatively related to parents' educational or occupational status; and that religious education is ineffective in securing acceptance and maintenance of religious beliefs as a child matures.

1855. *French, Lawrence H. The educational validity of preparation for confirmation in the Lutheran and Anglican churches. Doctor's, 1934. New York. 148 p. ms.

Studies the influence and educational significance of confirmation from the beginning of the Christian era to the Reformation, and the history of confirmation in the Lutheran and Anglican churches.

1856. **Garwood, Harry C.** Religious education in southern Baptist colleges and universities especially since 1900. Doctor's, 1934. Yale.

1857. **Glynn, Rev. John J. X.** The tract on the guardian angels in the college religion course. Master's, 1934. Catholic Univ.

1858. **Goertz, Helen Gertrude.** The influence of Presbyterian summer conferences on young people. Master's, 1933. Auburn.

1859. ***Gorham, Donald B.** A study of the status of weekday church schools in the United States. Doctor's, 1934. Pennsylvania. Philadelphia, University of Pennsylvania, 1934. 96 p.

Traces the origin and early development of the weekday church schools. Surveys the growth and present extent of weekday church schools, current administrative practices, teaching and supervisory personnel, and the curriculum.

1860. **Gross, Herbert Henry.** The development of the Lutheran parochial school system of the Missouri synod. Master's, 1934. Chicago.

1861. **Henderson, Agnes Felicia.** Experiments in purposeful handwork in religious education. Master's, 1933. Auburn.

1862. **Henry, Ina Georgina.** The family factor in Christian education. Master's, 1933. Southern California.

1863. **Henry, Tobias F.** A study of characters used in the children's division of current Protestant church school curricula. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 467-68)

Analyzes five curricula and finds that general use is made of Biblical characters at all age levels, with a rather decided increase in their use from the beginners department to grade 6, shows that the curricula analyzed used about an equal number of Biblical characters with a wide variation in their grade distribution.

1864. **Homar, Walter J.** The place of children in the theory and practice of the Society of Friends. Doctor's, 1934. Yale.

1865. **Howe, Helen Margaret.** The use of the Bible in the elementary schools of Oklahoma City. Master's, 1934. Oklahoma. 39 p. ms.

1866. **Hughes, James Henry.** The place of educational evangelism in the development of Christian attitudes. Master's, 1934. Southern California.

1867. **Hurley, Sister Maria James.** Correlation: the Catholic home and the Catholic school. Master's, 1934. Villanova. 68 p. ms.

1868. **Irwin, Donald A.** Changing conceptions of the church's religious education program in certain interdenominational, international organizations of the Protestant church in the twentieth century. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 170-78)

Studies the objectives and the curriculum, the promotion of the church's program, and the relationships involved in the program of religious education of the five interdenominational and international agencies whose reports and histories were analyzed.

1869. ***Johnson, Alvin W.** The legal status of church-state relationships in the United States with special reference to the public schools. Doctor's, 1934. Minnesota. Minneapolis, University of Minnesota press, 1934. 332 p.

Discusses the reading of the Bible in the public schools, sectarian influences other than Bible reading in the schools, and Sunday legislation.

1870. **Jones, Mrs. Jessie Stell.** Missionary education in the young people's division. Master's, 1933. South. Methodist.

1871. **Lanigan, Edmund Murray.** Celtic monasticism and education. Master's, 1934. Boston Coll.

1872. **McInerney, Sister St. Thomas.** A study of the educational outcomes of affiliation with the Catholic university of America upon a typical Catholic academy. Master's, 1934. Catholic Univ.

1873. **Maher, Sister Gabrielle.** Focal points in the spiritual counseling of applicants for the religious life. Master's, 1934. Catholic Univ.

1874. **Maline, Julian L.** Is Catholic education democratic? Doctor's, 1934. Ohio.

1875. **Marshburn, Robert Franklin.** Meeting religious needs of college students. Doctor's, 1933. South. Baptist.

1876. **Meagher, Sister St. James.** Educational services, past and present, of the congregation of St. Joseph of Carondelet. Master's, 1934. N. Y. St. Coll. for Teach.

1877. ***Melconian, Vartan D.** A foundational study of experimental religious education. Doctor's, 1933. New York. 265 p. ms.

Studies the historical perspective of the developing science of religious education, and the theoretical and practical bases which exist in its pedagogical issues.

1878. **Miller, Nettie Belle.** Methods Jesus used in training his 12 disciples. Master's, 1933. Hartford.

1879. ***Minehan, Josephine Ruth.** Quaker persecutions in Massachusetts from 1656 to 1661. Master's, 1934. Boston Univ. 77 p. ms.

Discusses the nature of Quakerism, the rise of Puritanism, George Fox, the doctrines of the Friends, Puritan antagonism to Quakers, laws and atrocities against the Quakers, their executions, gradual cessation of persecution after 1661, and the growth of religious tolerance.

1880. **Mitchell, John Newton.** The contribution of the restoration movement (Disciples of Christ, Christian church, or Church of Christ) to education. Master's, 1934. Indiana. 161 p. ms.

1881. **Moore, George V.** Values discovered in the supervision of college and university student leaders in religious education. Doctor's, 1934, Chicago.

1882. ***Morais, Herbert M.** Deism in eighteenth century America. Doctor's, 1933. Columbia. New York, 1934. 203 p.

Gives a general picture of the rise, progress and decline of deism in America, and interprets its tenor in terms of its class support.

1883. **Mork, Rev. Lawrence Henry.** Nature and grace in education. Master's, 1934. Catholic Univ.

1884. ***Nagle, Urban.** An empirical study of the development of religious thinking in boys from 12 to 16 years old. Doctor's, 1934. Catholic Univ. Washington, Catholic university of America, 1934. 126 p.

Studies and analyzes entries in diaries kept by 133 boys ranging in age from 12 to 16 years, attending St. Mary's industrial school in Baltimore, Md., St. Agnes' industrial school in Sparkill, N. Y., and parochial schools in New Haven, Conn., and New York city. Shows that the development of religious thinking is progressive, and that a period of moral adjustment comes at about 15 years of age.

1885. **Parsons, Edith Nellie.** A study of temperance with intermediate-seniors in the church school. Master's, 1933. Hartford.

1886. **Pikop, Arthur Clifford.** Preliminary step in the derivation of a scale for Biblical information. Master's, 1934. Minnesota.

1887. **Plumb, Cecil.** Education and the words of Jesus. Master's, 1933. Auburn.

1888. **Ravenstine, Mildred.** Religious beliefs of university students. Master's, 1934. Ohio. 60 p. ms.

Analyzes the replies of 125 freshmen and 104 seniors to a questionnaire on 9 religious beliefs.

1889. ***Richards, Katharine Lambert.** How Christmas came to the Sunday-schools: the observance of Christmas in the Protestant church schools of the United States, an historical study. Doctor's, 1933. T. C., Col. Univ. New York, Dodd, Mead and co., 1934. 292 p.

Traces the development of the observance of Christmas, and of its observance in the Protestant Sunday-schools, discovering when it began, how it spread, the forms it took, how it changed and the educational significance of this record.

1890. ***Russell, Rev. William Henry.** The function of the New Testament in the formation of the Catholic high school teacher. Doctor's, 1934. Catholic Univ. Washington, Catholic university of America, 1934. 294 p.

Attempts to determine the effects commonly attributed to scriptural reading and compares them with the list of traits that the high-school teacher should possess. Traces the dominant and representative views of each period of history, and selects what was considered to be the best expression of the normal Catholic mind on the effects that follow from scriptural reading. Describes a questionnaire experiment conducted with high-school teachers to determine the effects which reading the New Testament produced in their own lives, and an experiment conducted with a class in New Testament reading at the Catholic university.

1891. **Schnoor, Gladys Blanche.** A study of the program of religious education for high-school students in the larger Protestant churches of Glendale. Master's, 1933. Southern California.

1892. **Scott, Sarah Dorcas.** A study of the relationship between week-day church school attendance and religious standards. Master's, 1934. Kansas.

1893. **Shipherd, Elizabeth Elmyra.** A study of the use of the discussion method in religious education. Master's, 1933. Southern California.

1894. **Smith, Celia Erwin.** Recent trends in religious education, with a guide to readings. Master's, 1934. Southern California.

1895. †**Smith, Henry Lester, McElhinney, Robert Stewart and Steele, George Renwick.** The Old world historical background of religious and moral education in schools. Bloomington, Bureau of cooperative research, Indiana university, 1934. 144 p. (Bulletin of the school of education, Indiana university, vol. 10, no. 4)

Deals with religious education among the Jews, religious and moral education among the Greeks, Romans, Assyrians and Babylonians, Persians, in-India, among the Chinese, Japanese, Egyptians, among the Moslems, and religious and moral education in the primitive Christian and medieval periods, and in the reformation and post-reformation periods.

1896. **Steward, Addie Kathleen.** The indigenous development of the learning-teaching process in the Christian education of Spanish-speaking groups in the United States. Master's, 1933. Auburn.

1897. **Stone, Sarah.** A comparative study of the religious attitudes of parents and their children. Master's, 1933. Minnesota.

1898. **Swartz, Mary Taylor.** A study of recent trends in the program of religious education adapted to adolescence. Master's, 1934. Illinois.

1899. *Symington, Thomas A. Religious liberals and conservatives: a comparison of those who are liberal in their religious thinking and those who are conservative. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 105 p.

Describes an experiment conducted with 9 groups, total number 562, of senior high school, college, and graduate students, from different areas, southern, northern, western, Canadian, city, rural, three groups of which were from decidedly liberal communities, and five from conservative background, to determine differences in personality and background. Data indicate that liberals are more mature, experimental, socially adjusted, and democratic, have more academic interests than are conservatives.

1900. Underwood, Ruth Louise. Methods of educational publicity for the local church. Master's, 1933. Auburn.

PRESCHOOL EDUCATION

1901. Aller, Blanche Crete. Nursery-school education in the United States. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 3)

Traces the historical background and contemporaneous trends, equipment and materials, activities and methods, and efficiency in nursery-school teaching. Finds that further experimentation, under controlled conditions, is essential to the development of greater efficiency in nursery school procedures and extension of its service to a larger number of children.

1902. Bestor, Mary Frances. A study of attention in young children. Master's, 1934. Mills. 64 p. ms.

Studies experimentally the span of attention of children of nursery-school age. Data indicate that auditory and visual attention are not identical or similar processes, and that individual capacity to attend to one type of stimulus is not related to capacity for attention to the other. Individual differences seem to be more important than developmental factors.

1903. Clark, Mary Howard. Self-help outdoor activities in the nursery school. Master's, 1934. Peabody. 82 p. ms.

1904. Farrow, Wanda. Developmental progression of uses of preschool play apparatus made by five- and six-year-old children. Master's, 1934. Iowa.

1905. Glass, Vivian Virginia. The social behavior of the nursery-school children in the Purdue university nursery school. Master's, 1934. Purdue. 155 p. ms.

Measures individual differences of 15 children in their social behavior; observes the relationship between the children; determines the types of approach to others and the types of responses at different age levels, and in different children.

1906. Holmes, Frances B. An experimental study of the fears of young children. Doctor's, 1934. T. C., Col. Univ.

Observes and records evidences of fear exhibited by 105 children, 57 boys and 48 girls, ranging in age from 24 to 71 months, 66 of whom were attending a private nursery school, and 49 were attending a day nursery. Certain fears tend to decrease as the child increases in age and experience. Children least susceptible to fear were those who had developed certain abilities and skills in dealing with physical activities and social situations.

1907. †Kawin, Ethel. Problems of preschool age: 9 case studies. Chicago, Ill., University of Chicago press, 1933. 96 p. (Behavior research fund monographs)

Describes the preschool department of the Illinois Institute for juvenile research, its service to nursery schools and in clinics.

1908. Markey, Frances V. Imaginative behavior of preschool children. Doctor's, 1934. T. C., Col. Univ.

Studies the nature and content of the imaginative behavior of several groups of nursery-school children, the changes that come with age, differences as related to sex, mental status, and other factors. Data indicate the growth of imaginative behavior with age, no consistent differences in imaginative behavior scores in favor of either sex.

1909. *Robb, Elda. The energy requirement of normal three- and four-year-old children under standard basal metabolism conditions and during periods of quiet play. Doctor's, 1934. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1934. 56 p. (Child development monographs, Monograph no. 16.)

Studies the basal metabolism of 17 girls and 12 boys ranging from 3 to 4½ years of age, at the Child development institute, Teachers college, Columbia university. Data indicate that the standards proposed for children of this age are too low and that the basal metabolism of normal 3- and 4-year-old children is higher than has been previously supposed.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN

1910. Allard, John A. A study of the ability of grade pupils to correct papers. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 443)

Attempts to determine the dependability of pupils in grades 3 to 8, inclusive, in the correction of their school papers, and to determine the effect of mental ability, type and form of subject matter, age of pupils, and written versus oral instructions on ability to correct papers.

1911. Arnold, Minnie. Spontaneous activities of kindergarten children in schoolroom and playground situations. Master's, 1934. Michigan.

1912. Bennett, Mary Frances. A free association vocabulary of children in the sixth grade. Master's, 1934. Oklahoma. 89 p. ms.

1913. Bevan, Myrtle. Interest trends of kindergarten children. Master's, 1934. Michigan.

1914. Boone, Henry A. Inarticulation between grades eight and nine. Master's, 1934. Colo. St. T. C.

1915. Borrowdale, Isabelle Diran. A personnel study of a group of normal children in the elementary school. Master's, 1934. Southern California.

1916. Carmichael, Elizabeth H. An analysis of the Indian unit as found in the elementary grades. Master's, 1934. George Washington. 53 p. ms.

1917. Cotner, Mary Clyde. Some factors related to the intelligence of first grade children. Master's, 1934. N. C. St. Coll. 55 p. ms.

Studies the relationship between home status, siblings, achievement, variable interests and IQ, of a group of first-grade children in the Raleigh, N. C. public schools.

1918. Crowder, Purl Ellis. A study of the non-high-school situation in 10 counties of southeastern Illinois. Master's, 1934. Illinois.

1919. *DeBlois, Anne. A study of the effect of verbal and manual suggestions on sleep induction in kindergarten children during the nap period. Master's, 1934. Michigan. 54 p. ms.

Describes an experiment conducted with 7 boys and 9 girls ranging in age from 4½ to 5½ years, who remained for the afternoon session of the University elementary school kindergarten, in which the nonsleeping group was studied to determine the reason for each child's inability to sleep and to study the effect of verbal and manual suggestions on sleep induction.

1920. Finchy, Katherine. The interpretation of elementary education to the public in California. Master's, 1934. Chicago.

1921. **Grotheer, Ruth Marguerite.** Individual differences in vocabularies of kindergarten children. Master's, 1933. Kans. St. T. C., Pittsburg.

1922. **Kent, Blanche.** Implications of guidance in first-grade teaching. Master's, 1933. Ohio. 200 p. ms.

Analyzes 2 years' teaching to discover the procedures and effectiveness of guidance as a type of teaching suited to the needs of little children. There is evidence that this teaching procedure secures very profitable results in the skills of learning as compared to the more formal methods of teaching; and that in the development of attitudes and appreciations there is outstanding proof of its value.

1923. **Lowen, Maud Bertha.** A study of the effect of environment upon the creative ability in poetry of fourth-grade children. Master's, 1934. Minnesota.

1924. **Malone, Lillian Skinker.** A study of the rate of adjustment of migrant students to the elementary schools of the District of Columbia at the several grade levels as measured by scores made on standardized reading tests. Master's, 1934. Howard. 46 p. ms.

Covers reading achievement of migrant pupils in the colored schools of the District of Columbia, grades 2A to 6B, after 1 year of schooling elsewhere and 1 year in the District of Columbia.

1925. **Mann, Lloyd Bolton.** Time allotments and grade placements of the subjects of the elementary schools, grades 1-6, of the public schools of Indiana. Master's, 1933. Indiana. 141 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7:36-37)

Analyzes time allotments of different types of schools for the year 1929. Finds that the length of the school year varies, that cities of larger population have longer terms and consequently can enrich their programs, and that there is a great difference between current practice and the recommendations of the State department of public instruction.

1926. **Meek, Paul.** Fall and spring status of Harlan city (Kentucky) elementary school pupils. Master's, 1934. Tennessee. 202 p. ms.

1927. **Merkens, Albert G.** The policies of the Missouri synod with regard to elementary education by means of Christian day schools. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10:498)

Discusses the curriculum, supervision, teacher training, textbooks, and periodicals used in the Christian day schools maintained by the Lutheran church in Missouri. At the end of 1932, there were 1,377 Christian day schools with an enrollment of 79,236 pupils and a force of 2,283 teachers, operating 5 days a week for the regulation school year.

1928. **Miller, Catherine Ruth.** Prevailing practices with reference to lesson plans in the elementary schools. Master's, 1934. Kansas.

1929. **Munkres, Alberta.** Personality studies of six-year-old children in classroom situations. Doctor's, 1934. T. C., Col. Univ.

Develops a plan for observing the personality manifestations of children, describing the methods of observing and recording responses, analyzing data on the basis of estimates by numerical checkings, and describes responses.

1930. **Nance, Leon Cubine.** The age of entrance to school of first-grade children in selected schools of Oklahoma. Master's, 1934. Oklahoma. 80 p. ms.

1931. **Newell, Harry F.** An age-grade and grade-progress study of the Franklin, Pennsylvania, public-school system. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10:501-502)

Studies reports on under-age, normal-age, over-age and elimination of pupils in the public schools, and studies the progress of 1,362 elementary school pupils.

1932. Perrin, Nellie Eaton. A study to determine the effect of vacation on fifth-grade children. Master's, 1934. Ind. St. T. C. 130 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 254, July 1934)

Attempts to determine whether fifth-grade children in Terre Haute, Ind., lose or gain in the academic subjects from June until September and to determine the amount of loss or gain in the various subjects of the curriculum, in children with an IQ of more than 100 or in children with an IQ of less than 100, in boys or girls, in indigents or non-indigents, and whether the loss was greater between 5B and 5A, or between 5A and 6B.

1933. Pickren, Closs Baxter. Factors considered influential in the development of elementary children. Master's, 1934. Peabody. 110 p. ms.

1934. *Pistor, Frederick. A comparative study of the growth of children under traditional and progressive practices. Doctor's, 1933. New York. 204 p. ms.

Establishes and validates desirable specific objectives in personality development in the form of trait-actions applicable to the fifth- and sixth-grade children used in the study; measures the amount and nature of their growth in personality in two ways, and compares the growth of two equated groups of children.

1935. Porter, Corden. A mental educational survey of the pupils of Taylor elementary school, Jeffersonville, Indiana. Master's, 1934. Ind. St. T. C. 116 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 259-60, July 1934)

Investigates the intelligence and achievement of the pupils of the colored elementary school of Jeffersonville to determine the general mental ability of the pupils; how their intelligence compares with teachers' estimates, standard norms of intelligence; how their achievement compares with standard norms of achievement; how their grade placement according to achievement compares with present placement according to the teachers' judgment; and how their intelligence compares with their achievement.

1936. *Prudhon, Marion C. The use of kindergarten materials as a basis for the judgment of mental development. Master's, 1934. Syracuse. 130 p. ms.

Describes an experiment conducted with two kindergarten groups at the William Howard Taft school, Syracuse, N. Y., in which the records of 27 girls and 23 boys were used. Studies their use of blocks, clay, paints, and crayons. Data indicate that mental development is shown in a child's use of play materials, and that if a child shows mental development in the use of one material he will show a corresponding mental development in the use of other materials.

1937. Pullis, Jessica Kennedy. A study of the socially adjusted working group in the informal elementary school. Master's, 1934. Southern California.

1938. Stuvland, Adolph Lawrence. A critical analysis of the state standards for instructional materials and equipment for the elementary schools of the United States. Master's, 1933. Minnesota.

1939. Thompson, Ruth. Suggestions for teaching an airplane unit in the primary grades. Master's, 1934. Peabody. 92 p. ms.

1940. Wall, Mother M. Imelda. Relation between entrance age and subsequent progress in the primary grades. Master's, 1934. Loyola. 74 p. ms.

Studies the progress of 249 pupils in primary grades of a parochial school during a period of 4 years. The criteria for achievement and reclassification were: Test results, mental and educational, and teachers' ratings.

1941. Whittenburg, Clarice Temperance. Holiday observance in the primary grades. Master's, 1933. Chicago.

1942. Williams, Lucile. Word meanings at the first-grade level. Master's 1934. Iowa.

1943. Woodson, Alice Magdelene. The effect of kindergarten training on the total personality of the child in the primary grades. Master's, 1934. Michigan.

1944. Woolworth, Florence Ella. The teaching of transportation in grades I-IV. Master's, 1934. Chicago.

SECONDARY EDUCATION

1945. Akers, Howard J. A history of Greeley high school. Master's, 1934. Colo. St. T. C.

1946. Angus, Winfield Scott. A comparative study of the scholarship achievement and physical efficiency of participants and nonparticipants in the Champaign, Urbana, and the University high schools. Master's, 1934. Illinois.

1947. Annis, John. Improvement of method in secondary education. Master's, 1934. California.

1948. †Apany, Santiago, Bradford, L. P., Baker, L. J. and others. An investigation of the program of studies in accredited public high schools of Illinois, 1934-35, based on the data filed in High school visitor's office, the University of Illinois. Urbana, University of Illinois, 1934. 15 p. ms.

Presents a statistical study, arranged by groups according to enrollment showing the percent of schools in each group offering various subjects of the curriculum.

1949. Armitage, Flora. The underprivileged student in the Little Rock, Arkansas, senior high school. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 4-5)

Studies the social, economic and parental background of financially handicapped pupils, and compares 200 of them with 200 regular students in intelligence, achievement, and in age and grade distribution and finds little difference between the two groups in mental and social responses to the high-school environment.

1950. Austill, Lloyd. The status of postgraduate students in Indiana senior high schools. Master's, 1934. Ball St. T. C. 48 p. ms.

Replies to a questionnaire sent to 777 senior high schools in Indiana show a tendency toward an increase of postgraduates, one third of the schools replying enrolling them. This is not altogether due to the depression.

1951. Bailey, Ruth. The office of dean of girls in the high schools of North Carolina. Master's, 1934. Duke. 76 p. ms.

Surveys practices in the employment of deans of girls in North Carolina high schools and investigates the functions performed by them.

1952. Baker, Courtland Warfield. Leisure time study of high-school senior boys, 1933. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 10-11)

Studies the leisure time activities of 217 boys in the Columbus, Ohio, high schools to determine the amount of time spent on these activities, the types of activities engaged in, and whether they were carried on at or away from school. Shows that the boys averaged 56 minutes in leisure-time activities at school and 4 hours and 13 minutes a day in activities away from school, a large part of which was spent in reading, visiting, listening to the radio, and going to movies.

1953. Barnhart, Edythe Viola. A personnel survey of students enrolled in normal training courses in certain Kansas high schools. Master's, 1934. Southern California.

1954. Bedford, James Hiram. A study of the vocational interests of secondary school students based on a survey of selected secondary schools. Doctor's, 1934. Southern California.

1955. **Blind, Ruth Ema.** Vocabulary building in the secondary school. Master's, 1933. Chicago. 114 p. ms.

1956. **Boek, Blanche P.** A study of civilian rehabilitation in the State of Iowa. Master's, 1934. Colo. St. T. C.

1957. ***Boone, Roy E.** A comparison of the achievement of pupils from rural and city homes after one year in the Martinsburg, West Virginia, high school. Master's, 1934. West Va. 38 p. ms.

Studies 50 pupils from rural homes and 50 from city homes, paired on the basis of chronological age, sex, and IQ, and compares their achievement through the use of standardized achievement tests. Data indicate that environment plays a very small role in the pupils' acquisition of the fundamental subjects, that mental ability is a more influential factor than environment upon the achievement of the child.

1958. **Brown, Mary Rogers.** Personal and family problems of secondary school pupils. Master's, 1934. Southern California.

1959. **Butler, Evelyn Ini.** A study of the needs of high-school pupils and the effectiveness of a learning program in certain phases of child development and family relationships. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, no. 45. 1 p.)

Describes an experiment conducted with 1,586 boys and girls in 14 different communities, representing 5 states, in which attitude scales and knowledge tests were administered to determine the high-school pupils' knowledge of generalizations in child development and family relationships.

1960. **Carver, W. Lester.** An analysis and evaluation of senior high school handbooks. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. (Abstracts of theses, researches in progress, and bibliography of publications, 10: 451-52)

Analyzes 400 handbooks obtained from senior high schools in 45 states, in order to measure progress, note trends, obtain some idea of their usefulness, and to evolve criteria for guidance in future handbook writing.

1961. **Cavanaugh, Doretha Mary.** Five-year follow-up of Whittier Union high school graduates. Master's, 1934. Southern California.

1962. **Chi, Pan-Lin.** Programs of studies in the three-year senior and four-year high schools in large cities of the United States. Master's, 1934. Chicago.

1963. **Christensen, Arnold M.** The educational and social aspects of the high school graduates. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 2 p.)

Studies the characteristics of 2,125 high-school graduates in western Minnesota, and suggests changes in the curriculum to better fit the needs of the students.

1964. **Christian, Carl B.** A reorganized six-year program for small high schools. Master's, 1934. Iowa.

1965. **Clark, Ralph Charles.** Articulation of junior and senior high schools with an analysis and evaluation of the practices in the secondary schools of Chicago. Illinois. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 47-48)

Sets up a list of guiding principles for articulating the work of the junior and senior high schools, analyzes the practices of the schools of Chicago as shown by replies to a questionnaire returned by the principals of 26 junior and 24 senior high schools, and evaluates these practices.

1966. **Cochran, Roy James.** An investigation of yell leaders in secondary schools and colleges of the United States. Master's, 1934. Southern California.

1967. *Coe, Roger Lebew. Predicting first-year high-school success in a county school system. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 52 p. (Contribution to education, no. 133)

Data were secured from the results of tests and examinations given to seventh-grade pupils in Laurens county, S. C., each year for 4 consecutive years.

1968. †Courtright, Brooks and Mecay, Leroy. A study of the length of recitation and laboratory periods in Illinois high schools outside Chicago, 1934-35, based on data on file in the high-school visitor's office. Urbana, University of Illinois, 1934. 5 p. ms.

1969. Crosser, Margaret. Follow-up vocational study of students of the upper and lower quartiles of Brazil high school for the years 1914-1919. Master's, 1934. Ind. St. T. C. 59 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 225-26, July 1934)

Analyzes data on location, occupation, highest salaries ever received, number of years spent in college, and, if the women were married, occupations before marriage.

1970. Cunningham, S. Donald. A comparative study of the ages, educational and vocational plans, and test scores of the high-school seniors of Jefferson county, Ohio (1930-1933). Master's, 1934. Ohio. 161 p. ms.

Shows a definite need for more and better educational and vocational guidance, and a need for an investigation of the whole educational program of the county.

1971. Custer, Cecil C. A comparison of the scholastic achievements of athletic participants and non-participants in Bartlesville, Oklahoma, high school. Master's, 1934. Kansas. 65 p. ms.

1972. Davidson, William K. A comparative study of attitudes of high-school pupils of mining and blue grass towns. Master's, 1934. Kentucky. 154 p. ms.

Compares the social attitudes of high-school pupils in the three mining towns of Jenkins, Benham, and Lynch in eastern Kentucky, and an equal number of students from the high schools of the cities of Paris and Mt. Sterling as representative of the typical blue grass city, based on the replies to an attitude test of 103 items administered to 941 pupils from the 4-year high schools of the five towns.

1973. *Deane, Harriet. Relations between the vocational choices, psychological test scores, and certain factors in the education of high-school seniors. Master's, 1934. Michigan. 102 p. ms.

Attempts to determine the relationship between vocational choices and psychological test scores of high-school seniors, their school achievement in high school, the relationship between their vocational choices and their high-school curriculums, and their educational intentions, by analyzing the scores made by 8,031 high-school seniors in southeastern Michigan on the Thurstone Psychological examinations for high-school graduates and college freshmen, on the Student Inquiry form, and on averages of high-school marks of 3,053 of these students. Data indicate the need for more intelligent vocational guidance, a need for a larger variety and larger number of curriculums, and a need for aiding some students in learning to apply their mental ability to school lessons and to their life plans.

1974. Dodd, Albert Gould. Certain aspects of the status of the private secondary, military school. Master's, 1933. Chicago. 91 p. ms.

1975. Douglass, Harl R. and Hulbert, Carl M. Commencement activities and practices in Wisconsin high schools. School review, 42: 346-51, May 1934. (University of Minnesota)

Analyzes 204 replies to a questionnaire sent to 231 selected high-schools of various size.

1976. Dugan, Earl Hutchman. Extending educational opportunities to post-graduate students in high schools of the North central association. Master's, 1934. Wyoming. 72 p. ms.

1977. Eversull, Frank Lissenden. The equalization of opportunities in secondary schools in Connecticut. Doctor's, 1934. Yale.

1978. Fabyan, Warren W. Study of secondary school assemblies in Massachusetts. Master's, 1934. Mass. St. Coll.

1979. Fields, Lawrence B. A study of the results of exploratory courses as given in a secondary school system. Master's, 1933. Agr. and Mech. Coll. of Texas.

1980. Fisher, Howard James. The history of secondary education in the city of Tacoma. Master's, 1934. Puget Sound. 89 p. ms.

Studies the history of both public and private secondary schools in Tacoma, considers and evaluates their financial support, building construction, administration, and curricula.

1981. Fisher, Lynn C. A study of LaPorte county high school graduates relative to their educational needs. Master's, 1933. Ind. St. T. C. 82 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 235, July 1934)

Studies the vocations and avocations of the graduates, the value of the high-school training, subjects and extracurricular activities of the most and least aid to the graduates, their recommendations for the improvement of the schools, and evaluates the county's fulfillment of the seven cardinal principles of education.

1982. Flamm, Merle Edison. The evolution of the pupil-teacher social relationship in American secondary schools. Master's, 1934. Michigan.

1983. Fuston, Jaldasca. Interests and leisure-time activities of boys and girls of consolidated high schools. Master's, 1934. Oklahoma. 94 p. ms.

1984. Gallagher, M. C. The program of studies in Montana high schools. Master's, 1934. Iowa.

1985. Geeslin, E. E. A comparative study of three high schools in the State of Oklahoma with reference to organization, methods, and efficiency to community service. Master's, 1934. Okla. A. and M. Coll.

1986. Goode, Hal Kelly. Methods of adjusting the high-school program to individual differences among pupils. Master's, 1934. Duke. 123 p. ms.

Reviews devices providing for individual differences and analyzes the advantages and disadvantages of the devices as applied to the small high school.

1987. *Gorby, John H. Relative value of high-school subjects from the point of view of high-school graduates. Master's, 1934. West Va. 57 p. ms.

Finds the subjects rank from high to low, sociology, civics, home economics, music, agriculture, biology, general science, clubs and chapel, drawing, chemistry, physics, geometry, physical education, arithmetic, English, commercial subjects, commercial geography, French, industrial arts, Latin, history, Spanish, algebra.

1988. Graham, Roy Earl. A study of the vocational, educational, and social status of graduates and nongraduates of Farragut high school. Master's, 1933. Tennessee. 128 p. ms.

1989. Greaney, Betty. A comparative study of Catholic secondary and higher education in California. Master's, 1934. Southern California.

1990. Gregory, Arthur Emerson. The postgraduate problem in the New Haven high school. Master's, 1934. Yale.

1991. Guilliams, Mary Ellen. A survey of major fields of training and subsequent occupational experiences of the graduates of the Crawfordville, Indiana, high school, 1922-1927. Master's, 1934. Indiana. 105 p. ms.

1992. **Hall, Robert Dalton.** A study of the high-school postgraduate. Master's, 1934. Brown. 65 p. ms.

Studies the characteristics and situation of the postgraduate group in the Central high school of Providence, R. I., and makes recommendations concerning more suitable curricula, social environment, guidance, and teaching personnel for these students.

1993. **Hamlin, H. M.** Residences in 1932 of Iowa high-school graduates, 1921-1925. *Journal of educational research*, 27: 524-28, March 1934. (Iowa State College)

1994. **Henderson, Harry Benjamin.** Standards, a score card, and a justification of standards for the high school assembly. Master's, 1933. Indiana. 232 p. ms. (Abstract in: *Indiana university. Abstracts of theses and dissertations in education at Indiana university*, 7: 34)

Sets up standards for measuring the aim, membership, participation, physical features, equipment, organization for administration of the high-school assembly and the qualities of the program.

1995. **Hicks, Victor Hugo.** Commencement week practices in Oklahoma high schools. Master's, 1934. Oklahoma. 93 p. ms.

1996. **Hippensteel, E. Jay.** The determination of the relationship between the attitudes of high-school students toward high school, and teachers' marks. Master's, 1934. Purdue. 52 p. ms.

1997. †**Hood, F. C. and Clevenger, A. W.** Changes which have been made in the program of studies of Illinois high schools accredited by the North central association of colleges and secondary schools since June 30, 1929. Urbana, University of Illinois, 1934. 6 p. ms.

Shows the number of schools maintaining the same curriculum, and the number adding and eliminating subjects in the various subject fields, classified according to the size of the school.

1998. **Hovde, Adolph B.** Relation between scholastic rank in high schools of different sizes, and ability to do college work. Master's, 1934. Colo. St. T. C.

1999. **Hull, Thomas Robert.** The development of secondary education in Arizona. Master's, 1933. Arizona.

2000. **Hume, Ray C.** Factors influencing high-school achievement. Master's, 1934. Colo. St. T. C.

2001. **Hunter, Donald Laverne.** A critical survey of the E. C. A. of certain small high schools in Iowa. Master's, 1934. Iowa.

2002. **Irion, T. W. H.** A new basis for the articulation of secondary and higher education. *School and community*, 21: 21-24, January 1935. (University of Missouri)

2003. **Jacobs, Frank Sheridan.** Certain phases of the teaching situation in the public North-central high schools of Michigan during the period 1928-29 to 1933-34. Master's, 1934. Michigan.

2004. **Jardine, Alex.** Differences in achievement between elementary school groups in high school subjects and prognosis of semester marks. Master's, 1934. Ind. St. T. C. 55 p. ms. (Abstract in: *Indiana State teachers college. Teachers college journal*, 5: 243, July 1934)

Compares the achievement of pupils who entered Boss high school from 4 Evansville elementary schools, and develops measures for predicting probable success in English and social studies in semesters following the initial one in high school.

2005. †Jones, Edward S., *ed.* Studies in articulation of high school and college, with special reference to the superior student. Buffalo, University of Buffalo, 1934. 319 p. (University of Buffalo studies, vol. 9. Series 1)

Contents: (1) Who is the superior student, by Ruth E. Eckert, p. 11-50; (2) A comparison of the abilities of high school and college students, by Mazie E. Wagner and Eunice Strabel, p. 51-57; (3) The young college student, by Mary E. Sarbaugh, p. 58-73; (4) An evaluation of the three-year program leading to the baccalaureate degree, by Henry C. Mills, p. 74-86; (5) Subject and activity load of high school juniors, by Henry C. Mills, p. 87-102; (6) The problem of intellectual maturity, by Ruth E. Eckert, p. 103-24; (7) Prediction of college performance, by Mazie E. Wagner, p. 125-44; (8) Prediction of specific college field and course performance, by Mazie E. Wagner, p. 145-74; (9) The effect of repetition of high school courses on college success, by Mary E. Sarbaugh, p. 175-84; (10) Generalizations regarding prediction at the University of Buffalo with broader implications, by Mazie E. Wagner, p. 185-94; (11) A survey of the literature on college performance predictions, by Mazie E. Wagner, p. 195-212; (12) Problems involved in studying overlapping between high school and college, by Henry C. Mills, p. 213-24; (13) Experimenting with the direct method, by Henry C. Mills, p. 225-36; (14) Contribution of high school chemistry to elementary college chemistry, by Henry C. Mills, p. 237-49; (15) Contribution of high school chemistry to elementary college chemistry, by Henry C. Mills, p. 250-62; (16) An analysis of high school and college courses in elementary economics, by Thomas O. Marshall, Jr. and Henry C. Mills, p. 263-79; (17) Analysis of high school and college courses in American history, by Henry C. Mills, p. 280-86; (18) Anticipating college work, by Henry C. Mills, p. 287-97.

2006. Jones, Maud McCarty. An investigation of the adjustment problems of high-school pupils. Master's, 1934. Southern California.

2007. Karns, Loren Valentine. A study of the social factors, buildings, and equipment of the six-year high schools of Huntington county, State of Indiana. Master's, 1933. Illinois.

2008. Keaney, Genevieve. An objective study of the need for a dean of girls in the St. Louis public high schools. Master's, 1934. St. Louis. 56 p. ms.

Surveys the present situation in the St. Louis public high schools where the office of dean of girls in six schools was discontinued as an economy measure in September 1933, and shows that it is advisable to reappoint a dean at each of the high schools as soon as possible and that this position should be an administrative office.

2009. Kearns, Jennie. A study of changes in practices since 1929-30 as reported by 242 secondary schools of the Pacific northwest. Master's, 1934. Oregon.

2010. King, Jim Perry. Accredited rating, size, per-pupil cost and pupil-teacher ratio in the high schools and their relation to success in college. Master's, 1934. Emory. 46 p. ms.

2011. Kjorlie, Florence Isensee. The organization and activities of the Girls' league in California. Master's, 1934. Stanford.

2012. Korista, Frances. Traits of high-school pupils elected to leadership. Master's, 1934. Minnesota.

2013. Lange, Emil. A survey of selected phases of secondary education in California. Doctor's, 1934. Southern California.

2014. Leamon, Edwin Milton. A study of the subject combinations taught in the four-year high schools of Illinois in 1931-32. Master's, 1934. Illinois.

2015. Likeness, George M. A study of the curriculum and the extracurricular offerings of 12 high schools in southeastern Idaho, 1932-33. Master's, 1934. Kansas.

2016. Lindsey, Mervin E. The effects of the depression upon the secondary schools of South Dakota. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 41-42)

Data, based on the replies of 83 secondary schools to a questionnaire, indicate that tax assessments and valuations vary widely, curricular offerings have been reduced, particularly in the vocational training field, extracurricular activities have not been materially affected, salaries have suffered more than other items, auxiliary services have not changed, and that buildings are adequate in most instances.

2017. **Lyons, George Barber.** Postgraduate students in the public high schools of Wisconsin. Master's, 1934. Chicago.

2018. **Manhart, F. Burgett.** A comparative study of the success of Terre Haute high school graduates at the Rose polytechnic institute and the Indiana State teachers college. Master's, 1933. Ind. St. T. C. 59 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5; 241-42, July 1934)

Finds that the students from the State training school are better prepared for work in these two institutions than are the graduates of any of the large high schools.

2019. **Martin, Milton Lewis.** A study of the school performance and the post-school progress of high-school graduates in Yakima county. Master's, 1933. Wash. St. Coll. 91 p. ms.

Analyzes the school marks of 1,672 pupils in attendance at 11 different high schools of Yakima county covering the 10-year period from 1921 to 1930; shows a definite need of a better method of distributing school marks.

2020. **Martin, Norval L.** The relationship between home conditions, school grades, and intelligence quotients of the city pupils of Shields high school, Seymour, Indiana. Master's, 1934. Butler. 86 p. ms.

Finds a substantial correlation between the grades a pupil makes and his IQ, low correlation between the home conditions and IQ, a substantial correlation between grades made in school and home conditions, and shows slight variation between the grades made in high school and those made in college by those graduates who have attended college during the last 4 years.

2021. **Mason, Edith.** The mobility of high-school population in St. Louis county, Missouri. Master's, 1934. Washington Univ. 63 p. ms.

2022. ***Miller, Dorothy M.** Case and group studies of dull normals in a senior high school. Master's, 1934. Michigan. 167 p. ms.

Presents case studies of 38 dull normal pupils who will enter Grade 10B Shaker high school, Shaker Heights, Ohio, for the use of the homeroom teacher under whose guidance these pupils will be for at least a year.

2023. **Millerick, Mary Bernidet.** A study of the occupational adjustments of a selected group of white high-school graduates. Master's, 1933. Catholic Univ.

2024. **Moore, Allen Ray.** The intelligence of high-school pupils and the nature of their occupations after the period of formal schooling. Master's, 1934. Chicago.

2025. **Morgan, Miles Evan.** A psychological study of home backgrounds, vocational success and leadership experience of high-school graduates. Doctor's, 1934. Washington. 218 p. ms.

2026. ***Morse, Henry.** A quantitative judgment study of curricula needs in secondary education. Master's, 1934. Syracuse. 100 p. ms.

Attempts to determine how adequately the study of subjects offered in present-day high schools has met the needs of the student after he leaves school, and to determine what subjects should be added or omitted from the curriculum in order to better fit the student to meet the needs of modern life after he leaves high school. Data were secured from 554 replies to a questionnaire from eight groups of adults. Shows that definite changes in high-school curricula are indicated by the judgment of those who have left high school, and presents a synthetic program of studies for the 4-year high school.

2027. *Moynihan, Andrew Joseph. A study of the increased enrollment of our secondary schools on account of the National recovery act. Master's, 1934. Boston Univ. 85 p. ms.

Suggests changes in the curriculum of the secondary school, particularly in the fields of English and the social sciences, to meet the needs of the children who are forced back into the schools by the NRA codes, in order that these children may be trained to meet life situations, and for leisure-time activities.

2028. *Mulhern, James. A history of secondary education in Pennsylvania. Philadelphia, 1933. 714 p. Doctor's, 1933. Pennsylvania.

Traces the evolution of secondary or intermediate education from its colonial beginnings until the close of the nineteenth century.

2029. Murdock, Forrest G. An analysis of the opinions of high-school graduates with reference to the trends in high-school curricula. Master's, 1934. Washington. 50 p. ms.

2030. Newcombe, Ernest S. A comparison of the students pursuing academic and industrial courses in Wichita high school north. Master's, 1934. Kansas.

2031. Newell, Bryce K. High school achievement in Weld county, Colorado. Master's, 1934. Colo. St. T. C.

2032. Nill, Arthur P. A comparison of town and rural children in Milton union high school. Master's, 1934. Cincinnati.

2033. Nystrom, W. C. The Kansas community high school in terms of five criteria. Master's, 1934. Kansas.

2034. Owen, Eugene D. Secondary education in North Carolina during the eighteenth century. Doctor's, 1934. George Washington.

2035. Page, John A. The history of secondary education in North Dakota. Master's, 1934. North Dakota.

2036. Paolazzi, Quirino E. Present-day problems and generalizations of secondary education. Master's, 1934. Colo. St. T. C.

2037. Peak, Mildred E. A self-rating scale for the high-school dean of girls. Master's, 1934. Kans. St. T. C., Emporia. 40 p. ms.

2038. *Peaslee, Ethel Virginia. A study of the graduates of the University demonstration high school, West Virginia university, Morgantown, West Virginia. Master's, 1934. West Va. 103 p. ms.

Attempts to discover through personality interview tests, personal interview, reading questionnaires and character traits charts, the interests, attitudes, abilities, and appreciations of the graduates of the school.

2039. Phillips, Elizabeth Estelle. Increasing the leisure-time value of a high school's program. Master's, 1934. Indiana. 265 p. ms.

2040. Pocock, Bryant. The effect upon high-school scholarship of frequent, repeated child-to-parent notification. Master's, 1934. Michigan.

2041. Proven, Howard. A study of growth of California high-school students over a six-year period. Master's, 1934. Stanford.

2042. Reid, Andrew F. The relative value of vocational and academic courses in the secondary school as a preparation for college. Master's, 1933. Agr. and Mech. Coll. of Texas.

2043. Riehl, Sister M. Clarissa. Value of uniforms in Catholic secondary schools for girls. Master's, 1934. Notre Dame. 107 p. ms.

2044. **Robinson, H. H.** A study of some personality traits of high-school pupils. Master's, 1934. Kansas.

2045. **Ropp, George William.** The development of standardization in the public secondary schools of Virginia. Master's, 1934. Duke. 154 p. ms.

2046. ***Rothney, John Watson Murray.** Interests in relation to school success at the high school level. Doctor's, 1934. Harvard. 162 p. ms.

Attempts to discover what relationship exists between inventoried interests and school achievement, as measured by teachers' marks, and to determine the effectiveness of combining such measures in forecasting success at the high-school level. A general interest inventory was constructed which indicated the students' interest in English, Latin, French, geometry, algebra, and a combination of these which represented average school success. The Allport-Vernon study of values was revised for use at the high-school level to measure theoretical, economic, aesthetic, social, political, and religious interests. The Bernreuter personality inventory was used to test personality adjustment. A battery of 491 items, composed of a combination of the three tests, was used with a test group of 306 eleventh-grade boys in seven high schools in Boston, and with an experimental group composed of 159 boys of the same educational status in three other schools in Boston. Data indicate that the inventory procedure has little power in forecasting academic success at the high-school level, and that the cost is prohibitive, when designed to measure nonintellectual mental factors.

2047. **Ruffcorn, Georgia.** A survey of the courses in child development in the secondary schools of Los Angeles county. Master's, 1934. Southern California.

2048. **Bundle, Sara Elizabeth.** A scholastic comparison of academic and commercial high-school students. Master's, 1934. N. Y. St. Coll. for Teach.

2049. **Rusk, James Henry.** Relationship of certain social factors to popularization of secondary education. Master's, 1934. Stanford.

2050. **Schantz, Clarence Henry.** Curriculum offerings of North central accredited high schools in Michigan through 1931, 1932, 1933. Master's, 1934. Michigan.

2051. **Secoy, Charles W.** The postgraduates of Ohio high schools, 1933-34. Master's, 1934. Ohio. 156 p. ms.

2052. **Sellers, Genevieve Temple.** Speech as an educational factor in the secondary school assembly. Master's, 1934. Southern California.

2053. **Shauck, Robert D.** A comparative study of the advanced group of the 1932 Ohio high school seniors. Master's, 1934. Ohio. 57 p. ms.

2054. **Shelburne, Chester Claude.** A plan of instruction for the high schools of Montgomery county. Master's, 1934. Virginia.

2055. **Shoemaker, Ward A.** An analytical study of academic achievement in public evening high schools, with special reference to school administration. Doctor's, 1933. T. C., Col. Univ.

Analyzes data secured from the results of a comparison between the academic achievement in a day high school and an evening high school in Baltimore; a comparison of the academic achievement, as measured by regents examinations, in 6 evening high schools in New York State and in the day schools operated in the same buildings; and a study of evening and day high-school academic achievement in Minneapolis, together with an analytical study of the factors related to the achievement of the evening school students. Data indicate that adult students achieve creditably, and that expenditures for evening high schools are worth while.

2056. **Slavins, Jean.** Problems of pupils in high schools. Doctor's, 1933. T. C., Col. Univ.

Attempts to discover the personal problems of a selected group of pupils in Phoenix Union high school and to determine the relative values of separate methods in the discovery of problems.

2057. **Smith, Gerald W.** The program of studies in township and community high schools in Illinois. Master's, 1934. Iowa.

2058. **Smith, Harry Otto.** Variations in educational opportunity in the high schools of Frederick county, Maryland. Master's, 1934. Duke. 123 p. ms.

Surveys the school plants, faculties, and programs of the high schools of Frederick county, Md., and finds decided advantages in the schools of larger enrollment and larger faculties, and recommends further consolidation of high schools.

2059. **Smith, John W.** A study to determine the values received from subjects taken in Wheeling high school, Wheeling, W. Va. Master's, 1934. Ohio. 114 p. ms.

Shows, from a sampling of graduates of Wheeling high school covering the period from 1889-1929, representing 21 different years and 28 occupations, that more guidance is needed; so-called fads and frills are as important as the other subjects; English, commercial, and social sciences were the most important groups; industrial subjects were not as important as they have been considered; and that there is a tendency toward vocational subjects and away from the cultural subjects.

2060. **Snow, Byron D.** The activities of boys' counselors in the secondary schools. Master's, 1934. Colo. St. T. C.

2061. **Snyder, Harold Leroy.** A study of 41 high schools under county supervision in Monroe, Morgan, Noble and Washington counties, Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 258-59)

Compares data for the 41 high schools under county supervision in four State aid counties for the years 1930-31 and 1932-33, studying particularly the financial status, teaching personnel, teaching costs, plants and equipment, and administrative policy of the high school.

2062. **Sowards, Genevieve Sharp.** Attitude toward war among 479 high-school and college students of Pittsburg, Kansas. Master's, 1934. Kans. St. T. C., Pittsburg. 65 p. ms.

Describes an experiment in which Thurston's attitude toward war test, form A, was given to 195 high-school seniors, 179 college freshmen, and 106 college seniors. Shows that such attitudes change little from the senior year in high school to the senior year in college.

2063. †**Stout, D. C.** Attitudes of high-school seniors toward home, church and law. Johnson City, Tenn., State teachers college, 1934. 6 p. ms.

? Studies the attitudes of approximately 1,200 seniors in 37 high schools in Tennessee. Shows a lack of an integrated, unified philosophy toward the church, that about 74 percent of the seniors have moderate respect for the law, that there is little difference between boys and girls as to their respect for law, and that about 88 percent of their attitudes toward home activities are favorable.

2064. **Swartz, Harold Franklin.** Tuition high schools in Virginia. Master's, 1933. Virginia.

2065. **Swenson, E. Hildegard.** Curricular provisions for individual differences in certain reorganized public secondary schools of the United States. Master's, 1934. California.

2066. **Taylor, George William.** Survey of personnel in the evening high school of Albany, N. Y. Master's, 1934. N. Y. St. Coll. for Teach.

2067. **Tolle, Charles D.** A comparative study of the high schools of Madison county, Montana. Master's, 1934. Kansas.

2068. **Tonnar, Wiley Benjamin.** An investigation of the curricula in small Idaho high schools. Master's, 1934. Southern California.

2069. **Trent, Evan Elliott.** Secondary education in Botetourt county. Master's, 1934. Virginia.

2070. †Virginia, University. The operation of the high schools during the depression. University, 1934. 64 p. (University of Virginia record extension series, vol. 18, no. 4. Secondary education in Virginia, no. 19)

Contents: (1) What constitutes a good high school, by W. R. Smithey, p. 5-10; (2) Some problems of Virginia high schools, by Sidney B. Hall, p. 11-19; (3) How high schools should retrench during the depression, by E. J. Ashbaugh, p. 20-31; (4) Utilization of neglected curriculum materials, by A. M. Jarman, p. 32-40; (5) What are the frills in the program of the secondary school? by H. M. Ivy, p. 41-46; (6) The possibilities of the extracurriculum for the youth of the community, by George W. Eutsler, p. 47-57; (7) What the Virginia high schools are doing to carry on, by J. L. B. Buck, p. 58-64.

2071. Wagner, Finch I. The migration of high-school graduates from school districts in Clayton county, Iowa, during the years from 1921 to 1925, inclusive. Master's, 1934. Iowa St. Coll. 69 p. ms.

2072. Weaver, Margaret Chamberlain. A comparative study of the mental ability and academic achievement of intellectually precocious high-school freshmen. Master's, 1934. St. Louis. 74 p. ms.

Studies statistically the mental ability and achievement of 38 intellectually precocious high-school freshmen by a comparison of three groups. Shows that methods of teaching used for the mental average and subaverage children should be modified for the precocious pupils, and recommends the use of standardized tests and objective examinations to measure pupil progress.

2073. Webster, Rolla D. Abilities, educational plans, test scores of high school seniors. Master's, 1934. Ohio. 103 p. ms.

2074. Weil, Edward H. A study of the summer high school with special reference to Ohio. Master's, 1934. Cincinnati.

Studies the ages, educational plans, test scores, and vocational choices of high-school seniors of Seneca county, Ohio, 1930-1934, and finds that vocational choices were not in line with vocational opportunity, and that guidance should be further encouraged.

2075. Wible, Ralph Elver. A study of twelve six-year consolidated high schools in Indiana. Master's, 1934. Chicago.

2076. Wilkinson, Edith R. Development of public secondary education in Pittsburgh, Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 521-30)

2077. Williams, Sister Mary Elise. Coeducation in secondary schools. Master's, 1934. St. Mary's. 45 p. ms.

Traces the development of feminine education and the progress made in coeducation from colonial times to the present, reviews the adolescent characteristics of boys and girls, and shows that coeducation prepares the adolescent boy and girl for membership in adult society better than does segregation.

2078. Wilson, W. C. Correspondence schools. Johnson City, Tenn., State teachers college, 1934. ms.

Discusses the status, curriculum, patronage, evaluation of courses, costs, supervision and control of correspondence schools, and recommends supervised courses for high schools.

2079. Wise, Jacob H. A study of the public high schools with an enrollment of 500 or more, accredited by the Southern association of colleges and secondary schools. Doctor's, 1934. Peabody.

2080. Wood, Dinsmore. A study of postgraduate pupils in the Alton community consolidated high school, Alton, Illinois. Master's, 1934. Michigan.

2081. *Zerfoss, Lester E. The regional distribution, vocational placement, and level of citizenship of the students who were graduated or eliminated from

the Fairview township high school over a period of 10 years. Master's, 1934. Penn. State. 51 p. ms.

Data indicate that over three-fourths of the former students live in the immediate community where they attended school; that more eliminated students than graduates stayed in the community; that unemployment was much greater among the eliminated students than among the graduates; that the graduates tend to work on a higher vocational level than do the drop-outs, and that the level of citizenship was higher for the graduates.

JUNIOR HIGH SCHOOLS

2082. **Abbott, John Leslie.** An analysis of 3,000 cases of discipline in a junior high school. Master's, 1934. Southern California.

2083. **Armstrong, Edith Marean.** An analysis of personality and other factors of junior high school discipline cases. Master's, 1934. Southern California.

2084. **Bryenton, Charles Eugene.** The educational and home background of the pupils in a junior high school in a large Ohio city. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 42-44)

Investigates the status of the pupils in intelligence, reading, and arithmetic achievement, and shows the relationship existing between the age-grade status of the pupils and factors in the home background having to do with the language environment. Shows that the children from homes where the use of the English language is limited are handicapped in reading and arithmetic achievement.

2085. **Connell, Eleanor Harriet.** A pupil personnel study of a large junior high school in Los Angeles. Master's, 1934. Southern California.

2086. **Daw, Seward Emerson.** The effect of direct teaching upon vocabulary growth in the junior high school. Master's, 1933. Chicago. 107 p. ms.

2087. **Donahue, George Thomas.** Provision for intellectual differences in the New Jersey junior high schools. Master's, 1933. St. T. C., Montclair. 131 p. ms.

Attempts to determine the administrative devices used in New Jersey junior high schools to adapt them to intellectual differences of individual students; to determine the specific adaptations of instructional materials and methods to pupils of different levels of ability; to compare these devices and adaptations of materials and methods with recommendations of junior high school specialists and psychologists.

2088. **Abler, Herbert F.** A comparative study of the intelligence and the physical efficiency of 447 junior high school pupils. Master's, 1934. Michigan. 15 p. ms.

Analyzes data on 447 boys in the Thomas Jefferson junior high school, Cleveland, Ohio, whose IQs were obtained from the school records, and who were tested with the Rowe Physical ability test. Finds that the correlation between physical efficiency and mental ability is so slight that no prognostication of the intelligence of a group can be made on the basis of physical ability or vice versa, and that an individual capable of any specific degree of physical efficiency may display any degree of intelligence.

2089. **East, Daniel Chester.** A comparison of the educational program of the junior high school with the educational program of grades 7, 8, and 9 of the six-year high school. Master's, 1934. Ohio. 112 p. ms.

2090. **Smith, Evelyn L.** A comparison of and relationships between certain intellectual, personality, and physical factors for a high and a low group of junior high school pupils. Master's, 1934. Kansas. 113 p. ms.

2091. **Garrity, Thomas P.** A study of the Smith-Hughes graduates in the junior high schools of a metropolitan city. Master's, 1934. Michigan.

2092. **Glass, Herman Astor.** Present status of junior high schools in Texas. Master's, 1933. Chicago. 124 p. ms.

2093. **Greenlee, Karl B.** Junior high students from broken homes: 256 cases in Des Moines, Iowa. Master's, 1934. Iowa.

2094. **Rohleder, Glenn Gilman.** Problems of transition of junior high school pupils into senior high school. Master's, 1934. Ohio. 112 p. ms.

2095. **Shank, John William.** Deviates in behavior in the public school. Doctor's, 1934. Northwestern. (Abstract in: Northwestern university. Summaries of Ph. D. dissertations, 2: 74-79).

Compares 87 problem boys and 24 problem girls in two junior high schools of Kenosha, Wis., with an equal number of well-adjusted children, matched in sex and grade placement. Finds the differences most conspicuous and reliable in IQ, EQ, socio-economic status, and personality-ratings.

2096. **Smith, R. G.** The program of studies and teachers' programs in Iowa junior high schools. Master's, 1934. Iowa.

2097. **Tolle, Howard LaVerne.** The junior high school movement. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 69)

Traces the development of the junior high school in the United States, and attempts to determine how well it has justified the claims made for it.

2098. **Unzicker, S. P.** A study of trait actions in the junior high school. Doctor's, 1934. Colo. St. T. C.

Serves as a basis for the article: Trait actions of junior high school citizens. School review 42: 272-82, April 1934.

JUNIOR COLLEGES

2099. **Chadwick, R. D.** Public junior colleges of Minnesota. Junior college journal, 4: 341-49, April 1934. (Duluth junior college, Minn.)

Discusses the location, curricula, terminal courses, enrollment and fees, instructors, of the junior colleges, and the University general college.

2100. **Hieronymus, William P.** The educational and vocational plans of junior college students with special reference to the curriculum. Doctor's, 1934. Nebraska.

2101. **Hilton, Martha E.** The dean of women in the public junior college. Doctor's, 1934. Syracuse.

2102. **Mileham, Hazel Belle.** The junior college movement in Missouri. Doctor's, 1934. Yale.

2103. **Reetz, Maurice Glen.** A personnel study of California junior college students who intend to become engineers. Master's, 1934. Stanford.

2104. **Spaulding, Charles B.** A study of contemporary student leaders in Long Beach junior college. Master's, 1933. Southern California.

2105. **Summitt, William Knox.** The location of junior colleges in Missouri. Doctor's, 1933. Missouri.

2106. **Walker, Kirby Pipkin.** The student personnel in the public junior colleges of Mississippi. Master's, 1934. Chicago.

2107. **Webb, Paul Edward.** Interrelations of size, cost, and curriculum in junior colleges. Doctor's, 1934. Yale.

2108. **Wilkinson, James B.** The relation of health to the social conditions and achievements of Miller intermediate school students, Detroit, Michigan. Master's, 1934. Mich. St. Coll.

HIGHER EDUCATION

2109. **Aaker, S. O.** The prediction of scholastic success in a representative liberal arts college. Master's, 1934. North Dakota.

2110. **Abbott, Walter Miles.** Effect on freshmen scholarship of successive increases in regents averages. Master's, 1934. N. Y. St. Coll. for Teach.

2111. **Archer, John K.** A study of New York State scholarship holders at Cornell university. Master's, 1934. Cornell. 195 p. ms.

Studies all scholarship holders from 1910 to date, with special emphasis on those out of college 10 years or more. In an attempt to determine their relative success in college and later life. Scholarship students made better records in college and in later life than did nonscholarship students.

2112. **Baranco, Henrietta.** The teaching load of woman teachers of physical education in land-grant colleges. Master's, 1934. Michigan.

2113. **Brown, Harry H.** Consistency of vocational and educational goals of university students. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 9-10)

Determines the relationship between major fields of study in the University and the interests, activities, and school subjects of students, by analyzing the personnel cards and transcripts of high-school and university records of 380 graduates of the University of Colorado. Finds that high-school and university interests and activities were consistent and continuous from high school through the University.

2114. **Buck, Phil Walter.** An attempt to measure changes in attitudes of university students over a 10-year period. Doctor's, 1934. Ohio. 120 p. ms.

Finds, from a study of 1,080 Ohio State university students of 1933, and about 1,000 comparable students of 1923, that there had been quite a change in tolerance, sophistication, likes, and interests but not much change in worries in the 10-year period.

2115. **Campbell, William Giles.** A comparative investigation of the behavior of students under the honor and proctor systems in the same university. Doctor's, 1934. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1933-34. Fifth series, no. 178, p. 19-23)

Compares the classroom honesty, in specific test situations, of university students working under the honor and proctor systems, shows the relation between trustworthiness in these situations and such factors as age, intelligence, sex, and school marks, and student attitudes regarding the problem of classroom honesty. Experiments were conducted in the School of education at the University of Texas. Finds that there was less cheating under the honor system than under the proctor system, and that the cheaters were slightly younger and slightly less intelligent than their fellow students.

2116. **Carstensen, Vernon.** The history of the University of Iowa: the liberal arts college to about 1880. Doctor's, 1934. Iowa.

2117. **Carter, Thomas M.** The effect of college fraternities on scholarship. *Journal of applied psychology*, 18: 393-400, June 1934. (Albion college)

Compares the index of promise of fraternity men with that of nonfraternity men at Albion college and finds that the index of promise of students who join fraternities is not significantly different from those who do not join fraternities; that the average achievement of both groups of men was almost exactly the same; that students having indices of promise higher than the average are more likely to make indices of achievement higher than their indices of promise if they do not join fraternities; that students having indices of promise less than the average are more likely to attain indices of achievement higher than their indices of promise if they join fraternities; and that generally students who have low indices of promise are more likely to make indices of achievement higher than their indices of promise than are the students who have high indices of promise.

2118. **Coffman, Lotus D.** The state university, its work and problems: a selection from addresses delivered between 1921 and 1933. Minneapolis, University of Minnesota press, 1934. 277 p. (University of Minnesota)

Discusses freedom of teaching; the State university, its relation to public education; the responsibility of higher institutions of learning for the development of education; the relation of the university to the State; the university and the modern world; two ways of improving the State universities; educational trends in the University of Minnesota; adult education; Flexner and the State university; education and the depression; thinking in terms of tomorrow; the obligation of the State university to the social order; an address on the fiftieth anniversary of the founding of the University of North Dakota; conflicting governmental philosophies; and the efficacy of the depression in promoting self examination.

2119. **Darling, Elmer C.** Curricular trends in higher education in Iowa since 1900. Doctor's, 1934. Iowa.

2120. **Dougt, Howard MacKenzie.** Policies and practices in the accrediting of higher institutions by the North central association. Master's, 1934. Chicago.

2121. **Emerick, Lester N.** Relation of certain personal data and college achievement. Master's, 1934. Miami. 118 p. ms.

Studies one freshman class entering the School of education at Miami university; data include personal social traits, family relationships, and university scholarship.

2122. **Finch, F. H. and Nemzek, C. L.** A further study of the prediction of college achievement. Minneapolis, University of Minnesota, 1934. 9 p. ms.

Shows that high school honor point averages were superior to ranks on the Minnesota college aptitude test and to IQ's for predicting college achievement, and that the latter two factors were of equal effectiveness.

2123. ———— Can college achievement be predicted? Minnesota journal of education, 15: 96-97, November, 1934 (University of Minnesota)

Analyzes data consisting of university honor point averages, high-school honor point averages, Minnesota college aptitude test percentile ranks, and IQ's obtained at or before entrance to high school for graduates of three Minneapolis high schools, and shows that honor point averages were superior for predicting college achievement.

2124. ———— Prediction of college achievement from data collected during the secondary school period. Journal of applied psychology, 18: 454-60, June 1934. (University of Minnesota)

Studies data on university honor point averages, high-school honor point averages, Minnesota college aptitude test percentile ranks, and IQ's of two groups of students who were graduated from University high school and entered the University of Minnesota. Data indicate that high-school honor point averages were superior for predicting college achievement.

2125. **Flanagan, John Clemans.** Factor analysis in the study of personality. Doctor's, 1934. Harvard. 140 p. ms.

Analyzes the marks received in 11 different courses by 497 cadets of the classes of 1929 and 1930 at the United States military academy; examines the scores received by 1,046 sophomores at Bucknell college on a battery of 10 achievement tests administered by the Carnegie foundation for the advancement of teaching in 1930; and analyzes the scores obtained by 305 eleventh-grade boys on the four scales of the Bernreuter personality inventory.

2126. **Frank, Ralph William.** A study of the probability of prediction of academic success at the College of Puget Sound from data available at entrance. Master's, 1934. Puget Sound, 35 p. ms.

Studies the relation between high-school grades and college success during 10 years, at the College of Puget Sound, analyzes the results of the psychological tests given to freshmen, and shows that they have little predictive value.

2127. **Fugitt, Helen J.** Case studies of students who have entered George Washington university on a basis of intelligence tests rather than high-school grades. Master's, 1934. George Washington. 25 p. ms.

2128. *Ganley, Mark K. A study of the distribution of grades in the School of education at New York university, September 1929 to June 1930. Doctor's, 1933. New York. 128 p. ms.

Attempts to determine how the distribution of grades in the School of education compares with the normal distribution; how the instructor's distribution compares with the distribution for his department with that of the School of education and with the normal distribution; how the distributions of grades of men and women instructors within the same department compare; how consistent in distribution of grades are instructors who teach in two or more departments, and how grades are distributed in classes of varying sizes.

2129. †Gerberich, J. R. Scholarship of students in the University of Arkansas, graduates of 1927 to 1930, inclusive, entrants of 1924, 1925, and 1926. Fayetteville, University of Arkansas, 1934. 12 p. ms.

Analyzes the scholarship of students from the standpoint of two groups, graduates throughout their college careers, and entering freshmen for as long as they were in attendance.

2130. Girvan, Margaret Leah. A comparison of achievement in high school and college for entrants to the freshman class of Duke university in the fall of 1930. Master's, 1934. Duke. 69 p. ms.

Studies achievement records of a single entering class of Duke university over a period of 4 years of high school and 4 years of college, and finds that high-school marks are not reliable for prognosis of college success. Shows that there is a need for closer articulation of high-school and-college program.

2131. Goodwin, John Bernard. Trends of student fees in colleges and universities since 1860. Master's, 1934. Chicago.

2132. Hoagland, Pearl. Effects of commuting on college achievement. Master's, 1934. Iowa.

2133. Hubbard, Haven. The relation of social and economic factors to the obtaining of the college certificate by the entering class of 1931. Master's, 1934. Chicago. 59 p. ms.

2134. *Hughes, Charles T. A study of intelligence and extracurricular participation of college men. Master's, 1934. Michigan. 48 p. ms.

Attempts to determine whether the men students who ranked high in intelligence in the class of 1933 at the University of Kentucky participated in organized extracurricular activities more than the men of the class of 1933 who ranked lower in intelligence. Data present little evidence that the more intellectual students participated in organized extracurricular activities more than the less intelligent students.

2135. Hughes, Dale. A comparative study of students graduating from eight and nine months high schools in Indiana who entered Indiana University as freshmen in 1933. Master's, 1934. Michigan.

2136. Humphreys, Joseph Anthony. Changes in certain aspects of the College of the University of Chicago following the inauguration of the new plan (1931). Doctor's, 1934. Chicago.

2137. Immaculata college. Immaculata alumnae, 1925-1934. Four square, 5: 1-20, June 27, 1934.

Lists the alumnae of Immaculata college from 1925-1934, showing their occupations and the graduate degrees received.

2138. †Johnson, Palmer O. Aspects of land grant college education with special reference to the University of Minnesota. Minneapolis, University of Minnesota press, 1934. 271 p.

Discusses the support of public education in 7 states, fiscal trends at the University of Minnesota, 1910-1928, compares fiscal policies at the universities of Minnesota, Cali-

ifornia, Illinois, Ohio, and Wisconsin 1925-1929, discusses library facilities, faculty personnel of the University of Minnesota, resident and nonresident students at land-grant institutions, the selection of a college, trends in enrollment in agriculture, 1902-1930, the social and economic characteristics of the student body, factors associated with college aptitude and achievement, some aspects of the socio-economic and educational history of University of Minnesota alumni, occupational history of its graduates, the financial status of graduates and nongraduates of the University of Minnesota, and farming as a profession.

2139. **Johnson, Rosa Belle.** Prairie View college and community life in rural Texas. Master's, 1933. Southern California.

2140. **Ketron, Carmel Vincent.** A comparative study of two methods of orienting college freshmen at the University of Kentucky. Master's, 1934. Kentucky. 70 p. ms.

Determines the relative merits of the matriculation lecture course of 1 hour a week offered in the College of arts and sciences of the University of Kentucky and the 3-credit course in the psychology of study offered in the College of education of the same institution as a means of orienting freshmen students who enter these colleges. Students were paired on the basis of date of entrance, sex, and decile rating on the Kentucky classification test. The criteria used as a basis for determining the merits of the two methods were persistence in college and academic achievements.

2141. †**Knight, Edgar W.** Some early discussions of the college curriculum. South Atlantic quarterly, 34: 69-78; January 1935. (University of North Carolina)

2142. **Krueger, Levi McKinley.** Traits in college teachers preferred by students; a study in leadership. Doctor's, 1933. Indiana. 281 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 35)

Finds that students in the colleges and universities in Indiana expressed definite preference in regard to the degree and relative importance of 60 traits of college teachers.

2143. **Laudon, Freda Mae.** Vocational choice as a motivating factor in scholastic success on the college level. Master's, 1934. Minnesota.

2144. **Lewis, John Neal.** A survey of colleges and junior colleges of the Northwest association. Master's, 1934. Ohio. 400 p. ms.

2145. **Lindsay, Frank B.** Public high-school graduates entering higher institutions in California. Master's, 1934. Claremont. 42 p. ms.

2146. **Lovewell, Carlyle Carpenter.** Training possibilities of an administrative cadet position. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 170-71)

Attempts to determine the feasibility of an internship type of training for prospective public-school administrators. Shows that there are definite advantages to be gained from a cadet position for the cadet, the school system, and the college in which he is a student.

2147. **McGee, J. M.** The relation of quartile rank in high-school and freshman achievement in college. Master's, 1934. South. Methodist. 50 p. ms.

2148. **McGurk, Josephine H.** The history of the Department and School of education of the College of the City of New York, 1906-1934. Master's, 1934. Coll. of the City of N. Y. 133 p. ms.

2149. **McWhinnie, Campbell Holt, jr.** The relation of type and number of high-school units to success in college. Master's, 1934. Wyoming.

2150. **Mair, Mary E.** The classics department in a liberal arts college or university with but one teacher of classics. Master's, 1933. T. C., Coll. Univ. 85 p. ms.

2151. **Mallett, Donald Roger.** Personnel services for students in private rooming quarters. Master's, 1934. Iowa.

2152. **Meade, Raymond Donald.** An evaluation of the first year under the new college plan of the University of Chicago, based on student progress and student opinion. Master's, 1933. Chicago. 204 p. ms.

Describes the essential features of the new college plan of the University of Chicago, ascertains the more important characteristics of the members of the first class to enter under the new plan—the freshman class of 1931-32—and shows the relation these characteristics have to the plan's fundamental aspects. Opinions regarding the plan which the members of the class expressed near the close of the first year's work and the progress these students made during the year were evaluated in terms of their significant interrelations.

2153. **Meckel, Benjamin T.** A comparative study of the student groups of a typical liberal arts and a typical State teachers college. Master's, 1934. Colo. St. T. C.

2154. ***Miller, Donald G.** A historical sketch of Greenville college with special reference to the curriculum. Master's, 1934. New York. 126 p. ms.

Traces the history of the college, which is located in Greenville, Ill., from its founding in 1855 as Almira college, until its reorganization as Greenville college in 1892 and studies the curriculum, faculty, and students to date.

2155. **Miller, R. E.** Comparative leadership and vocational progress of certain college groups graduating 1926-1928. Master's, 1934. Iowa St. Coll.

2156. **Nichols, Ralph G.** A study in symbolic formulation and expression based on recorded speeches of university freshmen. Master's, 1934. Iowa.

2157. **Nikoloff, O. M.** Health status of men entering the University of Cincinnati as freshmen. Master's, 1934. Cincinnati.

2158. **Oppenheimer, J. J.** Selection of an experimental freshman group of students who have not graduated from high school. Louisville, University of Louisville, 1933. 17 p. ms.

Describes an experiment in which 17 students who had not graduated from high school were admitted to college, on the basis of 10 aptitude and achievement tests, interviews, high-school grades, and high-school teachers' recommendations. Finds at the end of the freshman first half year that these students are not only "holding their own" but gaining honorable mentions. A control group of high ranking freshmen do not surpass them in scholastic achievement.

2159. **†Pallett, Earl M.** Studies of student mortality at the University of Oregon. Eugene, University of Oregon, 1933. 32 p. (University of Oregon publication, vol. 4, no. 2. Studies in college teaching, vol. 1, bulletin 2)

Analyzes records of students who entered the University of Oregon in the fall term of 1925-26, who had not previously attended an institution of higher learning. Data indicate that the 24 variables used in the study predict with considerable accuracy whether or not a student will graduate when he is rated as below average by the prediction card.

2160. **Palmer, Bertha Irene.** An experimental determination of the relationship between vocabulary and achievement in college courses in education. Master's, 1934. Southern California.

2161. **Partridge, Florence Alden.** The evolution of administrative offices in liberal arts colleges from 1875 to 1933. Master's, 1934. Chicago.

2162. **Pashby, Almena.** Relationship between reasons for going to college and achievement and intelligence. Master's, 1934. Colo. St. T. C.

2163. **†Rand, Frank Prentice.** Yesterdays at Massachusetts State college, 1863-1933. Amherst, Massachusetts State college associate alumni, 1933. 245 p.

2164. Rankin, Carl E. The University of North Carolina and the problems of the cotton mill employee. Doctor's, 1934. T. C., Col. Univ.

Studies the life problems of the people living in the cotton mill villages in North Carolina, and analyzes the objectives of the University of North Carolina. Finds an urgent need for this institution to develop its own objectives with respect to a planned society and to move in the direction of their realization.

2165. †Remmers, H. H. Exemption from college semester examinations as a condition of learning. Lafayette, Ind., Purdue university, 1933. 52 p. (Bulletin of Purdue university, vol. 34, no. 3. Studies in higher education, 23)

2166. †——— A ten-year review of studies in higher education. Lafayette, Ind., 1934. 91 p. (Purdue university, Division of educational reference)

Reviews the work of the Division of educational reference at Purdue university classified under the headings of administrative problems, student quality, teaching, and miscellaneous reports and papers by members of the Division.

2167. Riley, J. Kenneth. The administration of the small liberal arts college. Master's, 1934. Oregon.

2168. Ruenitz, Edward Theodore. A survey of the methods and policies of the college bookstores of California. Master's, 1934. Southern California.

2169. *Sanford, Daniel Sammis, jr. Inter-institutional agreements in higher education: an analysis of the documents relating to interinstitutional agreements with special reference to coordination. Doctor's 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 112 p. (Contributions to education, no. 627)

Attempts to determine to what extent interinstitutional agreements have been employed among higher institutions; the conditions governing the formation of agreements; the changes in institutional structure and function which result from participation in agreements; the provisions which have been set-up for safeguarding institutional identity and powers under agreements; the values sought under agreements; characteristics of undesirable agreements; and the implications for cooperative planning of higher education.

2170. Sanford, Theodore Alexander. Uniform college-entrance requirements for the south. Master's, 1934. Kentucky. 87 p. ms.

Compares the present entrance requirements of southern colleges and universities by states and types of colleges. Points out the need for uniformity in college-entrance requirements.

2171. Schuessler, Edna Irene. A study of the adequacy and cost of food for representative student groups at the State university of Iowa. Master's, 1934. Iowa.

2172. *Shaw, Wilfred B. A short history of the University of Michigan. Doctor's, 1934. Michigan. Ann Arbor, George Wahr, 1934. 157 p.

2173. †Shipton, Clifford K. Biographical sketches of those who attended Harvard college in the classes 1690-1700 with bibliographical and other notes. Cambridge, Mass., Harvard university press, 1933. 574 p. (Sibley's Harvard graduates, vol. 4, 1690-1700)

2174. Silke, Harry. Trend of higher educational facilities in the United States as affected by the business depression. Master's, 1934. Southern California.

2175. Smith, Walter I. Higher education among the Adventists. Doctor's, 1934. George Washington. 212 p. ms.

Surveys the six senior colleges conducted by Seventh-Day Adventists in the United States, and shows that they are well organized, succeeding financially, and maintaining acceptable standards of scholarship.

2176. Spessard, Howard Lehman. A study of the relationship between certain personality traits and factors of personal adjustment of college freshmen and their achievement in scholastic and campus activities. Master's, 1934. Michigan.

2177. Stewart, Rodney Ward. Allocation of administrative duties in different types of higher institutions. Master's, 1934. Chicago.

2178. Stimson, Helen E. An analysis of the possible uses of the scholarship index at Indiana State teachers college. Master's, 1933. Ind. St. T. C. 87 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 248-49, July 1934)

Compares the scholarship indexes of students according to curriculum elected, classes, marks in supervised teaching, participation in extracurricular activities as compared with those of students not competing, psychological percentiles, performance of outside work as compared with students not engaged in outside work, and scholarship indexes of organized and unorganized students.

2179. Striplin, Claude Douglas. A survey of certain Seventh-Day Adventist colleges in the United States. Master's, 1934. Southern California.

2180. Taylor, Walter Carroll. History of Limestone college. Master's, 1934. South Carolina. 106 p. ms.

2181. Terrell, Oral. A comparative study of the four-year teaching graduates of Indiana university and Indiana State teachers college. Master's, 1933. Ind. St. T. C. 117 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 229, July 1934)

Attempts to determine which school prepared its graduates to earn the more in the teaching profession, and to determine which group of graduates gave the more to Indiana in length of service for their state-financed training. Data indicate that Indiana university 4-year teaching graduates have an insignificant advantage in mean salary than Indiana State teachers college 4-year graduates, and give more service in years to the state for their training.

2182. *Threlkeld, Hilda. The educational and vocational plans of college seniors in relation to the curricula and the guidance programs in 45 Pennsylvania colleges. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 195 p.

Data were secured from 2,819 men and 1,427 women seniors in 45 colleges and universities in Pennsylvania. Finds that the colleges studied showed little evidence of planned vocational guidance programs.

2183. Townley, Theodore Richard. Diploma practices. Master's, 1934. N. Y. St. Coll. for Teach.

2184. Wadleigh, Kenneth Rennie. A study of the governing boards of state universities. Master's, 1933. Washington.

2185. *Wagner, Mazie Earle. Prediction of college performance: the relation of college performance: the relation of general and specific college achievement to previous academic performance, "intelligence" scores, and subject content scores. Doctor's, 1934. Columbia. Buffalo, N. Y., 1934. 78 p. (University of Buffalo studies, vol. 9)

Studies the records of the freshmen entering the University of Buffalo during the years 1925-1929, for some major relationships, those entering in 1930. The records studied were: the 2-year college average, high-school regents' average, college subject averages in 5 subjects, all individual college grades, all high-school individual subject regents grades, American council psychological examination for high-school graduates and college freshmen, and the Iowa high-school content examination. Data indicate that secondary school average predicts average college performance better than intelligence tests, and that batteries of placement of subject tests are good predictors.

2186. *Walker, Ernest Timothy. The relation of housing of students to success in a university. Doctor's, 1934. Chicago. Chicago, Ill., University of Chicago libraries, 1935. 76 p.

2187. *Ward, Merle Scott. Philosophies of administration current in the deanship of the liberal arts college. Doctor's, 1934. T. C., Col. Univ. New York city. Teachers college, Columbia university, 1934. 128 p. (Contributions to education, no. 632)

Traces the origin and development of the deanship, determines the present status of the deanship in its relation to the purpose of the college, curriculum, improvement of instruction, and student welfare, based on replies to a questionnaire received from 391 liberal arts colleges representing the 48 states and the District of Columbia.

2188. Weaver, John E. The administration of student loan funds in small denominational and non-sectarian colleges in the United States. Master's, 1933. Washington. 66 p. ms.

Covers a questionnaire study of 107 small denominational and nondenominational colleges in the United States. Finds that colleges are doing a great deal to meet the needs of college students through loans, and that uniformity of administration of loan funds is needed.

2189. Whitelaw, Eleanor. A study of the persistence of freshmen who matriculated in the University of Chicago during 1925-26. Master's, 1933. Chicago. 55 p. ms.

2190. Williams, Robert C. An analysis of religious autobiographies of college students. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 613-14)

Attempts to determine the part college education has played in the alteration of the traditional religious conceptions of 222 students in the Department of sociology at the University of Pittsburgh.

2191. Wilson, Laurabel. A study of the success achieved by students on entrance tests and in freshman work at the University of Michigan to determine the relationship existing between size of secondary school and ability to prepare pupils for college. Master's, 1934. Michigan.

2192. *Wright, Donald Smith. Some aspects of the scholarship and academic aptitude of fraternities at the Pennsylvania State college. Master's, 1934. Penn. State. 108 p. ms.

Surveys existing conditions in the fraternal organizations maintaining chapter houses at Pennsylvania State college during the academic year 1932-33. Finds considerable differences existing between various fraternities in academic aptitude; none of the fraternities rated most active socially were high in scholarship; that of the five fraternities rated as placing most emphasis on scholarship, four were professional; studies techniques employed by the houses to encourage scholarship.

2193. Wu, Shu-Pan. Implications of the philosophy of experimentalism for higher education, with special reference to methods of teaching. Doctor's, 1934. Ohio. 401 p. ms.

Proposes seven criteria for use in evaluating the scientific and progressive movements in American higher education.

STUDENT PERSONNEL PROBLEMS

2194. Alexander, Frank James. Personnel study of certain groups of students in Tusculum college. Master's, 1934. Tennessee. 87 p. ms.

2195. Boldt, William John and Stroud, J. B. Changes in the attitudes of college students. *Journal of educational psychology*, 25: 611-19, November 1934. (Kansas State teachers college, Emporia)

2196. Chase, Genevieve. A study of certain sources of maladjustment of women university students. Doctor's, 1934. Iowa.

2197. **Dixon, Austin Edward.** A study of administrative methods of counseling college students. Master's, 1934. Southern California.

2198. **Harris, Bertha B.** Readings in adolescents' problems. Master's, 1934. N. Y. St. Coll. for Teach.

2199. ***Pallister, Helen.** The negative or withdrawal attitude: a study in personality organization. Doctor's, 1933. T. C., Col. Univ. New York, 1933. 56 p. (Archives of psychology, no. 151)

Data, based on the replies to a questionnaire of 209 women students at Barnard college, New York city, indicate that a general factor is operative in the kind of response, that of approach or withdrawal, given in the situations represented by the categories: social confidence, cooperation, attitude toward family, nervous symptoms, optimism, physical symptoms, attitude toward sex, and work habits.

2200. **Patrick, James Garfield.** The role of intimate groups in the personality development of selected college students. Doctor's, 1933. Southern California.

2201. **Whitcraft, John.** The social adjustment of college students at Kansas State teachers college, Emporia. Master's, 1934. Kans. St. T. C., Emporia. 91 p. ms.

2202. **Wing, George Virgil.** A schedule for discovering academically maladjusted students. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 281-82)

Evolves a schedule of 62 questions dealing with the study habits, general adaptation to college work, and adjustment to college load, and describes an experiment in which this schedule was administered to groups of 50 adjusted students, 50 maladjusted students, and a miscellaneous group of 50 students.

WOMEN—EDUCATION

2203. **Alband, Jo. Della.** A history of the education of women in Kentucky. Master's, 1934. Kentucky. 157 p. ms.

Points out the changing attitudes toward education for women from the earliest settlements to the present, as shown by types of schools established, curricular offerings, and sources of support. Contains charts listing alphabetically by schools and counties more than 600 schools for women in Kentucky, giving for each the date and place of establishment, by whom established, date when closed, and references.

2204. **Bradley, Glenn M.** A questionnaire study of the buying habits of college women. Master's, 1934. Iowa.

2205. **Chandler, Gertrude Adele.** Analysis of interests, experience, and other influences of college women which might be considered relative to the curriculum in physical education. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 41-42)

Finds a great trend towards golf, swimming, and tennis, and a decrease in interest in all other activities. Shows that the physical education activities given in college should prepare the student for some form of recreation after college.

2206. **Dorothea, Sister M.** Consistency of responses of college women to the items of three vocational interest blanks over an interval of one month. Master's, 1934. Fordham.

2207. **Ferree, Anne Woollen.** The history of higher education of women in Virginia. Master's, 1934. North Carolina. 78 p. ms.

Shows that the period from 1775 to 1860 was characterized by the establishment of female academies and seminaries, many of which were established under the auspices of the church. After 1860 the changes in economic and social life brought about many changes in education. The first permanent schools for the advancement of higher education for women in the state were established in 1842; they were Mary Baldwin seminary at Staunton and Hollins college near Roanoke. Traces the further development of higher education for women to date.

2208. *Heffernan, Mary Margaret. A study of selected reactions of sophomore college women during a period of strain as represented by the final examinations, in contrast to a period of average college activity. Master's, 1934. Syracuse. 165 p. ms.

Attempts to determine whether there are evidences of strain and fatigue, which can be objectively measured, during an examination period in comparison with a period selected to represent average college activity. Describes experiments conducted with 12 freshman women students at Syracuse university, and with 36 sophomore women, to whom tests were given in arithmetic, blood pressure, pulse rate, steadiness, weight, and ergograph, and for whom a check was made of infirmity records for the time of the final examinations. Data indicate that approaching examination periods are accompanied by disturbed physiological functions, variations in neuro-muscular activities and in mental activity, and by subjective feelings of worry and fatigue.

2209. *Manzer, Helen C. The physique of women normal school students compared with the physique of women college students. Doctor's, 1934. New York. 180 p. ms.

Tests and measurements used in comparing the physique of women normal school students with women college students were: age, height, weight, area of body surface, vital capacity, systolic blood pressure, diastolic blood pressure, pulse pressure, heart rate, right grip, left grip, grip strength, leg lift, back lift, number of days of absence on account of illness, extent of participation in extracurricular activities, athletic ability, and school grades in English, history, introduction to teaching, psychology, and biology.

2210. *Morrison, Anne Hendry. Women and their careers: a study of 306 women in business and the professions. Doctor's, 1934. Bryn Mawr. New York, National federation of business and professional women's clubs, 1934. 117 p.

Emphasizes the occupational development as shown by the individual history of the 306 women studied. Studies the training, experience, and salaries of women engaged in production and exchange, clerical work, food, housing and personal service, education, health, personnel and social service, and other types of professional service.

2211. Rush, Helen Pool. A study of some attitudes of a selected group of woman students toward the University of Pittsburgh. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 590-91)

PROFESSIONAL EDUCATION

2212. †Barnes, M. W. A study of the college degrees possessed by administrative heads of accredited public high schools, in Illinois, outside Chicago for 1932-33 in comparison with 1933-34 (November 1933-34). Urbana, University of Illinois, 1933. 4 p. ms.

2213. †Bartlett, Lester, W. and Neel, Mildred B. Compensation in the professions. New York, Association press, 1933. 187 p. (George Williams College)

Analyzes trends and patterns of compensation in the major professions in order to work out socially desirable standards. Discusses the educational requirements for the older professions, medicine, law, ministry, and the newer professions like social work and librarianship.

2214. Beatty, Helen McKee. A study of the leisure time of nurses. Master's, 1934. Indiana. 96 p. ms.

2215. *Belknap, C. Parks. Curricular selection, retention, and change by students registering on the "M. A. level" in the School of education, New York university, during registration periods February 1930-February 1932. Master's, 1933. New York. 76 p. ms.

Attempts to determine what curricula were selected by the registrants and the frequency with which they were selected, the number of students who selected curricular numbers and the number who made no choice, and the tendency of registrants to retain curricula selected or to change from one curriculum to another.

2216. †Brown, William Adams, May, Mark A., Shuttleworth, Frank K., and others. The education of American ministers. New York, Institute of social and religious research, 1934. 4 vols.

Volume 1. Ministerial education in America; volume 2. The profession of the ministry; its status and problems; volume 3. The institutions that train ministers; volume 4. Appendices. Data were based on faculty research, and masters' and doctors' theses in theological education.

2217. *Cassady, Maynard L. A comparative study of two generations of theological graduates in Union theological seminary, New York. Doctor's, 1934. T. C., Col. Univ. Rochester, N. Y., 1934. 171 p.

Studies the social and economic background of two groups of Union theological seminary students, graduating a generation apart, with the bearing of this upon the selection of students for the seminary. Due to a drop in enrollment in theological seminaries, there is an undersupply of thoroughly trained men in the ministry.

2218. *Clarke, Helen. The professional training of the hospital dietitian. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 96 p. (Contributions to education, no. 602)

Studies aspects of the academic training of hospital dietitians in colleges, technical schools, and universities in the United States offering courses in home economics toward the baccalaureate degree in 1931-32, measures this training by the standards of the American dietetic association, and shows trends in the academic training of the hospital dietitian.

2219. Cornely, Paul B. A survey of postgraduate medical education in the United States and an inquiry into the educational needs of the general practitioner. Doctor's, 1934. Michigan.

2220. Dunn, Clark A. The orientation of graduating engineers for business and industry. Master's, 1934. Okla. A. and M. Coll.

Attempts to prepare a satisfactory text for the teaching of bookkeeping, cost keeping and estimating to students who may need an understanding of those subjects in their work.

2221. Freeman, Homer John. The discovery and analysis of certain factors related to success in dental school. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)

Analyzes critically dental aptitude tests which had been designed and administered to dental students by other investigators, and constructs a series of new tests which were given to 180 entering freshmen in four dental colleges to determine the part played by factors not considered in previously designed tests.

2222. Glass, Charles F. An investigational analysis of certain general and specific interests of engineering students. Master's, 1934. Purdue. 102 p. ms.

Tries to determine the reasons for the changes in the general interests and in the engineering interests of college engineering students from the freshman through the senior year; to determine the reliability of the engineering scale of the Strong vocational interest blank, and the relationship between emotional stability permanence of interest and the relation between the engineering interest ratings and scholastic standings of engineering seniors. Data indicate that the decrease in engineering interest scores of engineering students at Purdue university is a function of the engineering curricula as well as of age changes, that the general interests of freshmen are fairly permanent; that vocational interests are unstable, and that the engineering scale of the Strong vocational blank is reliable and valid.

2223. Jones, Roger D. The duties of the school nurses of Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 479-80)

Studies the replies of 176 school nurses representing 57 counties in Pennsylvania, to a questionnaire relative to the duties which they perform, those which they think they should or should not perform, and the duties which should be delegated to a school clerk.

2224. Kandel, Phoebe M. Standardizing agencies and State boards of nurse examiners. Springfield, Mass., National league of nursing education, Yearbook, 1934. Trained nurse and hospital review, April 1934. (Colorado State teachers college)

2225. Masterson, Charles Robert. The relative stability of the interest of engineering students in personnel administration and guidance. Master's, 1934. Purdue. 39 p. ms.

Attempts to determine whether there was a change in the interest of engineering students in personnel work and the effect of college attendance on it. Finds the characteristic change of interest that accompanies age; that students most interested in personnel work tended to stay in college longest; that life on the Purdue campus does not contribute to the increased interest of engineering students in personnel work; that the greatest change in interest took place regarding occupations, activities, and peculiarities of people.

2226. Newton, Howard Chamberlain. The construction of a curriculum for the Creighton university college of pharmacy. Master's, 1934. Creighton. 147 p. ms.

2227. *Noll, Carl V. The education of the advertising man. Doctor's, 1934. New York. 163 p. ms.

Part 1 deals with the education of advertising men regardless of their position, and part 2 takes up the education of advertising men who are employed in each of the 9 major types of advertising positions.

2228. Richeimer, Mrs. Veronica F. The growth and development of public health nursing in Kentucky. Master's, 1934. Peabody. 124 p. ms.

2229. *Rood, Dorothy. The nurse and parent education. Doctor's, 1934. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1935. 87 p. (Child development monographs, no. 19)

Analyzes the factors which have hindered and those which have promoted the growth of the subject matter of parent education in nursing curricula, and the present status of the nurse and nursing education with respect to parent education. Finds that instruction and experience in the care of children and the teaching of parents is inherent in the work of all nurses and should be required for the licensing of professional nurses.

2230. Sage, Sister Mary Leonard. The correlation of Michigan's accredited state school board failure and the standard curriculum. Master's, 1934. Loyola. 147 p. ms.

Attempts to determine whether there was correlation between success in state board examinations and adherence to the standard nursing curriculum, from data obtained from permanent records of the Michigan State board of registration for nurses and trained attendants, from questionnaires to the State examining board, and by personal interview with State examiners. Shows that one of the greatest weaknesses of the nursing educational system is the lack of relationship between class instruction and clinical service. A closer coordination between class work and actual practice would stimulate real learning and prevent failures.

2231. Sellers, Sandford, jr. Professional courses for the training of school administrative officers in universities, colleges, and teachers colleges. Master's, 1934. Chicago.

2232. Sherrick, Anna P. A study of the present methods of teaching anatomy and physiology and what it indicates as to whether the subject is presented in such a way that the nurse may comprehend the application of these subjects in the practice of nursing. Master's, 1934. Colo. St. T. C.

2233. Tracy, Anna Belle. The training of psychiatric social workers in state hospitals from the standpoint of schools of social work. News-letter of the American association of psychiatric social workers, 3, no. 1. (Western Reserve university)

2234. **Vaughan, Sister Rose Helene.** The actual incidence of moral problems in nursing: a preliminary study of empirical ethics. Master's, 1934. Catholic Univ.

2235. **Weber, William A.** Theological education in the Reformed church in America. Doctor's, 1934. Yale.

2236. **Whitney, F. L.** Analysis of student course registration of graduate students. Greeley, Colorado State teachers college, 1934. (Study no. 181)
Studies specialization in subject-matter fields.

2237. **Yeokum, Charles Floyd.** Study habits of graduate students. Master's, 1934. Colorado. (Abstracts in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 77)

Attempts to determine the study habits of graduate students in the University of Colorado and to evaluate critically Wrenn's *Study habit inventory*. Finds that graduate students usually encounter little difficulty in taking notes, comprehend reading matter quickly, concentrate steadily, summarize and systematize facts and associate them with other facts learned, and that illness and physical defects are negligible factors.

ADULT EDUCATION

2238. ***Balletti, Linda M.** The need of adult education in a changing civilization. Master's, 1934. Boston Univ. 98 p. ms.

Studies the characteristics of adult education, and the need for it of the Indian, Negro, foreigner, and the American.

2239. †**Bird, Charles and Paterson, Donald G.** Commercial correspondence courses and occupational adjustments of men. Minneapolis. University of Minnesota press, 1934. 27 p. (Bulletins of the Employment stabilization research institute, vol. 2, no. 7)

Discusses data regarding courses and registration, rate of mortality, the practical value of correspondence study, and levels of ability.

2240. **Brooks, Raymond E.** Determining the adult education program in agriculture for Spiceland township, Henry county, Ind. Master's, 1934. Purdue. 116 p. ms.

Attempts to discover if there was a need for adult education in agriculture in Spiceland township by means of case studies of 75 farms and farmers surrounding Spiceland. Suggests a program to fulfill that need.

2241. †**Burdell, Edwin S.** An adventure in education for the unemployed: a report and comment on two six weeks sessions of a free school for the unemployed. Columbus, Ohio State university, 1933. 45 p.

2242. **Cariaga, Rosamond Reynolds.** Adult education on rural Oahu. Master's, 1933. Hawaii.

2243. **Cooperider, Louise.** History of the Americanization department in the Los Angeles city schools. Master's, 1934. Southern California.

2244. **Crossman, George W.** Adult educational interests as indicated by life problems and memberships in organizations of unselected adults. Doctor's, 1934. North Dakota.

2245. **Dalton, Francis W.** Survey of the continuation school in four Michigan cities. Master's, 1933. Michigan.

2246. **Genskow, Harvey Melven.** Cultural and recreational courses for adults in 37 selected school systems. Master's, 1934. Chicago. 69 p. ms.

2247. **Hunt, John L.** A study of adult education in an Iowa county. Master's, 1934. Iowa.

2248. **Mudge, Louis Augustus.** A critical evaluation of the educational policies, programs, and activities of life insurance companies to determine their value as sources of adult education. Master's, 1934. Southern California.

2249. †**Proctor, William Martin.** Annotated bibliography on adult education. Los Angeles, Frank Wiggins trade school, 1934. 124 p. (Stanford university)

2250. †**Seyfried, J. E.** Illiteracy trends in New Mexico including comparisons of trends in New Mexico with those in certain other states and the United States. Albuquerque, University of New Mexico, 1934. 28 p. (University of New Mexico bulletin, whole no. 240. Education series, vol. 8, no. 1.)

Traces trends in illiteracy in New Mexico from 1870 to 1930, inclusive, and in the counties of the State from 1910 to 1930, inclusive, and compares trends in the State with those in the United States as a whole and in certain other states of the United States, based on official reports of the Federal Government.

2251. ***Taylor, Mae Ross.** A directory of agencies working with and for adults; 125 national agencies working for the civic, social, moral, and religious education of adults. Master's, 1933. Presbyterian coll. of Christian educ. Chicago, Ill., International council of religious education, 1934. 71 p. ms. (Research service bulletin)

2252. †**Trabue, M. B. and Dvorak, Beatrice J.** A study of the needs of adults for further training. Minneapolis, University of Minnesota press, 1934. 25 p. (Bulletins of the Employment stabilization research institute, vol. 3, no. 3)

Reports the percentages of various groups found to be in need of further training, some of the significant characteristics of those who were found to be in need of training, and the results obtained from attempting to provide training for some of these persons.

2253. **Wilson, W. C.** Illiteracy in Tennessee. Johnson City, Tenn., State teachers college, 1934. ms.

Determines illiteracy by age and racial groups, and geographical distribution, and suggests methods of elimination.

PARENT EDUCATION

2254. **Hedrick, Blanche Esther.** The effectiveness of a program of learning designed to change parental attitudes toward self-reliance. Master's, 1934. Iowa.

2255. †**Iowa. University.** Researches in parent education II. Iowa City, 1934. 331 p. (University of Iowa studies. New series no. 270. Studies in child welfare, vol. 8)

Contents: (1) The reading ability of parents, and factors associated with reading difficulty of parent education materials, by Ralph H. Ojemann, p. 11-32; (2) A study of children's play in the home environment, by Mary P. Roberts, p. 35-98; (3) Techniques for measuring the results of parent education: eating and sleeping of preschool children, by David P. Phillips, p. 101-46; (4) Reading materials for parents in Iowa libraries, by Eva A. Fillmore, p. 149-78; (5) A study of the validity of current periodical and serial literature on child study, by Josephine Pollock, p. 181-218; (6) A study of children's use of money, by Rose L. Hanson, p. 221-47.

2256. ***Mills, Edith Sarah.** A course of study in parent education for use in a medical clinic. Master's, 1934. George Washington. 72 p. ms.

Studies the historical development of parent education in the United States. Presents a course of study intended for the use of the instructor in the educational work of a medical clinic, where copies of it may be given to the patients in the prenatal department. Stresses family relationships, biological knowledge as a basis for health practices, nutrition, psychological facts as a basis for child training, and supplies and equipment.

2257. **Myrland, Imogene Johnson.** The value of parent education groups in the development of improved parent-child relationships. Master's, 1933. Arizona.

2258. Saunders, Agnes. The effectiveness of a specified plan of educating leaders of parent study groups. Doctor's, 1934. Iowa.

2259. Willard, Dorothy Rose. An experimental determination of the desirable content of courses in secondary school preparental education. Master's, 1934. Southern California.

2260. Woods, Judson E. Worthy home-membership. Master's, 1934. Kansas.

TEACHER TRAINING

2261. *Allen, Tracy T. Standards for the accreditation of institutions in Pennsylvania for the preparation of secondary school teachers. Doctor's, 1934. New York. 232 p. ms.

Investigates the aims and purposes, curricula, teaching staffs, laboratory school facilities, and other vital factors of the institutions in Pennsylvania accredited by its State council of education for the preparation of secondary school teachers, and formulates and validates explicit standards for the proper accreditation of such institutions.

2262. Benson, Lloyd M. A determination of the educational needs of printing instructors in five states of the Middle West. Master's, 1934. Iowa St. Coll. 46 p. ms.

Determines the shortages in the training of printing teachers in order that teacher-training curricula can be designed to give a more complete education to prospective teachers.

2263. Brown, Sherman L. The history of the training and certification of secondary school teachers in California. Doctor's, 1934. California. 325 p. ms.

Shows that California standards of certification have been raised steadily, and that control over certification has been increasingly centralized in the hands of State authorities.

2264. Burrow, S. Clayton. A study in teacher-preparation in the social studies for six-year-olds. Master's, 1934. Southern California.

2265. Cullers, J. Edgar. A study of the training of industrial arts teachers in Texas. Master's, 1934. Colo. St. T. C.

2266. Dibblee, James Appleby. The teaching load and training of teachers in the intermediate schools of Schenectady, N. Y. Master's, 1934. N. Y. St. Coll. for Teach.

2267. Dickerson, May Elizabeth. A study of the subject combinations and the college preparation of the home economics teachers in the small high schools of Nebraska. Master's, 1934. Nebraska.

Studies the training and subject combinations taught by the home economics teachers in 4-year high schools having an average daily attendance of 500 or less during the second semester of the years 1931-32 and 1932-33. Data indicate a tendency to eliminate home economics in some of the small high schools. A vocational teacher may teach only home economics and its related subjects, the nonvocational teacher is likely to teach just home economics only if employed in a school of 12 or more teachers. The subject combinations are numerous and varied. The amount of training in home economics influences the scope of the program. Home economics teachers are sponsoring a wide variety of extracurricular activities.

2268. Elliott, Maize Jane. A survey of parents' opinion concerning the qualifications of teachers. Master's, 1934. Ind. St. T. C. 173 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 250, July 1934)

Analyzes data secured from 417 replies to a questionnaire sent to persons living in Fayette county, Ind., on the training, religious, social, and personal qualifications of teachers.

2269. Fitzgerald, Gerald Bartholomew. A study of the present pre-service training need of men teachers of physical education in Minnesota. Master's, 1934. Minnesota.

2270. French, William Marshall. Teacher training in New York, 1834-1934. Doctor's, 1934. Yale.

2271. Gardilla, Marion L. Survey study of commercial teachers and commercial teacher training in New Jersey. Doctor's, 1934. Rutgers.

2272. Gilito, David. The development of teacher training in the Philippine islands. Master's, 1934. Southern California.

2273. *Goulding, Robert Lee. The development of teacher training in Florida. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 280 p. (Contribution to education no. 129)

Traces the development of teacher training and certification in Florida, 1879-1932, and shows the effect of certification in raising the standards of teacher training.

2274. Guffey, Logan C. Educational qualifications of commercial teachers in the four-year accredited high schools of Kansas. Master's, 1933. Kans. St. T. C., Pittsburg.

2275. Guffey, Victor Fred. An analysis of certain phases of the work and professional preparation of the high-school teacher. Master's, 1933. Kans. St. T. C., Pittsburg.

2276. Harriss, Beulah Ann. A comparative study of the methods and practices employed in the training of physical education teachers, medical doctors, and lawyers. Master's, 1934. Southern California.

2277. Humphries, Amalia Opperman. The training of foreign-language teachers in teachers colleges of the United States. Master's, 1934. Minnesota.

2278. Hutchcroft, C. B. An analysis of the preparation of industrial arts teachers. Master's, 1934. Colo. St. T. C.

Determines the curricular and extracurricular activities engaged in by 100 4-year graduates of the Department of industrial education at Colorado State teachers college, and the relationship between these activities and the present requirements of teaching positions.

2279. Jackson, Doyle D. Teacher training and placement in Arizona. Doctor's, 1933. Arizona.

2280. Jenkins, Ralph Carlton. A practical program for teacher training in Vermont. Master's, 1933. Harvard. 115 p. ms.

2281. Jones, John Spenser. A study of the preparation of the teachers of English in Kentucky in the fields of English and of the subjects they teach. Master's, 1934. Kentucky. 74 p. ms.

Determines the preparation of the teachers of English in Kentucky, and the extent to which they are teaching the subjects for which they were prepared, based on data secured from transcripts of credits recorded in registrars' offices of the colleges and universities which the teachers attended, and from reports of the high-school supervisors in the Department of education at Frankfort, Ky.

2282. Kirkpatrick, Ernest Otto. The trend in the amount of training of elementary teachers in Indiana from 1924 to 1934. Master's, 1934. Indiana. 57 p. ms.

2283. Lammers, Claude C. Judgments and practices with respect to the education of teachers in secondary schools. Master's, 1934. Minnesota. 165 p. ms.

Part 1 is a statistical summary of data relative to courses offered in a representative sample of institutions preparing secondary school teachers, relative proportions of stu-

dents enrolling in these courses, education and experience of instructors, their loads, duties, publications, and other professional activities. Part 2 is a summary of the judgments of these instructors on questions relating to curriculum organization and criteria for the training of high-school teachers.

2284. Litwiller, Orville J. Training of teachers in recognized four-year high schools of Illinois having five to nine teachers. Master's, 1934. Ohio. 120 p. ms.

Finds that teachers of mathematics and social studies have had longer general training periods than teachers of other subjects, while teachers of shorthand, typewriting, and music have had shorter periods of general training; the amount of professional training increases with general training and experience; very little relation exists between subjects taught and professional preparation; teachers preparing to teach mathematics, Latin, English, home economics or agriculture have a better than even chance to teach only one or two subject fields.

2285. Magnus, Dorothy Barbara. The professional education of junior high school auditorium teachers—a survey of problems, training, traits, and needs. Master's, 1934. Minnesota.

2286. Martin, Pearl Mabel. The graduate training of secondary school teachers of science. Master's, 1934. Southern California.

2287. Miller, Ema Mae. Training and certification of high-school history teachers in Louisiana. Master's, 1934. Peabody. 86 p. ms.

2288. Norrix, Loy. Professional training of secondary school teachers. Master's, 1933. Chicago.

Finds that educational psychology is offered by a higher percentage of state universities, teachers colleges, and colleges than any other professional course; that courses in testing are given as a general thing, that state universities offer more credit for each course than do the teachers colleges and colleges, and that state universities offer more courses for training teachers of secondary schools than do teachers colleges or colleges.

2289. North, Margaret L. A study of entrance requirements of institutions that are designated by the State to train teachers for home economics. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches, in progress, and bibliography of publications, 10: 502-503)

Studies the variation in entrance requirements of 76 institutions and the tendency toward more liberal academic requirements.

2290. *Pelton, Frank M. The education of teachers for the emerging secondary school. Doctor's, 1934. New York. 215 p. ms.

Ascertains and outlines the functions of the emerging secondary school, and formulates principles for the training of teachers for this type of school.

2291. Proffitt, Glenn Theodore. The academic training and experience of the teachers in the accredited secondary schools of North Carolina. Master's, 1934. North Carolina. 85 p. ms.

Compares the teaching force employed in the accredited secondary schools of North Carolina in 1932-33 with the teaching force employed in the same schools in 1922-23. Finds that the teachers in the accredited secondary schools of North Carolina in 1932-33 were more mature in age, were better trained, had more experience in teaching, and received smaller annual salaries than the teachers in these schools in 1922-23.

2292. Puderbaugh, Franklin E. A study of Ohio social science teachers: their training, experience and subject combinations. Master's, 1934. Ohio. 93 p. ms.

Studies 2,474 teachers of social science, excluding history, in the public secondary schools of Ohio.

2293. **Robinson, Arthur E.** The professional education of elementary teachers in the field of arithmetic. Doctor's, 1934. T. C., Col. Univ.

Data were secured from two questionnaires, one of which collected data on the academic and professional preparation in mathematics and the teaching experience of the teachers of professional courses in arithmetic in the schools cooperating in the study. The other secured data on the organization and the classroom administration of the courses taught by means of a check-list of approximately 450 activities. Shows the inadequacies of professional courses in arithmetic as now organized and administered in professional schools for teachers, shows the difficulties with which the elementary teacher would be confronted if required to teach anything except a mechanical arithmetic, shows that the teaching of arithmetic needs to be supplemented with a definitely organized program of observation and practice in teaching arithmetic in the training school, and shows the need for more definite standards of preparation for individuals planning to teach in teachers colleges.

2294. **Rudow, Leonora Wilhelmina.** The professional training needs of Minnesota rural teachers in terms of their problems as teachers. Master's, 1933. Minnesota.

2295. **Rugg, E. U.** Issues in teacher education: suggested by analysis of permanent record card charts of students in selected teachers colleges. *Journal of educational research*, 27: 161-78, November 1933. *(Colorado State teachers college)

2296. **Santos, Felicismo A.** The history of teacher training in the Philippine Islands. Master's, 1933. George Washington. 71 p. ms.

2297. **Seaton, Alexander.** Training of teachers and efficiency in teaching high-school mathematics. Master's, 1934. Colorado. (Abstract in: *University of Colorado studies. Abstracts of theses for higher degrees*, 1934: 60-61)

Checks the mathematics accomplishment of 1,122 pupils in elementary algebra and of 866 pupils in plane geometry against the training and scholarship of 52 teachers in 42 representative high schools of Montana, to determine whether teachers with extensive training were sufficiently superior to teachers with minimal training to warrant the sharply increased teacher-training standards recommended by the National committee on the reorganization of mathematics in secondary education. Finds that extended training increased efficiency for women but not for men. The least efficient women were generally superior to the most efficient men.

2298. **Spyker, Hazel.** A critical evaluation of the training school as a factor in the production of a thinking teacher. Master's, 1934. Ohio. 85 p. ms.

2299. **Tenney, Adam Webster.** A study of participation training in preparation for teaching vocational agriculture. Master's, 1933. Ohio. (Abstract in: *Ohio State university. Abstracts of masters' theses*, 12: 258-59)

Attempts to determine the activities of trainees during their period of observation and participation training in 9 teacher-training institutions.

2300. ***Trentham, Orin Paul.** A teacher-training study of commercial graduates. A study of commercial graduates of Southwest Missouri State teachers college with comparisons made with non-commercial graduates. Doctor's, 1934. New York. 175 p. ms.

Studies the commercial graduates of Southwest Missouri State teachers college from 1925 to 1932, inclusive, and compares them with graduates of the college who had majored in English and agriculture.

2301. ***Ward, Charles C.** A program for the education of elementary teachers in New York State. Doctor's, 1933. New York. 185 p. ms.

Presents a history and criticism of curriculum construction in the New York State normal schools, 1926-1931, and outlines a 4-year teacher-training program based on principles determined cooperatively by the faculties of 9 normal schools and the Buffalo State teachers college.

2302. Warrick, Ennis Champ. Professionalized subject-matter courses in the training of secondary school teachers. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 289-90)

Develops criteria for evaluating professionalized subject-matter courses, and illustrates the application of the criteria in an outline of a unit in mathematics.

2303. Wofford, Kate V. An historical survey of the status and training of rural teachers in the United States, 1860-1930. Doctor's, 1934. T. C., Col. Univ.

Traces the development of the status and training of the elementary rural teacher in the United States in the light of the social, economic, political, and educational changes from 1860 to 1930.

NORMAL SCHOOLS AND TEACHERS COLLEGES

2304. Anderson, Robert. The growth and development of teacher training at the Kansas State teachers college, Emporia. Master's, 1934. Kans. St. T. C., Emporia. 160 p. ms.

2305. Boldt, William John. A comparison of the social attitudes and beliefs of the students of Kansas State teachers college, Emporia. Master's, 1934. Kans. St. T. C., Emporia. 72 p. ms.

2306. Brown, William G. A study of the relationship between graduate and undergraduate scholarship at the Indiana State teachers college. Master's, 1934. Ind. St. T. C. 72 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 260-61, July 1934)

Determines the difference between college and graduate school scholarship, measures the effect that outside factors have on work done in the graduate school; determines whether any college subjects are the key subjects by which graduate grades may be calculated; whether any subject in the college curriculum predicts the success or failure of a student in writing a thesis; and determines the relationship between teaching experience and graduate scholarship.

2307. Carey, Elizabeth Brennock. University scholarship holders at New York State college for teachers. Master's, 1934. N. Y. St. Coll. for Teach.

2308. Corn, John C. A study of the achievement of Latin and non-Latin students of Indiana State teachers college. Master's, 1933. Ind. St. T. C. 58 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 239, July 1934)

Finds that the students who had Latin in high school proved superior to those who did not although there was a low correlation between the amount of Latin and scholarship index in all subjects, those with 3 or 4 years of Latin not doing much better than those with 2 years of Latin.

2309. *Deyoe, George P. Certain trends in curriculum practices and policies in state normal schools and teachers colleges. Doctor's, 1933. T. C., Col. Univ., New York City. Teachers college, Columbia university, 1934. 104 p. (Contributions to education, no. 606)

Analyzes and interprets some of the trends in the curricular practices and policies of state normal schools and teachers colleges which are associated with the functions and fields of service of these institutions, and with the general structure and content of the curricula of these institutions.

2310. Farrell, Frances V. Time expenditure by teachers-college education majors. Master's, 1934. Colo. St. T. C.

2311. Fugitt, A. F. The history of the State teachers college, Hattiesburg, Miss. Master's, 1934. Peabody. 91 p. ms.

2312. †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, 1934. 65 p. ms.

Describes an experiment conducted with freshman applicants to 10 teacher-training institutions, and with applicants from training class graduates and advanced credit students, studying the total number of candidates who applied, were admitted or were rejected, with the reasons for the decisions.

2313. Higgins, Hope V. A study of scholarship and related factors of Kappa delta pi members at Indiana State teachers college for the years 1926-1932. Master's, 1933. Ind. St. T. C. 57 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 242-43, July 1934)

Considers the scholarship indices of members of Kappa delta pi to aid in determining new eligibility requirements, which would use the scholarship index as a basis; and determines whether there was any appreciable difference in the scholarship of members before and after election; studies the relationship of intelligence and scholarship among members; compares academic and professional scholarship; and finds out how the members were distributed among the major departments of the school and among the counties of the state.

2314. Hupp, Carrie A. Analysis of the leisure-time activities of the graduates of a State teachers college. Master's, 1934. Colo. St. T. C.

2315. Hurd, A. W. Some aspects of the education of teachers of science in state teachers colleges and normal schools. Educational administration and supervision, 20: 35-44, January 1934. (Teachers college, Columbia university)

Canvasses new integrations of subject matter in science courses in relation to the needs of science teachers and pupils, and uses 10 new books and outlines of 7 courses as illustrations.

2316. Inlow, Harvey Edgar. A history of the establishment, organization, and development of the Eastern Oregon normal school at La Grande, Oregon. Master's, 1934. Stanford.

2317. Kelley, Stella Ross. A survey of the Red Lake Falls teacher-training department and of its product over a period of 21 years. Master's, 1934. Minnesota.

2318. Korn, Sydney Berman. Placement of the graduates of Michigan State college having college life certificates, 1929-1933, inclusive. Master's, 1934. Mich. St. Coll.

2319. McAuley, Minnie Symons. A suggested follow-up program for Western Carolina teachers college. Master's, 1934. Peabody. 40 p. ms.

2320. *McCarrel, Fred. The development of the training school. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 3 p. (Abstract of Contribution to education, no. 126)

Traces the development of the teacher training school in Europe and in the United States from the schools established by the Franciscan friars, among the Indian Pueblos in what is now New Mexico from 1600 to date.

2321. Moore, Lincoln D. Theories and practices in the preparation of geography teachers in teachers colleges—1932. Master's, 1934. Colo. St. T. C.

2322. Nicol, Britton Archie. A study of the mental endowment and educational status of regular and of provisional students in San Diego State teachers college. Master's, 1934. Southern California.

2323. Pond, Julia. Patterns of food expenditures in home management houses at Michigan State college. Master's, 1933. Mich. St. Coll.

2324. *Rhoades, Viola Tompkins. Assemblies in the normal school and teachers college. Master's, 1934. New York. 73 p. ms.

Studies the administration of assemblies, student participation and reaction to assemblies in the six state normal schools and teachers colleges in New Jersey.

2325. Russell, Earle Stone. Certain factors as predictive of success in teaching in the elementary schools. Doctor's, 1934. Yale.

2326. Upshall, C. C. and Masters, Harry V. Description of students entering the State normal school at Bellingham, Washington, during the fall quarter, 1931. Bellingham, Washington State normal school, 1934. 16 p. ms.

Concludes that the college should provide more practice in the use of the English language and more courses of a cultural nature for the large number of students whose parents were born in foreign countries.

2327. Whitney, F. L. A four-year continuation study of a teachers college class. Journal of educational research, 27: 193-99, November 1933. (Colorado State teachers college)

Follows a teachers college freshman group of 500 students through 4 years of college experience, measuring development in personality variables.

2328. †Zeigel, William H. The Delta state teachers college in relation to teacher training. Delta St. T. C. 1934. 26 p. ms.

Discusses the functions of teachers colleges, and describes the work of the Delta state teachers college in Mississippi.

PRACTICE TEACHING

2329. Barner, Raymond T. The administrative relationships of the Pennsylvania State teachers colleges to the school systems of the towns in which they are located. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 416-47)

Shows that a variety of practices exist in the organization of the training department of teachers colleges in Pennsylvania, in some situations, all the teachers are trained in laboratory schools, in others most of the teacher-training program is conducted in affiliated public schools. Three methods of payment by the school districts to the colleges are used: the payment of tuition on a per capita basis, the payment of a stipulated sum for each teacher on a contractual basis, or the payment of an annual sum for the education of all children of a district or designated grade level.

2330. Brosi, Dorothy Anne. Difficulties encountered by students in apprentice teaching. Master's, 1934. Chicago.

2331. Cerny, Mollie E. A historical, mental, educational, and physical survey of the elementary laboratory schools of Kansas State teachers college, Emporia. Master's, 1934. Kans. St. T. C., Emporia. 86 p. ms.

2332. Cole, Mary I. Cooperation between the faculty of the campus elementary training school and the other departments of teachers colleges and normal schools. Doctor's, 1934. T. C., Col. Univ.

Attempts to determine the relative value of the various programs of coordination suggested by educational leaders, to determine the extent to which programs of coordination are in progress in teachers colleges and normal schools throughout the United States, and to show the way individual schools can conduct self-surveys of cooperation between theory and practice and inaugurate a constructive follow-up program.

2333. Goddard, Harrison Edward. Social attitudes of practice teachers. Master's, 1934. N. Y. St. Coll. for Teach.

2334. †Hopkins, L. Thomas and Mendenhall, James E. Achievement at Lincoln school: a study of academic test results in an experimental school. New York city, Lincoln school of Teachers college, 1934. 65 p. (Lincoln school research studies)

Gives a brief history of the Lincoln school, which enrolls about 650 boys and girls, divided almost equally between the elementary and secondary divisions. Discusses the achievement of elementary and secondary school pupils who enter Lincoln school or with-

draw from it; analyzes the scores of pupils on the old Stanford achievement test, the correlations among tests, and among tests and certain facts in selected grades; analyzes scores on the new Stanford achievement tests, 1930-32, and college board examinations.

2335. **Ibanez, Dalmyra Montgomery.** A questionnaire study of problems of practice teachers. Master's, 1934. Southern California.

2336. **Maple, Roy.** Relation of certain personality traits to teaching success as shown by grades in student teaching at Colorado State teachers college. Master's, 1934. Colo. St. T. C.

2337. **Smith, Annie Sue.** Predictive value of freshman data in determining student-teaching success. Master's, 1934. Peabody. 29 p. ms.

Finds that there is little predictive value in freshman data in determining student-teaching success.

2338. **Soules, Gertrude F.** The relation of certain personal attributes and certain teaching abilities to the success of student teachers in classroom management. Master's, 1933. Ind. St. T. C. 56 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 250, July 1934)

Ascertain the ideas of student teacher directors, supervisors, superintendents, and college professors on the 5 personal attributes and the 5 teaching abilities which affect the student teacher's ability to manage a class, and shows the relationship between grades made in college courses in classroom management to the grades given student teachers by supervising teachers in supervised teaching in classroom management.

2339. **Woods, Adria A.** An analysis of the conferences in the laboratory schools of three typical Rocky Mountain institutions for the education of teachers. Master's, 1934. Colo. St. T. C.

TEACHER TRAINING IN SERVICE

2340. **Brandon, Hiram D.** Study of in-service training of high-school teachers in Texas. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 8)

Analyzes 218 replies to a questionnaire sent to principals or superintendents of accredited high schools, in an attempt to determine the extent and type of supervisory programs planned for teachers in service. Finds that a large proportion of the schools do not have well-planned programs of supervision by which teachers are trained while in service.

2341. **Hadsall, Leo Franklin.** The extension activities of certain publicly supported institutions in assisting teachers in service in elementary science or nature study. Doctor's, 1934. Cornell. 337 p. ms.

Analyzes the use of publications, extramural classes, correspondence courses, clubs, personal visits, teachers' institute service, visual aids, and the radio by selected educational institutions. Finds that the use of publications, extramural classes, and correspondence courses has been developed to the greatest extent. Shows that the support of nature study extension agencies rested on the allocation of state funds for extension work, subscriptions, or fees.

2342. ***Hummer, John Earl.** The in-service education of teachers of ninth-year science in New York State outside of New York city. Doctor's, 1934. New York. 183 p. ms.

Attempts to determine the knowledges and skills that science teachers use in their daily work, in which of these knowledges and skills they need further education, and to consider the most effective means of supplying this needed education.

2343. **Shappell, Howard R.** The participation of the Pennsylvania colleges in the higher certification of teachers-in-service. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 517-18)

Attempts to determine the extent to which the 946 teachers who held only partial elementary certificates and the 30 who held only partial secondary certificates as of March 1,

1933, took advantage of the opportunities offered by 4 state-aided universities, 21 liberal arts colleges, and 13 state teachers colleges for attending college while teaching.

2344. Tower, Donald MacLean. In-service education of teachers of English in the public secondary schools of New York State, with special consideration of the oral phases of the subject. Doctor's, 1934. New York. 187 p. ms.

Attempts to discover the needs which the teachers of the state feel for further training in the oral field, and to determine what agencies can most effectively supply the needed additional training. Deals with the oral English taught in the public junior and senior high school grades.

TEACHERS—STATUS

2345. Anderson, Paul Lloyd. The status of the teaching personnel in the larger elementary schools of Minnesota. Master's, 1933. Minnesota.

2346. Anfinson, Rudolph Donald. Teaching personnel of Minnesota class C elementary schools. Master's, 1933. Minnesota.

2347. Baker, Harry Leigh. High-school teachers' knowledge of their pupils. Doctor's, 1934. Yale.

2348. Bantz, Agnes May. A study of the teaching personnel of Albany, Big Horn, Crook, Niobrara, Sheridan, and Uinta counties. Master's, 1934. Wyoming. 82 p. ms.

2349. Battershell, B., Fraley, J. E., Gillespie, S. W. and others. Teaching combinations in agriculture, biology, chemistry, English, geography, history, and social studies other than history in accredited public high schools of Illinois, 1934-35, based on an examination of blanks on file in the High-school visitor's office. Urbana, University of Illinois, 1934. 8 p. ms.

2350. Carruth, Joseph E. A study of relationship between achievement and cost, attendance, and preparation of teachers. Doctor's, 1934. Peabody.

2351. Deacon, James Murrell. Status of the teaching staff in the public secondary schools of Kentucky. Master's, 1934. Kentucky. 69 p. ms.

2352. Dowell, Anita Shemwell. The physical disability of teachers in the white elementary schools of Baltimore, Md. Doctor's, 1934. Johns Hopkins. 139 p. ms.

2353. Fink, Russell Foster. The status of teachers of science in the non-North central high schools of Michigan. Master's, 1934. Michigan.

2354. Flynn, Ialeen Genevieve. The adjustment of the home economics teachers transferred to new positions in Los Angeles in 1932-33. Master's, 1934. Southern California.

2355. Fonburg, John D. The status of the rural teacher in selected counties of Oklahoma. Master's, 1934. Oklahoma. 72 p. ms.

2356. Garrett, Robert Norval. The status of commercial teachers of public high schools of Louisiana. Master's, 1934. Indiana. 72 p. ms.

2357. Geiger, William Jennings. A study of the status of men teachers in the public schools of the United States. Master's, 1934. Hawaii.

2358. Harbaugh, Melvin Dale. Status of the junior and senior high school faculties of 21 cities in Indiana. Master's, 1934. Notre Dame. 94 p. ms.

2359. Harger, Paul C. A study of the number, the sex, the preparation, the teaching loads, and combinations of the general science teachers in Ohio, 1932-33. Master's, 1934. Ohio. 63 p. ms.

2360. **Hausle, Eugenie C.** The relationship between selection of teachers for promotion and their effectiveness in teaching. Doctor's, 1934. Fordham.

2361. ***Haynes, Hubert C.** Relation of teacher intelligence, teacher experience, and type of school to types of questions. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1935. 41 p. (Contribution to education, no. 150)

2362. **Helgerson, Jean Speirs.** The activities of women engaged as teachers of physical education. Master's, 1933. Minnesota.

2363. **Holland, William S.** A study of the Negro teaching personnel in Houston, Texas. Master's, 1933. Ind. St. T. C. 70 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 237-38, July 1934)

Emphasizes the personal, social, and economic status, education, professional training, certification, experience and tenure, salaries and teaching load of the Negro teachers in the public schools of Houston, Tex.

2364. **Höoley, Andrew Joseph.** The status of the Ohio public-school teacher as determined by the courts. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 128-29)

Analyzes the decisions of the courts and the legal principles involved in the various court cases of Ohio in which public-school teachers have been involved.

2365. **Hughston, Sanford Rogers.** Contractual status of teachers in Mississippi. Master's, 1934. Peabody. 124 p. ms.

Analyzes contracts and rules of school boards and develops an optimum contract for use of school boards in contracting with teachers.

2366. **Humphrey, Clyde Wilson.** Sex, marital status, and residence as factors in teacher evaluation. Master's, 1934. Peabody. 80 p. ms.

Finds that in Johnson county, Ky., for the school year 1932-33, the men teachers ranked higher than the women teachers, the married teachers higher than the single teachers, and the "non-local" teachers higher than the local teachers.

2367. **James, Mabel C.** The status of teachers in the Negro public schools of South Carolina. Master's, 1934. Michigan.

2368. **Johnson, Harry Carl.** The predictive value of certain measures for teaching success. Master's, 1933. Minnesota.

2369. **Kieft, William H.** Some effects of the economic depressions on the teachers in Michigan high schools. Master's, 1934. Michigan.

2370. **Klitzke, Lyle K.** Duties of teachers in city school systems as specified by board rules and regulations. Master's, 1934. Chicago. 132 p. ms.

Board rules pertaining to duties of teachers were analyzed according to their nature and number with respect to size of cities, classified into three population groups. Four types of duties were prescribed: instructional, managerial, professional, and clerical. The smallest cities (20,000 population or less) prescribe greatest number of rules, also greatest variety.

2371. ***Knapp, Dennis Raymon.** The extrainstructional status of teachers in typical high schools of West Virginia. Master's, 1934. West Va. 106 p. ms.

Determines the type of person engaged in teaching in the typical West Virginia high school from the standpoint of his personal characteristics, his professional equipment, and his extraclassroom relations, and suggests bases of improvement for the teaching personnel.

2372. **Laird, Noel P.** The social and educational background of college teachers of marketing. Doctor's, 1934. Rutgers.

2373. Little, Esther Rosenwald. A survey of the teaching personnel of the Federal emergency education program in the State of Minnesota, 1933-34. Master's, 1934. Minnesota. 135 p. ms.

Surveys the status of the unemployed teachers to whom positions were given under the Federal emergency program, giving detailed data as to sex, age, mental status, dependents, church preference, nationality, financial history, education, certification, experience, subjects taught, and estimated success of teachers so employed.

2374. Lovett, Mabel. Professional ethics for teachers. Master's, 1933. T. C. Col. Univ. 43 p. ms.

2375. *Mason, Oral Cecil. The teaching combinations of the men physical education teachers in the class A public high schools in region 7 of the Western Pennsylvania interscholastic athletic league. Master's, 1934. Michigan. 64 p. ms.

Analyzes reports received from 218 coaches and teachers of physical education, and finds that the 218 teachers of physical education were teaching 101 different combinations, and only 31 were teaching physical education alone; the subject fields most frequently combined with physical education were the social studies, science, and health; and finds that many of the teachers lack training for the majority of the subjects taught.

2376. Nossek, Grace Elnora Gilson. A comparative study of current procedures in Southern California secondary schools for protection of teacher's health. Master's, 1934. Southern California.

2377. O'Neal, Harry E. A study of the leisure-time activities of Cincinnati teachers. Master's, 1934. Cincinnati.

2378. Patterson, Ida May. The relation of scholastic achievement and certain personal qualities to success in teaching. Master's, 1933. Chicago.

Attempts to determine the qualities in students which might be used as a basis for predicting later success in teaching home economics, by studying two groups of graduates from the home economics department of Ohio State university who are teaching home economics in the secondary schools. Studies the relationship between teaching success and rating on an intelligence test, honor points, college grades in home economics, English, psychology, and "principles of education," recommendations given by various professors, and rating on traits and qualities indicated by supervising teachers on the teaching rating record. Data indicate that none of the measures used predict success in teaching home economics. Suggests another approach which may be more valid.

2379. Paynter, Elizabeth Ann. Educational requirements of commercial teachers in the southwest. Master's, 1933. N. Mex. Nor. Univ.

2380. *Peters, David Wilbur. The status of the married woman teacher. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university. 97 p. (Contributions to education, no. 603)

Compares the status of the married woman in the commercial and industrial fields with that of the married woman teacher, and compares equivalent groups of married and single women teachers in Virginia. Finds no evidence that justifies a policy of discrimination against married women teachers as a class.

2381. Robertson, James D. A survey of certain personality traits of 142 women teachers. Master's, 1934. Cincinnati.

2382. Ross, Margaret Plack. A study of the teachers in the public secondary schools of the Territory of Hawaii. Master's, 1934. Hawaii.

2383. Smith, Harry C. A personnel study of the teachers of Parke county, Indiana. Master's, 1934. Ind. St. T. C. 90 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 252, July 1934)

Analyzes the ages, occupational and economic status of the family from which each comes, training and experience of the teachers of the county.

2384. **Starnes, Alvin Bradley.** An investigation of the status of the married woman teacher with particular reference to North Carolina. Master's, 1934. Duke. 158 p. ms.

Shows that marriage per se is no bar to efficiency as a teacher; that practices in North Carolina vary widely; and that there is no general discrimination against married women teachers.

2385. **Stevenson, Gordon Keen.** A study of factors contributing to or predictive of teacher success. Master's, 1934. Claremont. 148 p. ms.

2386. ***Sueltz, Ben A.** The status of teachers of secondary mathematics in the United States. Doctor's, 1934. Columbia. Cortland, N. Y., 1934. 151 p.

Gives a brief history of secondary education in the United States, and discusses the general characteristics of teachers of secondary mathematics, their educational and experience backgrounds, certification of teachers.

2387. **Taubken, Harry E.** A study of subject combinations in teachers' programs in small high schools. Master's, 1933. George Washington. 81 p. ms.

2388. ***Taylor, Edwin Leroy.** A survey of the status of Latin teachers in accredited non-North central association schools in Michigan during the school year 1932-33. Master's, 1934. Michigan. 42 p. ms.

Surveys the amount of Latin and other language offerings of 408 public and private non-North central association schools accredited by the University of Michigan, subject combinations taught by Latin teachers, training of Latin teachers with respect to college work and years of teaching experience, years in present position, salaries, and sex of Latin teachers.

2389. ***Wilson, Ligon A.** The county training school teachers of Alabama in 1929-30. Master's, 1934. Michigan. 90 p. ms.

Traces the history of the county training school movement from its beginning in Louisiana in 1911. Considers the methods of selection, preparation, experience, work, rewards, salaries, cost of living, and social relationships of the 254 teachers in 40 Alabama high schools for Negroes. Finds that these high schools stress industrial education, particularly home economics and agriculture.

TEACHERS—APPOINTMENT AND TENURE

2390. **Bain, Robert Walker.** Turnover of elementary teachers in Indiana, 1921-31. Master's, 1934. Chicago.

2391. **Byrne, Thomas John.** The selection of applicants for high-school teaching positions in Windsor, Vermont. Master's, 1933. Harvard. 58 p. ms.

2392. **Greenshields, Myrel James.** How to secure a teaching position. Master's, 1934. Okla. A. and M. Coll.

Analyzes the replies of 55 school superintendents to a request for suggestions as to the three most important steps in securing a teaching position.

2393. ***Hall, William Franklin.** The professional movement of rural school teachers in Pennsylvania. Doctor's, 1934. Cornell. 150 p. ms.

Describes the professional movement among rural school teachers in terms of the class of the employing school district, the type of teacher as identified by the grades taught, and the subject or subjects the individual teaches, and the kind of position (teaching, supervisory or administrative) the individual fills, and defines the chief factors or reasons actuating the movement among rural school teachers.

2394. **Lastinger, Samuel T.** Factors influencing teacher selection in Florida. Master's, 1934. Peabody. 77 p. ms.

2395. ***MacDougall, William A.** Techniques of teacher self-placement. Doctor's, 1934. North Dakota. Grand Forks, N. Dak., Holt printing printing company, 1935. 243 p.

2396. *Marks, Louis. The selection, appointment, and promotion of personnel in a large city school system. Doctor's, 1933. New York. 353 p. ms.

Records and evaluates the procedures employed in the selection and appointment of personnel in the New York city school system from the establishment of public education in the city to the present time, emphasizing the current practices used for the determination of the fitness of applicants to fill the various positions in the school system for which licenses are required.

2397. Martin, Oscar C. Teacher turnover in the Cincinnati public schools under the present salary schedule. Master's, 1934. Cincinnati.

2398. Montgomery, Fred S. A study of the provisions of teachers' contracts in cities of the second class in Kansas. Master's, 1934. Kansas.

2399. *Morrissett, Lloyd N. Letters of recommendation as an instrument in the selection of secondary school teachers. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 205 p.

Attempts to determine the functions of letters of recommendation, the information desired by employers, the information revealed, the sources from which employers desire information, the factors affecting the importance of letters of information, the information requested on printed confidential report forms, the extent of discrimination used by respondents on commercial report forms, criticisms of employers and college professors of letters of recommendation, the ethical principles involved in writing the letters, and the effect of the size of the community on attitudes toward and uses made of letters of recommendation.

2400. Moser, Wilbur Earl. The placement bureau in the Montana education association. Master's, 1934. Stanford.

2401. Patterson, Dudley Russell. Selection of teachers in Sunflower county, Miss. Master's, 1934. Peabody. 48 p. ms.

Attempts to determine the method of selecting teachers in 15 schools and factors influencing the selection of new teachers. The factors influencing the selection of 31 new teachers were: Personal interview, oral recommendations, place of residence, written recommendations, special training, efforts of friends, personal traits, experience, training, personal relations to school board members or superintendent.

2402. Pursley, W. E. Evaluating techniques in teacher selection. Master's, 1934. Ohio. 53 p. ms.

Studies various techniques in current use in the public schools, and finds no technique or combination of techniques that warrant a satisfactory correlation in teacher selection.

2403. Reding, Joseph Douglas. The selection and appointment of teachers in Tennessee. Master's, 1934. Peabody. 123 p. ms.

Finds that local teachers are preferred in 52.3 percent of the systems reporting. Married women teachers may be employed in 66.7 percent of the systems reporting. Age is given very little consideration in the selection of teachers.

2404. Ripple, L. W. Experience, tenure, salaries, and professional training of teachers in North central association secondary schools of New Mexico. Master's, 1933. New Mexico. 44 p. ms.

2405. *Scott, Cecil Winfield. Indefinite teacher tenure: a critical study of the historical, legal, operative, and comparative aspects. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 166 p. (Contributions to education, no. 613)

Traces the development of indefinite teacher-tenure laws, shows the most important factors responsible for their growth, with actuating motives; analyzes the existing laws and evaluates them in terms of criteria commonly accepted when the laws were enacted; studies the operative effects of present laws, and cases of appeal from dismissal; compares the main provisions of teacher tenure and closely related personnel regulations and procedures in six European countries with conditions in the American states having indefinite tenure laws.

2406. Stone, Seymour Iver. Teacher tenure in California. Doctor's, 1934. Southern California.

2407. **Todd, Chloe M.** Placement and subject combinations of the graduates of the Michigan State normal college from 1926 to 1932. Master's, 1934, Michigan.

2408. **Todd, Donald W.** How teachers are selected in representative California school systems. Master's, 1934. Southern California.

2409. **Upshall, C. C.** The value of achievement test results in conjunction with first and second quarter grades as a factor in teacher selection. Bellingham, Washington State normal school, 1933. 4 p. ms.

Uses practice-teaching grades and field ratings by superintendents and principals as criteria to evaluate a method of predicting which students would be unsatisfactory if allowed to become teachers. Shows that the elimination of students from the intermediate and junior high school curricula on the basis of low achievement in entrance tests and academic work is justified.

2410. **Zick, Walter Frederick.** A study of criteria for the selection of art teachers in the secondary schools. Master's, 1934. Southern California.

TEACHERS—CERTIFICATION

2411. **Anderson, Joseph Moroni.** The policy of issuing special certificates to teachers in the State of Utah. Master's, 1934. Utah. 98 p. ms.

2412. **Coursen, William Marshall.** Trends in the certification and training of elementary teachers. Master's, 1933. Ohio. 100 p. ms.

2413. ***Dilley, Frank Brown.** Teacher certification in Ohio and a proposed plan of reconstruction. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 164 p. (Contributions to education, no. 630)

Traces the development of teacher certification in Ohio, describes a case study of the certificates of 2,313 teachers, new in Ohio for the fall of 1931, and the results of a questionnaire sent to all of the state departments of education in the United States on the evaluation of credits for teachers' certificates, and suggests a plan for the reconstruction of teacher certification.

2414. **Farris, J. M.** A history of the development of certification and training of teachers in Alabama. Master's, 1934. Birmingham-Southern. 90 p. ms.

2415. **Keys, John W.** Certification of teachers in the State of Illinois, a historic study. Master's, 1934. Iowa.

2416. **McKinley, William W.** Legislative provisions for the certification of teachers in Colorado. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 45-46)

Traces the changes in the certification laws from 1861 to 1933 in order to determine trends in required qualifications and in sources of certificates.

2417. **Moore, Golden Franklin.** Comparative study of teachers certified by examinations and by credentials. Master's, 1934. Peabody. 59 p. ms.

2418. **Nissenbaum, Alexander W.** The trend in the requirements for the certification of teachers in the high schools of the United States from 1923 to 1933. Master's, 1934. Coll. of the City of N. Y. 213 p. ms.

Finds, in comparing certification requirements for 1923 with those for 1933, instability in the standards of a state, wide variation among the states, raised standards from 1923 to 1933, abolition of the "blanket" certificate, professional course requirements replacing examinations, centralization of certification in the state department of education, and granting of certificates on credentials from approved institutions only.

2419. **O'Malley, Sarah Elizabeth.** Certification requirements for teaching in secondary schools. Master's, 1934. Chicago.

2420. **Savage, Ralph H.** Teaching combinations and certification of Pennsylvania commercial teachers. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 513-14)

Studies the specific subjects taught, the types of certificates held, the salaries received, and the number of new entrants employed in Pennsylvania in the first, second, and third class school districts for the school years 1929-30, 1931-32, and 1933-34.

2421. **Walle, Leonard J.** A survey of the State certification requirements of teachers and supervisors of physical education. Master's, 1934. Michigan.

TEACHERS—PENSIONS AND RETIREMENT

2422. **Barnes, Myron Charles.** An evaluation of a proposed local teacher retirement system for Los Angeles. Master's, 1934. Southern California.

2423. **Bicketts, M. T.** Handbook of State teachers retirement system of Ohio. Master's, 1934. Ohio. 85 p. ms.

2424. **Robbins, Edward T.** A proposed retirement system for Texas public-school teachers. Master's, 1933. Agr. and Mech. Coll. of Texas.

2425. ***Robinson, DeWitt Grady.** A retirement plan for the professional employees of the public schools of New Mexico. Master's, 1933. New Mexico.

Published as: Seyfried, John Edward and Robinson, D. G. Evaluation of the retirement system for professional employees in the New Mexico state schools with model retirement plan and laws. Albuquerque, University of New Mexico press, 1934. 115 p. (University of New Mexico bulletin. Whole no. 253. Education series, vol. 8, no. 4)

Discusses the basic principles and methods of financing retirement systems, evaluates the New Mexico system, proposes a teacher-retirement plan for the State, and discusses its cost and operation.

TEACHERS—RATING

2426. ***Bailey, Harold Moore.** The relative teaching efficiency of liberal arts college graduates and teachers college graduates in the secondary field level. Master's, 1934. Penn. State. 81 p. ms.

Analyzes replies to three sets of questionnaires sent to high-school principals in every county of Pennsylvania to determine the type of college from which the high-school teachers graduated, teaching experience, and rating in efficiency of the individual teacher, personality traits, and the high-school principals' preferences for liberal arts college graduates or teachers-college graduates when selecting teachers to fill vacancies in his high school. Data indicate that training in a liberal arts college is preferable for high-school teachers.

2427. **Croson, Thomas B.** A psychological study of junior high school pupils' reasons for liking or disliking teachers. Master's, 1934. Washington.

2428. **Gehrig, Clarence A.** Self-rating versus supervisor rating of academic subject teachers compared with similar ratings of industrial arts teachers. Master's, 1934. Ohio. 100 p. ms.

2429. †**Hart, Frank W.** Teachers and teaching by 10,000 high school seniors. New York, Macmillan company, 1934. 285 p. (University of California)

Analyzes the best and worst teachers had by 10,000 high-school pupils during their 4 years in high school.

2430. **Hulse, Melvin Lovell.** Student ratings of teachers in service as a teacher-training device. Doctor's, 1934. Cornell.

Covers use of rating scale for period of 10 years, with ancillary data, by some 800 students, and finds that such a scale gives startlingly accurate results when used by inexperienced persons and is an important training device.

2431. Leventhal, Elias. Qualities related to success in high-school teaching as judged by teachers and adult non-teachers. Master's, 1934. Coll. of the City of N. Y. 51 p. ms.

Notes that the traits most frequently mentioned by the 60 teachers and 60 non-teachers were: Knowledge of subject matter, clarity in explanations, sense of humor, even temper, enthusiasm, friendliness, cheerfulness, good voice, good physical appearance, and sympathetic attitude.

2432. Rast, Gerhardt Emil. Teacher rating in cities of over 50,000 population. Master's, 1933. Chicago.

2433. Walker, Ira E. Appraisal of subject matter and teachers by high school students. Master's, 1934. Kans. St. T. C., Pittsburg. 91 p. ms.

Studies the reactions of 2,100 high-school students of 16 high schools on the value, difficulty, study-time, and popularity of the various high-school subjects, and on the teachers of the subjects.

TEACHERS—SALARIES

2434. Aterburn, Chester Archie. A comparison in teachers' salaries in selected counties of Colorado. Master's, 1934. Oklahoma. 103 p. ms.

2435. Brown, Harold Spencer. The distribution of funds for salaries between the racial groups in Tennessee. Master's, 1933. Flsk. 48 p. ms.

2436. Callaghan, James A. The relationship of salaries paid by teaching position to size of Union and Joint union high school district. Master's, 1934. California.

2437. Cooke, Dennis H. Adequacy of teachers' salaries. Peabody Journal of education, 11: 145-52, January 1934. (George Peabody College for teachers)

Attempts to determine the adequacy of teachers' salaries in terms of the standard of living, and compares the relative adequacy of white and Negro teachers' salaries on the same basis, by analyzing replies to a questionnaire from 1,719 white teachers and 1,048 colored teachers representing 11 southern states.

2438. Easter, Bruce C. Salaries, experience, and training of colored teachers in the first class cities of Kansas, 1931-32. Master's, 1933. Kans. St. T. C., Pittsburg.

2439. Hansen, Walter Frederick. The trends of school teachers' salaries in Glendale and their significance. Master's, 1934. Southern California.

2440. Johnson, B. F. A comparative analysis of teachers' salaries and non-instructional expenses in Wagoner county, 1932-1933. Master's, 1933. Okla. A. and M. Coll.

Finds that the amount spent for library and instructional supplies is small, that the miscellaneous or sundry item has practically disappeared from budgets and definite standardized items have replaced it, that rural teachers receive the lowest salaries, and that the purchasing power of the teachers for 1932-33 compared favorably with the 11 year average.

2441. Kirkham, Joe. A comparative study of the salaries of high-school teachers of Indiana. Master's, 1933. Ind. St. T. C. 66 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 247-48, July 1934)

Studies the effect of experience, training, subjects taught, size of enrollment, and college attendance or graduation on the salaries of high-school teachers.

2442. McCulley, David Clark. The cost of teachers' salaries per pupil per course in the four year high schools of five southwestern counties of Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh.)

Abstracts of theses, researches in progress, and bibliography of publications, 10: 483-94)

Finds, from a study of 63 schools, that the factors affecting cost were: the salary and teaching load of the teacher, and the number of pupils enrolled. Concludes that the lower class courses cost less than the upper-class and elective courses, that elective courses in foreign languages are the most expensive, and the least expensive are health education and music.

2443. Meriwether, Helen Louise. The per capita expenditure by race for teachers' salaries and racial population ratio in southern states. Master's, 1933. Flsk. 60 p. ms.

2444. Rowlands, Llewellyn Delos. Economic status of teachers in Hawaii. Master's, 1934. Hawaii.

2445. Thrasher, Harry Maxwell. Salary trends of Illinois high-school principals and teachers 1928-1932. Master's, 1934. Illinois.

2446. Williams, Vesta Flavilla. Salary allowances for absence of teachers in large city school systems. Master's, 1933. Chicago.

TEACHERS—SUPPLY AND DEMAND

2447. Emmert, Ernest G. An analysis of physical science teaching positions as they exist in the public secondary schools of Ohio. Master's, 1934. Ohio. 139 p. ms.

Surveys the number, sex, teaching experience, subject combinations, teaching load, and academic training of all physical science teachers in the public secondary schools of Ohio, and finds that too few physical science teachers are definitely prepared to teach either physics or chemistry; that they have been required to teach too many subjects which have little or no relationship to the physical sciences, and that there is a common tendency for some subjects to be taught with the physical sciences.

2448. Haught, David Leffnyon. A study of supply and demand of elementary teachers in West Virginia. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 157-61)

Establishes suggested service areas on the basis of student attendance for the six white state teachers' colleges and shows their status relative to elementary teacher supply and demand within these areas; and determines the relationship between the need and supply of white trained elementary teachers over a period of 12 years on a minimum basis of graduation from a 4-year high-school course or its equivalent plus 2 years of professional preparation. Shows that at the close of the period, 1931-32, the state could supply from all white elementary teacher training sources 61.5 percent of the demand for new teachers of this type.

2449. Hennes, Delbert Peter. An analysis of placement bureau data to determine operative factors in placement and trends in demand. Master's, 1934. Southern California.

2450. Ryan, Joseph Alfred. Forecasting teacher demand and its relation to the teacher-training program. Master's, 1934. N. Y. St. Coll. for Teach.

2451. Schmieding, Alfred F. Supply and demand in teacher training in the Missouri Lutheran synod. Master's, 1933. Chicago.

2452. Work, Owen J. An analysis of mathematical teaching positions of Ohio. Master's, 1934. Ohio. 75 p. ms.

Analyzes sex, number, degrees held, subject combinations, and other items.

TEACHERS—SUBSTITUTES

2453. *Baldwin, Clare Charles. Organization and administration of substitute-teaching service in city school systems. Doctor's, 1934. T. C. Col. Univ.

New York city, Teachers college, Columbia university, 1934. 115-p. (Contributions to education, no. 615)

Discusses the organization and direction of substitute-teaching, the recruiting and selecting of personnel, their qualifications, compensation, induction into service, personnel records, and accounting devices, supervision and training in service, tenure, pensions, and retirement.

COLLEGE PROFESSORS AND INSTRUCTORS

2454. *Ballou, Willard Alger. A comparative study of the state teachers college faculties and liberal arts college faculties. Doctor's, 1933. Pennsylvania. Philadelphia, 1933. 78 p.

Compares the social, economic, and professional status of the faculties of teacher-training institutions in five states, with the faculties of liberal arts colleges reporting an annual student outlay of approximately \$300. Data indicate that financially the liberal arts college instructor receives higher compensation and has fewer dependents than the teachers-college instructor; that four times as many professional courses were taken by the teachers-college instructor as were taken by the liberal arts instructor; and that 85 percent of the liberal arts college instructors are teaching in the field of their graduate major, while only 50 percent of the teachers-college instructors are so teaching.

2455. Cleveland, Austin Carl. Faculty inbreeding in institutions of higher learning in the United States. Doctor's, 1934. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1933-34. Fifth series, no. 178, p. 159-61)

Studies the faculties of 219 institutions of higher learning, including 7,743 faculty members, 2,036 of whom constitute a special non-inbred group, used for comparison. There has been a marked increase in inbreeding since 1922. An inbred professor with two or more degrees is more likely to be found in the institution from which he received the bachelor's degree than in the institution which granted either the master's or doctor's degree.

2456. Cohen, David. An historical analysis of the problem of academic freedom of the teacher in the higher institutions of learning in the United States, 1886-1933. Master's, 1934. Coll. of the City of N. Y. 282 p. ms.

Studies the relations of donors and trustees to academic freedom and the status of the professor, presents important cases involving infringements of academic freedom, and considers methods of safeguarding it.

2457. Detchen, Lily. Pros and cons of college student ratings of professors. Louisville, University of Louisville, 1934. 30 p. ms.

Gives an account and results of a local rating of 40 professors by 900 students. Finds no correlation between students' grades and their ratings; they do not discriminate in their trait ratings; ratings of teachers are consistently the same at different academic levels and by different classes.

2458. Grannis, Alice Blanchard. A comparative study of the formal training of the faculties of 100 colleges. Master's, 1934. Minnesota.

2459. La Poe, James L. The significance of the doctorate in the preparation and selection of college teachers. Doctor's, 1934. Ohio. 220 p. ms.

Finds that the kind of preparation commonly found in meeting the requirements for the Doctor of philosophy degree is inappropriate for the kind of work that most of its holders do; that the data presented indicate that the practice has been in many cases to make the possession of this degree a prerequisite for appointment and promotion as teachers; and that there seems to be a reaction against this practice.

2460. Milner, Clyde. The dean of the small church related college. Doctor's, 1934. Hartford.

2461. *Thomson, William A. Outstanding teachers in colleges and universities: a study of the personal characteristics, training and professional experience of 969 outstanding college teachers. Doctor's, 1934. New York. 245 p. ms.
Collects data relative to the personal characteristics, educational training and professional experience of outstanding teachers in collegiate institutions and determines what differences, if any, exist between outstanding teachers in arts colleges and universities as compared with outstanding teachers in teachers colleges and normal schools.

ADMINISTRATION OF SCHOOLS

2462. *Adams, J. Harry. A study of the relationships of the schools and the press in Michigan during 1933-34. Master's, 1934. Michigan. 99 p. ms.
Surveys the press-school relationships in Michigan during the school crisis of 1933-34, and recommends ways in which the schools and newspapers may cooperate in presenting facts about the schools to the reading public.
2463. Allen, Clarence B. Rate of change versus absolute change in school enrollments. Educational administration and supervision, 20: 431-37, September 1934. (Western Reserve university)
2464. Arnold, Steve Gordon. The operation of the county unit system of school control in Vernon parish, La. Master's, 1934. Oklahoma. 105 p. ms.
2465. Bell, William Melvin. A study of the development and limitations of public-school administrators' liability. Master's, 1934. Southern California.
2466. Bixby, Howard V. A survey of how Kansas schools inform their public. Master's, 1934. Kansas. 125 p. ms.
2467. Breier, Aaron I. The present status of the school psychologist in cities of over 100,000 population in the United States. Master's, 1934. Coll. of the City of N. Y. 27 p. ms.
Finds that 23 cities employed psychologists in 1933. *De Camp*
2468. Brendsel, I. O. Personnel control of public-school teachers by boards of education. Master's, 1934. North Dakota.
2469. *Briscoe, Alonzo Otis. The size of the local unit for administration and supervision of public schools. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 110 p.
Data were secured from reports of investigations of public-school systems in 13 different states, from reports of the state department of education in 10 different states. Data indicate that units employing 200 teachers or more provide control most economically, but that units employing 70-80 teachers may provide adequate control by using relatively low percentage of current expense for the purpose. The proportionate cost of adequate control is comparatively high in units employing 40-60 teachers, and becomes prohibitive in the typical unit employing fewer than 30.
2470. Brown, Harlan Raymond. A comparative study of the achievement of the schools of Paintsville, Kentucky. Master's, 1934. Kentucky. 139 p. ms.
2471. Cook, Esther M. The relation between the fluctuation of juvenile employment and the enrollment of pupils 14 and 15 years of age in Pittsburgh, 1923-1932. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 454-55)
Finds that more than 80 percent of the increase in enrollment is due to the decrease in employment of juveniles, that decrease in employment is greater for boys and girls 14 years of age than for those 15 years of age, that the number of girls employed in 15 of the 81 types of employment studied is greater than the number of boys, and that permanent refusal of medical certificates has little effect in decreasing the employment of juveniles or in increasing the enrollment of pupils in the public schools.

2472. Corwin, Alice. A study of manuals for teachers. Master's, 1934. Louisville. 116 p. ms.

Analyzes the motions and regulations of the board of education of Louisville that affect the teaching personnel, and establishes criteria regarding these regulations.

2473. Crane, Walter T. The organization and administration of state-wide interscholastic contests in non-athletic fields. Master's, 1934. Cincinnati.

2474. Crawford, Harry L. The status of high-school administration in the North central association schools of Michigan. Master's, 1934. Michigan.

2475. Darling, John B. An educational survey and manual for the study of school administration. Master's, 1934. Kans. St. T. C., Pittsburg. 151 p. ms.

Surveys a small school system, and from the data thus secured, formulates a comprehensive survey and laboratory manual to supplement the textbook material used in the training of students for positions as school administrators.

2476. Dawson, Howard A. Satisfactory local school units, functions and principles of formation, organization, and administration. Nashville, Tenn., George Peabody college for teachers, 1934. 181 p. (Field study, no. 7)

Discusses the place and function of the local school unit in public-school administration, the characteristics of a satisfactory school, satisfactory administrative and supervisory organizations, size of a satisfactory local unit of school administration, status of local school attendance and administrative units, the reorganization of local school units, the local school unit and school finance, and the results of the reorganization of local school units.

2477. DeCamp, Edwin Everett. The administration of the state and school lands in Arizona. Master's, 1933. Arizona.

2478. Dockum, James Harvey. The enlarged district as the unit of educational administration as applied to the State of Wyoming. Master's, 1934. Wyoming. 90 p. ms.

Studies different types of enlarged units, such as the county unit, the state unit, etc., with different plans for equalization funds.

2479. Duffie, Burton. The educational policies of two leading metropolitan newspapers as revealed in their editorials. Master's, 1934. Chicago.

2480. Edson, Harold E. Organization of the junior high school at Perry, Iowa. Master's, 1934. Iowa.

2481. Falk, Herbert A. Corporal punishment: a social interpretation of its theory and practice in the schools of the United States. Doctor's, 1933. T. C., Col. Univ.

Traces the history of corporal punishment in the United States, and examines current attitudes and practices in the light of the contemporary social situation.

2482. Fox, Arthur Julius. The problem of equalization of educational opportunity in Wisconsin as it appears in a typical county. Master's, 1934. Stanford.

2483. Free, Louis Joseph. Regulations of boards of education pertaining to the administration of public-school property. Master's, 1933. Chicago. 102 p. ms.

2484. Gordon, Calus A. Social composition of boards of education: a study of the personnel of boards of education in Oakland county, Michigan. Master's, 1934. Michigan. 54 p. ms.

Studies the age, place of birth, occupation, policy and dominant interests, fraternal membership, church affiliation, economic organization, wealth, formal education, and tenure of 466 members of the boards of education in Oakland county.

2485. Harllee, John McSween. Administration of Florence, South Carolina, city public schools. Master's, 1934. South Carolina. 81 p. ms.
2486. Heimlich, Clifford H. Business training and experience of school executives in Ohio. Master's, 1934. Cincinnati.
2487. Henry, George A. Trends of administrative salaries in Illinois, 1921-1934. Master's, 1934. Peabody. 30 p. ms.
Studies trends of administrative salaries in Illinois from 1921-1934 based on the size of the enrollments of the school and compares them with other salaries.
2488. Hileman, Clarke D. The relationship of the school board and superintendent in consolidated schools. Master's, 1934. Iowa.
2489. Horn, Earl G. An analysis of the types, costs and values of liability insurance carried by Illinois schools having departments of vocational agriculture. Master's, 1934. Iowa St. Coll. 47 p. ms.
2490. Hougen, George A. Administration of the noon-hour period in small high schools. Master's, 1934. Iowa.
2491. *Huff, Edwin G. "Public-school publicity in the newspapers of Northeastern Michigan. Master's, 1934. Michigan. 117 p. ms.
Finds that school publicity is not well planned, as shown by the unbalanced distribution of news, and suggests that the schools should systematically inform the patrons about all phases of school activity, continuously, impersonally, and as completely as possible.
2492. Jones, Callie Elizabeth. The nationalistic movement in school administration in the United States from 1917 to 1933. Master's, 1934. South Carolina. 120 p. ms.
2493. *Kimball, Elwell F. Evaluation of the town in Connecticut as a school unit. Doctor's, 1934. New York. 323 p. ms.
Analyzes present school districts, State control in Connecticut, present status and trends of education in the State, and suggests certain outstanding community districts for school administration.
2494. Kneass, Adrienne Baker. Suggestions for the administration of education in the State of California. Master's, 1934. Stanford.
2495. Kohl, Herman Harold. A study of certain aspects of school administration in Hanson county, South Dakota. Master's, 1934. Minnesota.
2496. LaFranchi, Edward H. The clerk of the board of education in California city school districts. Master's, 1934. California.
2497. Leschen, Ethel. Factors concerning pupils of the junior high school who are responsible for disturbances in class. Master's, 1934. N. Y. St. Coll. for Teach.
2498. McClymonds, James D. Emergency feeding in the junior high school. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 492-93)
Shows that the employment of parents, socio-economic status of the homes, and race are factors determining the difference between the children who have to be fed by the schools and those who do not. The children who are fed by the schools do not differ from the other children in grade placement, chronological age, or in intelligence.
2499. *Messick, John Decatur. Discretionary powers of boards of school control. Doctor's, 1934. New York. 225 p. ms.
Discusses the discretionary powers of boards of school control in establishing school districts, in the selection, purchase and sale of school sites, in the creation and sale of school plants, in the maintenance and operation of the school plant, in control in the

administration and supervision of schools, in reference to bonds, concerning superintendents, teachers, and other employees, in transportation of pupils, in regard to pupil attendance, in regard to discipline, suspension, and expulsion of pupils, in the curriculum, and in regard to textbooks

2500. Miller, Paul Robert. County and district school administrative and supervisory organization in Pennsylvania. Master's, 1934. Duke. 97 p. ms.

2501. Morris, H. W. The program for interpreting the Tulsa schools to the public. Master's, 1934. Oklahoma. 78 p. ms.

2502. Myers, Bruce J. The organization and administration of the junior high schools of Oklahoma. Master's, 1934. Oklahoma. 41 p. ms.

2503. Otto, Henry J. Elementary school organization and administration. New York, D. Appleton-Century company, 1934. 652 p. (Northwestern university)

Discusses the purposes and scope of elementary education; curriculum and instructional materials; current types of organization; classification and promotion of pupils; program for instruction; administration of service agencies; library service; health education; school provisions for exceptional children; public relations; effective office administration; the elementary school plant; and the professional elementary school principal.

2504. Owensby, Jesse Allison. The application of the county unit of school administration to Stephens county, Oklahoma. Master's, 1934. Oklahoma. 105 p. ms.

2505. Parker, Ralph B. A survey of attendance officers in Indiana. Master's, 1934. Ind. St. T. C. 62 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 263-64, July 1934)

Studies the professional and educational status of county and city school attendance officers.

2506. Patterson, W. J. The conformity of school room practice to certain accepted principles of procedure. Master's, 1934. Kansas.

2507. Pearson, Anna Catherine. Educational advantages of the county unit plan of organization in Idaho based on a special study of two counties. Master's, 1934. Washington. 137 p. ms.

Studies the educational advantages of Idaho and of Utah, followed by a comparative study of the educational advantages existing in Ada County, Idaho, and in Box Elder County, Utah, and finds that the county unit plan of school organization offers the better educational advantages.

2508. Peterson, Robert A. School news from the Colorado newspaper editor's point of view. Master's, 1934. Colo. St. T. C.

2509. Potter, George H. Special school districts in the State of Minnesota. Master's, 1933. Minnesota.

2510. Reusser, Walter C. Equalization and school administrative units in Wyoming. Wyoming education association, 1934. 64 p. (University of Wyoming)

2511. Rininger, Chester Arthur. School director personnel of Bedford county, Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 508-509)

Studies the characteristics of the members of the school board in regard to age, sex, marital state, tenure, occupation, education of the members and of their children, community interests, and attitudes toward administrative changes in the schools.

2512. Rohrer, Victor A. Fire insurance on school property in Contra Costa county, California. Master's, 1934. California.

2513. Sand, Harold Julian. An analysis of certain factors pertaining to the teacher load in the public schools. Master's, 1934. Minnesota.
2514. Saupe, Ethel M. The instructional load of teachers in the secondary schools of Iowa, 1931-32. Master's, 1934. Minnesota. 139 p. ms.
Analyzes the teaching load of 785 teachers in 67 schools grouped according to size of school, subject-matter departments, and amount of experience.
2515. Sears, Jesse B. Analysis of school administrative controls. Educational administration and supervision, 20, 401-30, September 1934. (Stanford university)
Discusses the foundations and the principles of school administration, the powers and duties of the school board, school laws, and special administrative instruments.
2516. ——— School administration in the twentieth century. Stanford University/Stanford university press, 1934. 83 p. (Stanford pamphlets, no. 4)
Contents: (1) Twentieth century developments in state school administration by Frank W. Thomas, p. 7-18; (2) Twentieth century developments in city school administration, by Joseph Marr Gwinn, p. 19-32; (3) Twentieth century developments in research in school administration, by John K. Norton, p. 33-57; (4) Twentieth century developments in the administration of teacher training, by Ralph W. Swetman, p. 58-64; (5) Twentieth century trends in the teaching of school administration, by Clyde M. Hill, p. 65-73.
2517. Service, Margaret Cantine. Study of non-verbal behavior in the classroom. Master's, 1934. N. Y. St. Coll. for Teach.
2518. Smittle, William Raymond. The coordinating powers in state systems of education of agencies controlling higher educational institutions. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 13: 215-22)
Discusses the elements underlying the development of a unified state system of education: types of coordinating educational boards, legal requirements which handicap coordinating boards in their developing unified state systems of education, legislative and administrative features of control conducive to the development of unified state systems of education, and the application of principles underlying the organization and development of unified state systems of education.
2519. Stack, Donald A. The centralization of public school administration in Iowa. Master's, 1934. Iowa.
2520. *Stewart, Hugh H. A comparative study of the concentration and regular plans of organization in the senior high school. Doctor's, 1933. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 66 p. (Contributions to education, no. 600)
Compares a form of organization called the regular plan with a form called the concentration plan, used with tenth-year pupils entering senior high school. Students under the regular plan were given a program of four subjects, English, Latin, French or Spanish, and geometry, and reported daily to each teacher for periods of 40 minutes and continued this program for 16 weeks. The concentration plan students were given a program of two subjects, English and Latin, reported daily to each teacher for periods of 110 minutes and continued this daily program for 8 weeks, when they discontinued these subjects and took up the study of two others, French or Spanish and geometry for a similar period of 8 weeks.
2521. Strange, William Jennings Bryan. Methods of transacting business by the board of education, Chicago, Illinois. Master's, 1933. Chicago.
2522. *Strattan, J. Maurice. An investigation of the possibilities of a county unit plan of school administration in Montgomery county, Pennsylvania. Master's, 1934. Temple. 105 p. ms.
Shows the need for a reorganization, the ability of the school districts in the county to support schools, the financial status of the districts, the community interests and geographical convenience, pupil enrollment, the status and salaries of teachers and supervisors, and discusses the Maryland county unit plan.

2523. **Street, John P.** The possibilities of county unit organization as applied to Cass county, Iowa. Master's, 1934. Iowa.

2524. **Strode, Carl Clay.** Organization and administration of accredited secondary schools in Florida. Master's, 1934. Chicago.

2525. **Tate, George S.** An analysis of the functions of school administration concerned with enlistment of home cooperation. Master's, 1934. California.

2526. **Vrooman, Clarence E.** School publicity and American Education Week. Master's, 1933. George Washington. 35 p. ms.

2527. **Watkins, Everett F.** A study of the reward and punishment practices of a typical group of Indiana teachers. Master's, 1934. Ind. St. T. C. 54 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 263, July 1934)

Finds that all of the schools studied use rewards and punishment in classroom management.

2528. **Webb, Barton LeEdgar.** Changing conceptions in city school administration through a third of a century (1900-1933). Master's, 1934. Stanford.

2529. **Wolkenhauer, J. A.** Making the schedule of recitations in small and medium-sized high schools. Master's, 1934. Iowa.

2530. **Young, George Priestley.** Administration of the public schools of Colorado. Doctor's, 1934. Yale.

EDUCATIONAL LAWS AND LEGISLATION

2531. ***Axtell, Paul H.** Judicial determinations affecting the power to create and alter school districts in the United States. Doctor's, 1933. New York. 244 p. ms.

Uses material, taken from primary sources, based on the decisions of judges in cases which have come before the courts affecting the power to create and alter school districts.

2532. **Best, Robert Doyle.** Modification of Tennessee public-school law by special legislation. Master's, 1934. Peabody. 97 p. ms.

Studies all the private acts of the general assemblies from 1927 to 1933, inclusive, and the general school law of Tennessee, and finds that a uniform State system of public education is next to impossible so long as legislatures continue to pass special legislation.

2533. **Burton, Arleigh B.** A proposed high-school tuition law for Kansas. Master's, 1934. Kans. St. T. C., Emporia. 108 p. ms.

2534. ***Butler, Albert Foster.** A history of Michigan legislation for the county educational unit. Master's, 1934. Michigan. 155 p. ms.

Analyzes developments leading to the county unit idea, the work of various groups relative to county unit development, unsuccessful legislation for the county educational unit in Michigan, and compares the county unit plans in the legislative bills with plans already in operation in other states.

2535. **Chenoweth, John Anthony.** A study of the laws governing the issuing of school bonds in the 48 states. Master's, 1933. Washington.

2536. **Coles, John Harold.** The legal status of compensation insurance for school employees in the United States. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 453-54)

Studies cases-at-law in which claim is made for compensation for accidental injury or death of school employees to determine the issues which give rise to cases dealing with compensation for accidental injury or death, to point out the leniency or stringency of the workmen's compensation acts in relation to school employees, and to indicate the thinking of the courts in dealing with the various claims for compensation.

2537. Dickinson, Lawton William. The status of legislation affecting the public-school curricula. Master's, 1934. Southern California.
2538. †Elliott, Edward C. and Chambers, M. M. Charters and basic laws of selected American universities and colleges. New York city, Carnegie foundation for the advancement of teaching, 1934. 640 p. (Purdue university)
Studies the organic laws of 51 institutions located in different sections of the country.
2539. Gill, Ross McKee. Implied powers that courts have declared legal for school boards. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 462-63)
2540. Gludt, Clarence J. The legal relationship between school district and municipality. Master's, 1934. North Dakota.
2541. Gumm, Boyce L. An analysis of the bases of judicial decisions involving the removal of school directors when criminal action is not involved. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 150-56)
Studies the court's interpretation of judicial decisions dealing with office-holding removal, recall, suspension, surcharge, and tort liability of school directors in the United States.
2542. *Haiston, Frank M. Rulings of the courts concerning pupil administration in the public schools. Doctor's, 1934. New York. 181 p. ms.
Studies the power of the board of education, the superintendent of schools, the principal, and the teacher, and the validity and reasonableness of rules and corporal punishment.
2543. Harrison, Creed O. Relation of recent health legislation affecting schools to the United States Army medical corps. Master's, 1934. Cincinnati.
2544. Herrick, Ralph Albin. Legal status of corporal punishment as a disciplinary measure in the schools of the United States. Master's, 1934. Washington. 115 p. ms.
Finds that in no state except New Jersey is the use of corporal punishment in the schools absolutely prohibited. Of the 47 court decisions that have been rendered by the appellate or supreme courts, 24 have been in favor of the teacher and 19 definitely against the teacher. The courts have tended to hold the teacher liable, more within the past 50 years than formerly, but they still hold that the teacher may use corporal punishment in the schools if the punishment is not excessive, is inflicted on the right part of the pupil's body with a proper instrument, and is administered in good faith by the teacher to enforce reasonable rules and regulations. If the teacher violates any one or more of these conditions he may be held liable on the ground that the punishment was unreasonable.
2545. Hetzel, W. L. Legal and financial basis of physical education in Iowa. Master's, 1934. Iowa.
2546. Hiatt, Glen B. The legal status of budget making in the 48 states. Master's, 1934. Ohio. 40 p. ms.
2547. Hoglund, Ray A. Some phases of Kansas school law as determined by Supreme court decisions. Master's, 1934. Kansas. 118 p. ms.
2548. †Horack, Frank E. Legislation pertaining to women and children in Iowa. Iowa City, University of Iowa. 1934. 67 p. (University of Iowa studies. New series, no. 273. Studies in child welfare, vol. 9, no. 1)
2549. House, Enod S. A survey of existing state and federal laws regarding speech defectives. Master's, 1934. Iowa.

2550. Jones, J. Russell. Legal status of health control in the public schools as determined by court decisions. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 478-79)

2551. King, Homer Pernal. A history of federal legislation relating to sub-collegiate vocational education: 1900-1933. Doctor's, 1934. Southern California.

2552. Kleckner, Terrence Adam. The operation of the teacher tenure law in high schools in Indiana. Master's, 1933. Chicago.

2553. Lynch, Robert Allen. Legal basis of development of the Arkansas public school system. Master's, 1934. Duke. 185 p. ms.

Shows that the school system of Arkansas has not resulted from foresighted planning but has grown out of a haphazard system of special legislation. Succeeding legislatures have changed from central state administration to local administration and back again. There is urgent need for recodification and clarification of the school laws.

2554. McDonald, Leslie C. The multiple-list textbook law and its relation to the needs of local school communities as exemplified in the State of Texas. Doctor's, 1934. Texas.

2555. McLeod, Henry Roland. A study of the textbook laws of North Carolina, Virginia, and West Virginia, 1870-1932. Master's, 1933. Virginia.

2556. Moberly, Russell L. The legal status of public-school districts in Wisconsin. Master's, 1934. Wisconsin.

2557. Morrill, Harold Irving. Effect of financial depressions on mandatory salary legislation. Master's, 1934. T. C., Col. Univ. 179 p. ms.

Studies school laws, session laws, codes and acts from the earliest to the end of 1932 and business fluctuations from 1800 to 1932, inclusive.

2558. Moughler, John O. An analysis of the South Dakota supreme court decisions relating to school law. Master's, 1934. Iowa.

2559. Nietz, John Alfred. The constitutional and legal bases of the public-school system of Pennsylvania. Doctor's, 1933. Chicago.

2560. Pacana, Cayentano, Jr. History of educational legislation in the Philippine Islands under American rule, 1898-1930. Master's, 1934. Chicago.

2561. Redway, C. H. The law of pupil and school relationship in Texas. Master's, 1934. South. Methodist. 145 p. ms.

2562. Richards, Harold Leland. A history of educational legislation in California from 1849 to 1879. Master's, 1933. Chicago.

2563. Robinson, John L. Teacher's wage and pension laws in the United States. Master's, 1934. Iowa.

2564. Steele, Noah Edmund. A survey of state legislative actions in 1933 relating to education. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)

Surveys bills and resolutions relating to education and to public revenues to discover trends and to identify the social forces influencing legislative action in 41 states in 1933.

2565. *Steiner, John P. Some phases of school law as determined by Supreme court decisions in Kansas: a study of state, county and district boards, officers and meetings. Master's, 1934. Kansas. 71 p. ms.

Discusses the administration of school affairs, district boards and district meetings, and district and other local officers.

2566. **Strayer, George Drayton, jr.** Centralizing tendencies in the administration of public education: a study of legislation for schools in North Carolina, Maryland, and New York since 1900. Doctor's, 1934. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1934. 123 p. (Contributions to education, no. 618)

Presents a detailed analysis of the changes in the relationship of the state to the local administrative area which have been determined by legislation since 1900.

2567. **Stull, Arthur Maurer.** Tuition legislation and litigation in the United States. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 338-45)

Classifies the constitutional provisions, in all the states of the United States, which permit of subsequent tuition legislation or which make such legislation mandatory; determines the extent to which the legislature of each state has availed itself of the opportunity afforded to further educational facilities from a tuition standpoint, the final status of each tuition problem in every state of the United States as established by the decisions of the appellate courts in the several states, and the rulings of the State superintendents of education in all the states which bear directly on tuition controversies.

2568. **Tanke, Carl.** An analysis of court decisions relating to the curriculum. Master's, 1934. Washington. 80 p. ms.

2569. **Tarpley, Marvin F.** The major judicial decisions relating to compulsory school attendance in the United States. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 271-72)

Traces the compulsory school attendance movement in several foreign countries and the United States, analyzes the major judicial decisions involving compulsory school attendance, and shows the trends of judicial decisions relating to the movement.

2570. **Vanderford, John Murphy.** Court decisions of Alabama relative to public schools. Master's, 1933. Chicago.

2571. **Zollinger, Howard A.** The legal status of State aid for private and parochial schools in Ohio. Master's, 1934. Ohio. 119 p. ms.

SCHOOL FINANCE

2572. **Adams, Lester.** The administration of the county general school fund in Colorado. Master's, 1934. Colo. St. T. C.

2573. **Baker, Ralph Joseph.** Public-school bonded indebtedness of the cities of St. Paul and Minneapolis. Master's, 1934. Minnesota.

2574. **Barr, Charles F.** Discrepancies between charges and costs for non-resident high school tuition in the four-year high schools of third-class districts in Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 447-48)

Shows that school districts tend to set a certain tuition rate without regard to its legality, which rate may remain the same for successive years; and shows the wide discrepancies which exist between tuition charged and the legal tuition rate, based on data from 63 districts for the school years 1931-32 and 1932-33. Twenty-six of the districts studied charged less than their legal rate, while 35 charged more, and only 2 charged the legal rate.

2575. **Batho, Marshall G.** Trends of per pupil costs in Wisconsin city schools, 1924-1933. Master's, 1934. Wisconsin.

2576. **Bauermeister, Elmer Eugene.** Financing an athletic program. Master's, 1934. Southern California.

2577. **Becker, Peter A.** Transfer costs in the rural districts of 15 selected counties in Oklahoma. Master's, 1934. Oklahoma. 83 p. ms.

2578. **Black, W. Albert.** An analytical study of the school bonding situation in Kansas. Master's, 1934. Kans. St. T. C., Emporia. 39 p. ms.

2579. **Bowman, H. L.** Analysis of general control costs in exempted villages in Ohio. Master's, 1934. Ohio. 200 p. ms.

Analyzes general control costs in 37 exempted villages in Ohio for 1929-1933, and finds that, in general, exempted villages spend a much greater percentage and show a higher per pupil cost for superintendents' salaries than cities, while cities show an equal increase in expenditures over counties. However, the work of the superintendent in exempted villages is both administrative and supervisory, while in cities and counties a part of this work is delegated to assistants.

2580. **Breeden, Archie E.** A study of the economic cost of the lengthened period. Master's, 1934. Ind. St. T. C. 32 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 253-54, July 1934)

Determines the per-pupil cost of the lengthened recitation period and compares it with the per-pupil cost of the short recitation period, and finds that the cost of the lengthened period is slightly greater than that of the short period, but that the additional cost is less than 3 cents per pupil.

2581. **Broen, Phillip J.** Fines, forfeitures, and penalties for the violation of state laws, which go into the state school fund. Master's, 1934. North Dakota.

2582. **Brunskill, Donovan Wilbert.** A survey of the status of the administration and supervision of student body finances in junior colleges. Master's, 1934. Southern California.

2583. **Burger, Donald C.** A cost comparison of the departments of instruction in the community high school, Wheaton, Illinois. Master's, 1933. Indiana. 67 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 27)

Investigates the cost of maintenance and instruction over a 4-year period, allocates the costs on a floor space basis according to the time spent in departments, and rates the departments of instruction according to the cost per credit.

2584. **Butler, Jewett Bonnell.** Liability of New York for support of common schools. Master's, 1934. N. Y. St. Coll. for Teach.

2585. ***Campbell, Raymond G.** State supervision and regulation of budgetary procedure in public-school systems. Doctor's, 1933. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 112 p.

Attempts to determine what provisions are made for supervising and regulating budgetary procedure in local school systems by the various states, to determine how adequate they are, and to recommend changes in state provisions which will facilitate improvement in local school budget-making.

2586. **Capps, A. G. and Carpenter, W. W.** A Missouri decision regarding high-school tuition. American school board journal, 89: 64, November 1934. (University of Missouri)

2587. **Cole, Emerson Harmon.** The financial condition of the Waukegan, Illinois, township high-school district. Master's, 1933. Chicago. 93 p. ms.

2588. **Conlin, Francis J.** Public-school revenue from land and improvements in Montana. Master's, 1934. Wisconsin.

2589. **Coy, Warren W.** A study of the unit cost of instruction in Clermont county, Ohio, high schools for the school year 1932-33. Master's, 1934. Miami. 99 p. ms.

2590. **Crawley, Royal S.** Public-school finance in South Dakota, 1890-1932. Master's, 1934. Colo. St. T. C.

2591. **Curry, Homer Paul.** Applying the revenue from intangible personal property to the support of education in Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 55-56)

Attempts to determine the amount and kind of intangible property in Ohio, the amount of taxes it now pays, and the feasibility of increasing the rates of such property and using the revenue for school support.

2592. **Davey, Harold Edward.** Fees and tuition charges in state teacher-training institutions. Master's, 1934. N. Y. St. Coll. for Teach.

2593. **Davis, John E.** General control costs in fourth class districts in Indiana county. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 457-58)

Analyzes the expenditures for general control in the fourth class school districts for the years 1927-28 to 1931-32, inclusive, and compares the costs with the findings of similar studies in the same field.

2594. **Davis, John Williamson.** The ability of the State of Kentucky to finance its schools. Master's, 1933. Chicago. 69 p. ms.

2595. **Davis, Roy Hobson.** Problems in financing the public schools of Hughes county, Oklahoma. Master's, 1934. Oklahoma. 125 p. ms.

2596. **DeKock, H. C.** A study of tax delinquency in Calhoun county school districts. Master's, 1934. Iowa.

2597. **Dingess, Lesley Carl.** Present practices of financing and accounting extracurricular activities in the high schools of Arizona. Master's, 1934. Southern California.

2598. **Drennan, Robert Elmer.** The financing of the public schools of Donley county, Texas, for the year 1932-33. Master's, 1934. Oklahoma. 108 p. ms.

2599. **Emmert, Lloyd Rowland.** The relation of wealth per average daily attendance to educational opportunity in the elementary schools of Ventura county. Master's, 1934. Southern California.

2600. **Eriksen, Walter B.** Public-school finance in Washtenaw county. Master's, 1934. Michigan.

2601. **Farnsworth, Robert B.** Unit costs of high-school subjects in Okanogan county and the city of Wenatchee. Master's, 1933. Wash. St. Coll. 55 p. ms.

2602. †**Flock, D. E., Hall, M. H. and Renner, Gilbert.** A study of the financial condition of Illinois high schools in 1934-35. Urbana, University of Illinois, 1934. 15 p. ms.

2603. **Fisher, Robert Light.** The cost of public education in California, 1900-1930. Master's, 1934. Stanford.

2604. **Forshey, John William.** Unit costs of the special subjects in the high schools of Noble county. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 88-89)

Studies the method of teaching manual arts, home economics, commercial subjects, and music, suggests methods of improving teaching by consolidation of some high schools, and by dividing the 9 first-grade high schools into three groups, each group to be composed of three high schools in which each high school will specialize in either manual arts, home economics, or commercial work, and offer the regular academic work.

2605. **Gallagher, Thomas C.** Costs of schools in New Mexico in relation to size. Master's, 1934. New Mexico. 52 p. ms.
2606. **Gentry, Henry G.** Budgetary procedures in Kansas rural high schools. Master's, 1934. Wisconsin.
2607. ***Gifford, Nathan.** A study of the costs of public schools of Jefferson county, New York, maintaining a secondary department. Master's, 1934. Syracuse. 70 p. ms.
Surveys the 24 schools maintaining secondary departments in Jefferson county, N. Y., and studies comparative costs per pupil, supervision/instruction, total costs based on total enrollment, and average daily attendance in 1933, and the curriculum.
2608. **Gilchrist, John A.** Variations of school costs in Colorado. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 25)
Analyzes school costs in 17 representative counties in Colorado, comparing assessed valuation per pupil, school property per pupil, assessed valuation per teacher, current expense per teacher, current expense per pupil, and instructional cost per pupil.
2609. **Gluesing, Carl E.** A plan for equalizing the burden of high-school support. Master's, 1934. Wisconsin.
2610. **Green, Arthur F.** Discrepancies between the sales price of real estate and its assessed value in Clearfield county, Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 464-65)
Shows the way assessments affect the payment of the county tax, the legal limitation for school taxes, and the allocation of state aid to the various school districts.
2611. **Gunter, Julius Edison.** A survey of the school indebtedness in Oconee county, South Carolina, 1929-1933. Master's, 1934. South Carolina. 72 p. ms.
2612. **Halseth, Reuben Enoch.** Public-school indebtedness in South Dakota. Master's, 1933. Minnesota.
2613. ***Harrison, Donald Leroy.** A proposed state-aid plan for public education in Colorado. Master's, 1934. Denver. 211 p. ms.
Issued as: Harrison, Donald L. and Joyal, Arnold E. A proposed state-aid plan designed to reduce the amount of educational inequality in Colorado. Denver, Colo., University of Denver, 1935. 26 p. ms.
2614. **Headley, John W.** Origin, growth, and administration of the permanent school fund of South Dakota. Master's, 1934. Colo. St. T. C.
2615. **Helms, Harold Herman.** The effect of equalization of elementary school support in Waupaca county. Master's, 1934. Minnesota.
2616. **Hills, Robert Otto.** Public-school finance of Ontonagon county (upper peninsula, Michigan). Master's, 1934. Minnesota.
2617. **Hilton, Hyrum.** A study of the cost of instruction in the high schools of Utah. Master's, 1934. Utah. 106 p. ms.
2618. **Hogan, Richard Dana.** An analysis of the cost of secondary education in San Diego county. Master's, 1934. Southern California.
2619. †**Holy, T. C.** The disposition of school bond issues and special levies submitted in Ohio cities and exempted villages at the November 7, 1933, election. Columbus, Ohio state university, 1933. 6 p. ms.
2620. **Hughes, James.** Budget-making in the school districts of Westmoreland county, Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: Uni-

versity of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 470-71)

Attempts to determine the extent to which budget-making is carried on among the fourth class school districts of Westmoreland county, to observe the extent to which the budgets conform to the accepted principles of good budgeting, and to discover whether there is any connection between the present financial difficulties of the school districts and their business methods.

2621. Hull, John Daniel. Factors determining the per pupil cost of instruction in high schools. Doctor's, 1933. Yale. (Abstract in: School review, 42: 40-52, January 1934.)

2622. Hutchins, Heriot Clifton. A plan for equalizing the financial burdens of high schools in Wisconsin. Doctor's, 1934. Wisconsin.

2623. Indall, F. J. A survey of school finance, Minnehaha county, South Dakota. Master's, 1934. Iowa.

2624. Irvine, William Bay. A study of the variation in current expenses for housing in certain four-year high schools in Pennsylvania for the years 1927 to 1932, inclusive. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 475-76)

Analyzes variation between schools in Crawford, Mercer, and Venango counties in average, annual, per pupil expenditure for current expense, housing cost, and the items and sub-items of the budget which are parts of housing cost.

2625. Iverson, Peter J. Equalization of educational support in North Dakota. Doctor's, 1934. Cincinnati.

2626. Jeffrey, Clarence Dwight. Bequests to public schools. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 476-77)

Studies the reasons that bequests to public schools have been contested in the courts, and the opinions of the courts in reaching their decisions.

2627. Johnson, Lawrence Edward. A study of the money expended and values received in the high schools of Henry county in 1931-32. Master's 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 188-39)

Suggests plans for the reorganization of some of the schools of Henry county, and proposes a careful check on the economies being practiced, and a careful analysis of school buildings, equipment, faculty, curriculum, and student body in the high schools in order to provide the pupils with a richer education.

2628. Jonas, Russell E. A cost study of rural schools of 20 counties in South Dakota. Master's, 1934. Iowa.

2629. Kimbler, Nathaniel Omar. Borrowing practices of county, city, and graded school districts of Kentucky. Master's, 1934. Chicago. 108 p. ms.

2630. King, Olin. A study of different means of financing education in Kansas with a proposed plan for equalization. Master's, 1934. Kans. St. T. C., Emporia. 94 p. ms.

2631. Koch, Raymond Heisey. Debt service and current expense costs in fourth class school districts in Westmoreland county, Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 481-82)

Compares the relationship between debt service and current expense; between total live enrollment, current expense, and debt service; and between true valuation and debt service in the 44 fourth-class school districts in the county.

2632. Kraus, William Leo. Trends of per pupil cost in 86 Wisconsin cities. Master's, 1934. Wisconsin.

2633. Laderer, William C. jr. School expenditures for current expenses in certain consolidated school districts in western Pennsylvania before and after consolidation. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 482-83)

Shows that the current expenditure per pupil in average daily attendance is higher in all five districts after consolidation than before; expenses of instruction per pupil in average daily attendance is less in four of the districts; expenses of auxiliary agencies increased in all five districts.

2634. Lea, Ralph Luke. How school boards in dependent districts appropriate and spend the school dollar. Master's, 1934. Oklahoma. 138 p. ms.

2635. Linn, Henry H. Practical school economics. New York city, Teachers college, Columbia university, 1934. 461 p. (School administration series)

Attempts to point out ways and means of reducing school expenditures with a minimum degree of loss in efficiency. Discusses the rising costs of public education; basic reasons for inefficiency in administration of school finances; true versus false economies in school administration; sound basic procedures basic to economy and efficiency; selection, purchase, and distribution of supplies; economies through control of income, general control, instructional service, plant operation, school plant maintenance, fixed charges, debt service, capital outlay, and in auxiliary agencies.

2636. Lowe, Alvin H. Financial conditions in the schools of Alfalfa county, Oklahoma. Master's, 1934. Oklahoma. 134 p. ms.

2637. McConnell, Ira E. Bonded indebtedness of 69 rural high schools in 16 contiguous Kansas counties, 1915-1931. Master's, 1934. Kansas.

2638. MacFarland, Kenneth Henry. A financial survey of the school system of Rensselaer, N. Y. Master's, 1934. N. Y. St. Coll. for Teach.

2639. Manwiller, Charles Elwood. School and municipal costs in first and second class school districts of Pennsylvania, 1911-1932. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 255-62)

Analyzes school and municipal government expenditures in 20 cities in Pennsylvania, and compares them with those of 250 other cities in the United States.

2640. Marshall, Lawrence Walter. A history of the financing of public elementary and secondary education in Colorado. Master's, 1934. Denver. 88 p. ms.

Examines critically all available materials relating to the financing of education in Colorado during the period 1871-1921. Finds that the method of distributing State school funds on a school census basis was most unsatisfactory, and that local taxation has always borne from 80 to 90 percent of the total tax burden for public elementary and secondary education.

2641. Mason, Ruth Elizabeth. High-school student body finance in city school systems. Master's, 1934. California.

2642. Medus, Glen E. Subject costs in certain Illinois high schools of about 850 enrollment. Master's, 1934. Iowa.

2643. Mercer, Howard Glenn. The financial status of intercollegiate athletics in the junior colleges of California. Master's, 1934. Southern California.

2644. Mercer, John Wesley. The cost of rural education in Sheridan county, Nebraska, and a proposed plan for equalization. Master's, 1934. Colorado

- (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 49)
- Analyses the trend in census, enrollment, average daily attendance, expenditures, assessed valuations and tax levies for each district since 1921.
2645. Michael, Curtis B. Comparative cost of education and other functions of government in Indiana and Illinois. Master's, 1933. Ind. St. T. C. 79 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 246-47, July 1934)
- Discovers the amount of money spent and shows the various purposes for which it was spent, and interprets the meaning of the cost of education in relation to the cost of government in the light of the legal, social, and economic data available.
2646. Moncsko, Julius Marinus. Financing a school building program for Saratoga, N. Y. Master's, 1934. N. Y. St. Coll. for Teach.
2647. Moore, Harry E. Reduction in current costs in city government and in school. Master's, 1934. Oklahoma. 102 p. ms.
2648. Moore, Lowell H. A study of the development of State school relief in Indiana. Master's, 1933. Indiana. 133 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 38-39)
- Determines the methods of financing schools in Indiana, analyzes early and late laws relating to State school relief, and traces the changes in its administration brought about by the new laws.
2649. Myers, Ralph A. School sinking funds in the independent school districts of Oklahoma in 1932. Master's, 1934. Oklahoma. 49 p. ms.
2650. Nelson, Alexandra. Study of county budget review committees in State of Washington. Master's, 1934. Washington. 64 p. ms.
- Finds the work of the county budget review committees commendatory, and recommends that the position of county superintendent be appointive.
2651. Nuzum, Richard Adam. Effect of new tax laws on city school revenues in Indiana. Master's, 1934. Chicago.
2652. Olinder, Lawrence Gans. A study of the cost and maintenance of the schools of Tehama county, with a plan for reorganization. Master's, 1934. Stanford.
2653. Olson, Harold B. Teacher load and unit costs. Master's, 1934. California.
2654. Outsen, Robert. An analysis of state budgetary procedure for public schools with recommendations for Wyoming. Master's, 1934. Wyoming.
2655. Pair, Paul M. A statistical survey of the inequalities in public school finance in the State of Washington. Master's, 1934. Washington. 100 p. ms.
- Gives average daily attendance, valuation per pupil, cost per pupil segregated for rural, elementary, and high-school districts, current expenses, teachers and their salaries, tax levies for public-school education, and income for each of the 739 districts in the State of Washington.
2656. Parker, Grady P. Cost and organization of schools in Cass county. Master's, 1934. South. Methodist. 105 p. ms.
2657. Patterson, Jerry LeRoy. Financial ability to support schools in Jefferson county, Arkansas. Master's, 1934. Chicago.
2658. Peeler, George Harry. Financial inequalities in the public schools of Muskogee county, Oklahoma. Master's, 1934. Oklahoma. 126 p. ms.

2659. Phelps, Chester H. Comparison of certain fiscal items in the school districts of 10 Colorado counties, 1929-1933. Master's, 1934. Iowa.

2660. Quiette, William Esly. The ability of public utility corporations of California to pay taxes on operative property for the support of public education. Master's, 1934. Southern California.

2661. Benwick, H. A. Current expenses in the four types of Illinois high schools. Master's, 1934. Iowa.

2662. Ricksecker, Cleve W. High-school subject costs in Ohio, 1932-33. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 274-78)

Discovers the cost of courses and subject fields per Carnegie unit based on teachers' salaries in the public 4-year, 6-year, and senior high schools of Ohio, in grades 9-12, inclusive, and shows differences in costs that existed in schools of varying enrollment, programs of study and organization. Shows that the average cost of 654,097 Carnegie units in 484 county high schools, 96 city high schools, and 26 village high schools was \$9.46; that small county high schools were spending much more per unit in teachers' salaries than the larger county schools were spending; that class size was a determining factor in subject costs; and suggests various ways of controlling costs.

2663. Rodefer, Onward Allen. Current expenses in the public schools of Greene county, Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 511-12)

Compares current expenditures of the schools within the county, and of the expenditures of Greene county with those of other similar districts.

2664. Saltsman, Edward A. The rise and control of financial support for the public schools of Ohio. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 512-13)

2665. Seyfried, John Edward. A conference report on financing of public education in New Mexico. Albuquerque, University of New Mexico, 1934. 122 p. (University of New Mexico bulletin, whole no., 251. Education series, vol. 8, no. 3)

Contents: (1) Financing of public education in New Mexico, by A. W. Hockenbuhl, p. 17-21; (2) Principles underlying the financing of public education, by J. L. Gill, p. 22-29; (3) Review of recent legislation on public school finances, by Harry L. Hogrefe, p. 36-42; (4) Proposed federal program in behalf of public education, by J. Roy Storms, p. 43-46; (5) Educational costs in New Mexico, including comparisons with other governmental costs, by T. C. Gallagher, p. 47-53; (6) Economy in public education in New Mexico, by E. D. Martin, p. 58-62; (7) Principles of raising school revenues with special reference to New Mexico, by Vernon G. Sorrell; (8) Apportioning with controlling public-school funds, with special application to New Mexico, by Irvin P. Murphy, p. 84-90; (9) Evaluation of New Mexico school laws, by Walter B. McFarland, p. 91-95; (10) Future legislative program for financing public education in New Mexico, by George I. Sanchez, p. 96-108.

2666. *Shafer, Morris L. A study of the State system of motor vehicle taxation and principles of highway finance in Pennsylvania. Doctor's, 1934. New York. 116 p. ms.

Shows that motor vehicle taxes should not be diverted to finance schools and other governmental agencies.

2667. Singley, Maurice. General control costs in the school districts of Schuylkill county, Pennsylvania, compared with anticipated costs of proposed community school districts. Master's, 1934. Pittsburgh. (Abstract in: Uni-

versity of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 519-20)

Compares the general control costs in the 68 school districts in the county with costs in the 10 proposed community school districts, and indicates the items in which savings could be effected by having larger units of administration.

2668. Skustad, George Albert. A study of school costs in 668 one-teacher ungraded elementary rural schools in the State of Minnesota for the year 1930-31. Master's, 1934. Minnesota.

2669. Sowers, William B. A study of possible measures of economy in the secondary schools of Dorchester county, Maryland. Master's, 1933. George Washington. 31 p. ms.

2670. Sylla, Benedict Andrew. The financial support and management of the schools of Chicago Heights, Illinois. Master's, 1933. Chicago.

2671. Tench, Thomas Edward. An analysis of the costs of school plant operation in fourth class school districts of Armstrong county, Pennsylvania. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 524-25)

Analyzes the expenditures for school plant operation in the 44 fourth-class school districts of Armstrong county for the period 1919-20 to 1929-30.

2672. Thomas, Robert Lee. Making and operating the county school budgets in Tennessee. Master's, 1934. Peabody. 124 p. ms.

2673. Thomason, Herman D. Budgetary practices in Texas small school systems. Master's, 1934. Colo. St. T. C.

2674. Thompson, George Emil. School costs in Kane county, Illinois. Master's, 1934. Chicago.

2675. Tira, Donald N. A study of delinquency in taxation in school district 95, Crawford county, Kansas, 1910-1931; its causes, effects, and remedial suggestions. Master's, 1933. Kans. St. T. C., Pittsburgh.

2676. Tope, Donald E. A proposed program for the fiscal equalization of educational opportunity in Iowa. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 2 p.)

Measures the educational load carried by school districts, the ability of the districts to support education, and the effort expended by districts in terms of the ability possessed, and proposes an educational program outlining the minimum educational offering which the state should guarantee each child.

2677. Troxel, O. L. Public-school finance in Colorado. Colorado school journal, 49: 3-4, January 1934. (Colorado State teachers college)

2678. Turner, Dodds M. A financial comparison of the centralized and one-teacher schools of Chase county, Kansas. Master's, 1934. Kans. St. T. C., Emporia. 70 p. ms.

2679. Walker, Burtis James. A study of school finance in the common schools of 7 Texas counties. Master's, 1933. Agr. and Mech. Coll. of Texas.

2680. Wallace, William Taylor. Unit costs by subject in eight Texas high schools. Master's, 1934. Peabody.

2681. Wells, Nathan Wardner. A study of the costs of industrial arts education in the junior high schools of Los Angeles. Master's, 1934. Southern California.

2682. West, Hugh S. The cost of auxiliary agencies in Washington county, Pennsylvania, for the years 1928-29 to 1932-33, inclusive. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 528-29)

2683. Wilson, Glenn Thompson. Financial support of the Otero county schools. Master's, 1934. Southern California.

2684. *Wolbach, Charles A. A study of New Jersey taxing districts for local school support, including a plan for enlarged taxing districts. Doctor's, 1934. New York. 229 p. ms.

Studies the problems of school administration inherent in the 547 school districts of New Jersey to determine the way the administration of each taxing district can be organized so that the schools can be adequately supported.

2685. Wylie, John W. The trend of State aid in Becker county, Minn., 1913-1933. Master's, 1934. Iowa.

2686. Zuerner, F. DeWitt. An analysis of certain disbursements in the administration of a school system, 1918-1932, inclusive. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 533)

Analyzes unit costs of a third-class school district of Pennsylvania, compares its expenditures with those of all third-class districts of the State, with 755 comparable cities of the United States, and with 15 districts similar in respect to the percentage of the duplicate paid by corporations.

RURAL EDUCATION

2687. Barry, Lola. A study of the hot school lunch in the rural schools of Knox county. Master's, 1934. Tennessee.

Surveys the organization of school lunch rooms in 70 county schools, their equipment, problems involved in organization, and opinions of teachers and principals as to the effects on the children of a hot lunch, and studies especially the lunches and their effects in the John Sevier School. Shows that the food served was above standard requirements in supplying all elements except calcium, which was low only for the 14-year-old. Teachers, parents, and principals favored the hot lunch at school. School attendance and achievement tests failed to show marked improvement when compared with attendance and achievement of those not having the lunches.

2688. Bundy, Clarence E. Possibilities for reorganizing rural elementary education in Hardin county, Iowa. Master's, 1934. Iowa St. Coll. 82 p. ms.

2689. Burrus, Marguerite. A curriculum study in rural life. Master's, 1934. Colo. St. T. C.

2690. Campbell, Walter. Organizing and administering a program of rural health. Master's, 1934. Kentucky. 125 p. ms.

Reviews the literature in the field of health education, sets up procedures for the development of school health programs, and presents a suggested course of study in health education for rural schools.

2691. †Chamberlain, Leo M. Measures of educational performance in the county school districts of Kentucky. Lexington, University of Kentucky, 1934. 42 p. (Bulletin of the Bureau of school service, vol. 6, no. 4)

Compares the 120 county school systems of Kentucky as to their educational performance, and their ability to support education, and rates each county on 15 measures of performance, 6 measures of ability, and on effort as reflected by the tax levy.

2692. Colvin, Carl. A study of rural education in Illinois with special reference to vocational agricultural education for the 15-year period, 1917-1932. Doctor's, 1934. Illinois.

2693. Cowles, Ethel LeDuc. Problems of one-room rural schools of Oceana county, Michigan. Master's, 1934. Chicago.

2694. Foster, E. S. A comparison between the achievements of rural and village pupils in a supervisory union in northern New Hampshire. Master's, 1934. Harvard. 35 p. ms.

2695. Giddings, Arthur E. A study of certain factors in the rural agricultural schools of Michigan. Master's, 1934. Michigan.

2696. Hills, Carroll A. School district organization and finance in Ogle county, Illinois. Master's, 1934. Iowa.

2697. Hoover, Kenneth B. A study of a typical rural community: the educational offerings and advantages. Master's, 1934. Ohio. 93 p. ms.

Describes the educational development of Chesterville, Morrow County, Ohio.

2698. Houle, C. O. An evaluation and suggested improvements concerning the county school unit in the State of Florida. Master's, 1934. Florida.

2699. McGaughey, Merick D. Newspaper publicity for the improvement of rural school conditions. Master's, 1934. Colo. St. T. C.

2700. McLeod, Beatrice Mae. An evaluation of an alternate plan of rural school organization. Doctor's, 1934. Washington.

2701. Mark, Lester Elliott. Status of the rural high school in Indiana. Master's, 1934. Notre Dame. 98 p. ms.

2702. Nelson, Martin B. The value of the accrediting system for the elementary rural schools of Osage county, Oklahoma. Master's, 1934. Okla. A. and M. Coll.

Attempts to determine whether eighth-grade graduates from accredited elementary rural schools, or eighth-grade graduates from nonaccredited elementary rural schools made the better scholarship record in the first 2 years of high school.

2703. Ostenberg, Joe W. A comparative study of the educational opportunities of the rural elementary schools of Ford county, Kansas. Master's, 1934. Kansas.

2704. Patchen, John N. A comparative study of emotional stability between rural versus urban school children. Master's, 1934. Ohio. 50 p. ms.

Gives the results of an experiment conducted with 364 rural school children equally distributed with respect to sex and grade, and with a group of 373 urban school children also equally distributed with respect to sex and grade, to whom were given Brown's psychoneurotic inventory, Sim's score card for showing the socio-economic status of each child, and a list of 109 fears taken from G. Stanley Hall's syllabus on fears. Data indicate a difference in the emotional stability of the groups, that there are more maladjusted in the rural than in the urban group, and that the girls in each group showed a higher neurotic score than the boys.

2705. Phillips, Harold C. An analysis of the social contacts of junior and senior high school pupils in a rural community. Master's, 1934. Iowa.

2706. Smith, Herford Almon. Effect of central rural school organization upon local tax levies and State aid appropriations. Master's, 1934. N. Y. St. Coll. for Teach.

2707. Stewart, Leighton Russell. A study of pupil achievement and ability in the rural elementary schools of Ventura county. Master's, 1934. Southern California.

2708. †Upton, R. G. The hookworm victim a forgotten problem of east Texas. Nacogdoches, Texas State teachers college, 1933. 8 p. ms.

Studies the amount and causes of hookworm infection in the pupils in 5 town, 16 rural, and 1 Negro schools in east Texas.

CONSOLIDATION

2709. Amis, Otis Cecil. Reorganization of public education in Rockcastle county, Kentucky. Master's, 1934. Kentucky. 63 p. ms.

Presents the results of a survey of the Rockcastle county schools; proposes a program for reorganization under a county system, for consolidation of subdistricts, and for the relocation of junior and senior high schools, and recommends a plan for financing the proposed program.

2710. Durbin, Clark B. A proposed reorganization of the schools of Licking county, Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 75-76)

Surveys the Licking County schools, proposes the consolidation of a number of schools, a program of transporting pupils, and the county unit plan of organization in order to afford more nearly equal educational advantages for the children of the county.

2711. *Euler, Harrison Leslie. County unification in Kansas. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 93 p.

Studies the economic factors which indicate a trend in the direction of larger local educational and governmental units in Kansas, the possibilities of dollars and cents saving, and the socio-psychological implications for county unification in Kansas.

2712. Fley, James H. A survey of the school districts of Butler county, Ohio, with recommendations for redistricting. Master's, 1933. Ohio. 110 p. ms.

2713. Garrison, John L. Reorganization of the public schools of Seminole county, Oklahoma. Master's, 1934. Oklahoma. 141 p. ms.

2714. Gary, John Carson. Reorganization of public education in Hardin county. Master's, 1934. Kentucky. 98 p. ms.

Presents the results of a survey of Hardin county schools, points out the inequalities in educational opportunities resulting from the present system, and proposes a reorganization program based upon a complete county unit of administration and a program of building, consolidation and transportation which will meet the educational needs of the entire county.

2715. Hay, Homer W. Litigation caused by the creation, alteration, and dissolution of school districts. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 162-69)

Analyzes 1,700 court cases dealing with the creation, alteration, and dissolution of school districts in the United States. Cases before the courts indicate an evolution of statutory processes, 88 percent of the cases dealing with the consolidation of districts have come before the courts since 1914; statutes permitting annexation in rural districts are not as lenient as those providing for municipal annexation.

2716. Himes, William J. Super-consolidation of three Ohio high schools. Master's, 1934. Ohio. 45 p. ms.

2717. Holmes, Burton C. Proposed school district reorganization for Buena Vista county. Master's, 1934. Iowa.

2718. *Igel, Carl S. A local plan of consolidation and the percent a local sales tax would raise of the total school taxes. Master's, 1934. Kansas. 90 p. ms.

Suggests the organization of the school system in the vicinity of Towanda, Kans., calling for larger enrollment, greater variety of curricular offerings by means of consolidation, larger valuation, transportation of pupils from the home of the old district station to the proposed school, and shows the relief a local sales tax would provide for real estate in the proposed district.

2719. Jefferson, William D. An analysis of the types, costs, and values of liability insurance carried by 208 Iowa consolidated schools. Master's, 1934. Iowa St. Coll. 52 p. ms.

2720. *Little, Harry A. Potential economies in the reorganization of local school attendance units. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 78 p. (Contributions to education, no. 628)

Analyzes data secured from county reorganization surveys of 223 counties in 15 states, concerning types of proposed consolidations of schools and the changes which those consolidations would make in the cost of schools. Gives formulas for estimating the proportional cost of consolidated schools; the percentage of the original cost of the schools which can be saved through consolidation; the percentage of children requiring transportation; and the cost of transportation.

2721. Mahoney, Lewis Holmes. The consolidated schools of Illinois. Master's, 1934. Chicago.

2722. Manus, George. A proposed reorganization of the rural schools of Stephenson county, Illinois. Master's, 1934. Iowa.

2723. †Miller, Don S. School organization in the Detroit metropolitan area. Detroit, Michigan commission of inquiry into county, township and school district government, 1934. 18 p. (Michigan local government series) (Wayne university)

Studies the educational and financial aspects of the proposed consolidation of the school districts of Wayne County into a single organic unit.

2724. Miller, Robert Edward. Centralization tendencies of public school administration in Georgia. Master's, 1934. Duke. 124 p. ms.

Traces the centralization movement through teacher training and certification, school supervision and administration, textbooks and courses of study, vocational education, statistics and research, school building standards, compulsory school attendance, financial support and equalization and consolidation on a county unit basis, and finds a definite gradual trend towards larger state control and the consequent reduction of local control.

2725. †O'Brien, F. P. Economies possible in larger school units. Lawrence, University of Kansas, 1934. 29 p. (Kansas studies in education, vol. 2, no. 3)

Describes present conditions in 1-teacher elementary schools and small high schools in Kansas, and recommends the consolidation of schools and redistricting in order to improve instruction and to effect economies in the cost of teaching, administration, and supervision of schools.

2726. Ostheimer, George F. The status of the township trustee system of school administration in Indiana. Master's, 1934. Butler. 375 p. ms.

Investigates problems affecting the administration of Indiana consolidated schools with particular emphasis on the extent to which lay officials delegate administrative powers to their professional subordinates. Devotes considerable space to actual administrative problems and methods used in their solution. Surveys the Indiana township as a unit for school purposes and shows that the delegation of administrative powers vary widely; the results of which contribute to the inefficiency of rural school administration; recommends a larger school unit with board control.

2727. Propst, Lawrence Henry. Sanitary conditions in the consolidated schools of Iowa. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 56)

Determines sanitary conditions and practices in the consolidated schools of Iowa and compares them with established standards.

2728. Roach, Lester Thomas. Reorganization and consolidation of North Dakota counties. Master's, 1934. North Dakota.

2729. *Roberts, Lyle E. Trends in the development of central rural schools in New York State. Master's, 1934. Cornell. 60 p. ms.

Analyzes the progress made in the centralization movement since 1925-26, shows the typical rural school at organization, indicates the trend in development of central rural schools during years of operation, and discusses pupil enrollment necessary to perform logical functions of a central rural school at reasonable cost.

2730. **Roblee, Dana Bush.** The instructional problem of a newly formed central school. Master's, 1934. N. Y. St. Coll. for Teach.

2731. **St. Clair, Hadie E.** The consolidation of the schools of Hamilton township with the Sullivan city schools. Master's, 1933. Ind. St. T. C. 71 p. ms. (Abstract in: Indiana State teachers college. Teachers college bulletin, 5: 222-23, July 1934)

Studies the social, educational and financial status of Hamilton and Sullivan to determine whether or not it was best to consolidate their schools.

2732. **Smith, Ronald Hayes.** Pupil education in contract districts. Master's, 1934. N. Y. St. Coll. for Teach.

2733. †**Sorrell, Vernon G., and Stuart, J. Raymond.** County consolidation in New Mexico. Albuquerque, University of New Mexico press, 1934. 43 p. (University of New Mexico bulletin, whole no. 255. Economics series, vol. 2, no. 2)

Discusses the tax problems affecting a consolidation, gives a suggested plan for consolidation, and analyzes budget requirements under the suggested consolidation.

2734. ***Tolley, Norman B.** Proposed plan for reorganization of the public schools in the southern section of Harrison county. Master's, 1934. West Va. 66 p. ms.

In an attempt to equalize educational opportunity in the southern section of Harrison County, the territory was surveyed, and it was recommended that 4 larger grade schools and 2 high schools be established to replace the 25 small schools now in use.

2735. ***Tracy, James F.** A proposed plan for the reorganization of the public schools of section 4, Harrison county, West Virginia. Master's, 1934. West Va. 54 p. ms.

Studies the community, and recommends the consolidation of elementary and secondary schools in order to equalize educational opportunity.

2736. **Treadwell, Edwin Alva.** Proposed consolidations in Yakima county. Master's, 1933. Wash. St. Coll. 98 p. ms.

2737. **Hutwiler, Cameron Phillips.** Study of fifth-grade pupils in five consolidated schools in Albemarle county. Master's, 1934. Virginia.

TRANSPORTATION

2738. ***Eddleman, James C.** The regulation of pupil transportation in the United States. Master's, 1933. Kentucky. Lexington, University of Kentucky, 1934. 81 p. (Bulletin of the Bureau of school service, vol. 4, no. 3.)

Attempts to determine what has been done in the several states in the creation of regulations for public-school transportation, and to suggest rules and regulations which will promote more efficient administration of pupil transportation.

2739. **Fosnight, Robert McKinley.** A study of school transportation in Fairfield county. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 89-90)

Suggests the reorganization of bus routes by which a number of buses could be eliminated and greater efficiency be obtained.

2740. **Harper, Howard Kimball.** A survey of pupil transportation in the Los Angeles city school districts. Master's, 1934. Southern California.

2741. **Leue, Albrecht F.** The educational significance of the evolution of modes of transportation and communication. Master's, 1934. Cincinnati.

2742. **Maddux, Alfred.** Status of school transportation in Crittenden county, Ark. Master's, 1934. Peabody: 73 p. ms.

2743. **Marquette, Harvey Elton.** Public-school transportation in South Dakota. Master's, 1933. Minnesota.

2744. **Miller, Monroe Eugene.** School transportation costs in eastern Washington with particular application to Spokane county schools. Master's, 1933. Wash. St. Coll. 82 p. ms.

2745. ***Roberts, Roy W.** Estimating the cost of pupil transportation in Arkansas. Doctor's, 1934. Cornell. 224 p. ms.

Ascertains the factors affecting the cost of pupil transportation in Arkansas, attempts to determine the causal relationships between the more significant factors, and suggests plans for predicting the cost of transportation in Arkansas.

2746. **Robinson, James Reid.** A study of some transportation practices of the central rural school districts of New York State, 1932-33. Master's, 1934. Cornell. 72 p. ms.

2747. **Ross, Kenneth Paul.** The present status of the school bus driver in the United States. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 239-40)

Discusses the mental and physical characteristics needed in bus drivers, gives samples of contracts, bonds, report forms, and suggestive material for a better system of keeping records of the transportation problem.

2748. **Thorpe, H. Wilson.** A study of transportation in five counties in Virginia. Master's, 1933. Virginia.

SUPERVISION AND SUPERVISORS

2749. **Acuff, Thomas Howard.** Tenure and turnover of county superintendents in the United States. Master's, 1934. Peabody. 48 p. ms.

2750. **Bailey, Norman D.** The superintendent and supervision in the small school system. Master's, 1934. Harvard. 105 p. ms.

2751. **Baker, William A.** The status of the county superintendents of the State of Indiana. Master's, 1933. Indiana. 157 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 26-27)

Surveys the qualifications, duties, and relationships of the county superintendents to the county board of education by means of a questionnaire sent to the 92 county superintendents of Indiana. Indicates that many county superintendents are not well qualified educationally for their position, but that the academic qualifications have improved during the past 12 years; that they are elected on a political basis rather than on their qualifications and merit; and that county boards tend to elect home talent for the county superintendency.

2752. **Barta, Rudolph E.** Status of the public-school superintendent in Kansas, 1932-33. Master's, 1934. Kansas. 136 p. ms.

2753. **Benton, Frank W.** Recommendations for the school administrator found in certain school surveys. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 449)

Concludes that all executive functions, the initiation of educational policies and programs, and the preparation of budgets should be reserved for the superintendent of schools; teachers should be chosen solely for personal and professional qualities; that the wealth available for taxation in and the existing indebtedness of a given community are the determining factors in fiscal policy; that school building programs should be based on careful study of the current and potential community needs and formulated in accordance with the best technical practice; that serious attention should be given to the solution of problems involving pupil failure, retardation, individual needs, health and physical education, the utilization of libraries, and other extracurricular activities as instruments of education and the development of summer high schools.

2754. **Bollinger, Russell V.** A program of supervision for the small high school. Master's, 1934. Wisconsin.

2755. Carman, James Thomas. A personnel study of public-school superintendents in Kentucky. Master's, 1934. Peabody. 75 p. ms.

Studies the status of city and county school superintendents in Kentucky with reference to age, tenure, educational experience, educational qualifications, membership in professional organizations and salary.

2756. Chartrand, Chester Rae. The use of standardized tests in the supervision of rural schools. Master's, 1933. Chicago. 102 p.

2757. Coile, Virgil Leroy. The amount and nature of training, experience, and tenure of county superintendents of schools in Illinois. Master's, 1934. Illinois.

2758. Cole, Clyde Arthur. Supervision in the State of Washington. Master's, 1934. Washington.

2759. Dahlgren, Albert John. A plan of rural school supervision for Manistee county, Michigan. Master's, 1934. Mich. St. Coll.

2760. Duncombe, Francis L. The supervisory needs of a typical supervisory district of the State of New York. Master's, 1934. N. Y. St. Coll. for Teach.

2761. Fintz, John Edward. The problem of centralized supervision in industrial arts with special reference to the preparation of instructional material. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 76-79)

Bases the selection of subject matter upon the objectives of industrial arts in the junior high school as recognized in Cleveland. Results of a city-wide testing program showed the need of additional training in content for teachers and of instructional materials.

2762. Hanna, Paul M. A problem book for prospective superintendents. Master's, 1933. Ind. St. T. C. 119 p. ms. (Abstract in: Indiana State teachers college. Teachers' college journal, 238-39, July 1934)

Classifies and tabulates 3,540 problems with which superintendents are confronted, and lists 260 for the problem book to illustrate the various types of problems listed in the classification.

2763. Himmelreich, W. F. A supervisory program for a small school system. Master's, 1934. Wyoming. 81 p. ms.

2764. *Jennings, Edward James. The status of the superintendent in the public schools of Michigan. Master's, 1934. Michigan. 136 p. ms.

Analyzes data on the training and types of schools attended, nature and extent of previous experience, tenure, ages, and salaries of 454 superintendents.

2765. Jeremy, Ruth. A self-rating scale for the music supervisor. Master's, 1934. Kans. St. T. C., Emporia. 45 p. ms.

2766. Jones, Leland T. The tenure of county superintendents in the United States. Master's, 1934. Cincinnati.

2767. *Kaffer, Fred C. The instructional staff and supervisory program of the elementary schools of a city in New York State. Master's, 1934. Syracuse. 173 p. ms.

Analyzes an intensive program of instructional supervision in the elementary schools of a city of 14,000 population and 150 teachers. Studies the pre-service and in-service training and experience of supervisors, principals, and teachers, describes a 3-term program of supervision, and studies the subsequent changes in attitudes and practices of the supervisors, principals, and teachers.

2768. Kilpatrick, Clara. An evaluation of practices in primary supervision in small schools of southern Idaho and a course of study in primary supervision for principals. Master's, 1934. Oregon.

2769. Kirtland, Fay. An evaluation of supervisory activities. Master's, 1934. Chicago.

2770. Leary, D. L. Educational supervision of Catholic parochial colleges. Doctor's, 1934. Colo. St. T. C.

2771. Massey, Alvin Oakley. Supervisory devices used by middle Tennessee county superintendents. Master's, 1934. Peabody. 115 p. ms.

2772. *Miller, Charles E. The status of supervision in 14 high schools of Clearfield and Jefferson counties, Pennsylvania. Master's, 1933. West Va. 109 p. ms.

Indicates that many teachers are unable to distinguish between supervision, visitation, and inspection, and that the educational qualifications of the principals, supervising principals, and teachers of the high schools studied rank high.

2773. O'Connell, James Joseph. Educational supervision. Master's, 1934. Boston Coll. *

2774. O'Donnell, Sister M. Albina. Supervision in elementary and secondary schools in the diocese. Master's, 1933. Villanova. 75 p. ms.

2775. Painter, Fred B. A critical study of factors influencing supervision of instruction as practical in central rural schools of New York. Master's, 1934. Cornell. 80 p. ms.

2776. Racke, Elsie Roberta. A proposed state program of supervision for the secondary schools of Kentucky. Master's, 1934. Kentucky. 217 p. ms.

Reviews the literature on the subject, traces briefly the development of supervision in the United States and in Kentucky, discusses the present status of supervision of secondary education in Kentucky, points out the need for better supervision, and sets up a plan for its accomplishment.

2777. Schlosser, Walter C. Time distribution of small rural and urban school superintendents. Master's, 1934. Colo. St. T. C.

2778. Schurter, Elsie. A critical analysis of four years of supervisory planning. Master's, 1934. Peabody. 192 p. ms.

2779. †Seyfried, John Edward. Employment contracts of city school superintendents including a discussion of the law pertaining thereto and standard contract forms. Albuquerque, University of New Mexico, 1934. 60 p. (University of New Mexico bulletin, whole no. 248. Education series, vol. 8, no. 2)

Treats employment contracts of superintendents from a national point of view.

2780. Smith, C. Currien. An evaluation of a supervisory program in a city school system. Doctor's, 1933. Peabody. 320 p. ms.

Studies teacher rating, lesson assignment, attention, participation, and learning exercises used by 150 teachers in grades 4-12 of the public schools of Jackson, Miss.

2781. Springer, Corrinne H. The present status of county superintendents in the State of Tennessee. Master's, 1934. Cincinnati.

2782. Thompson, Glenn Stewart. An evaluation of the scientific movement in secondary school supervision. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 13: 234-42)

Traces the development of the scientific method in secondary school supervision. Finds that the nature of scientific method is not clearly understood by supervisors, which has led to grave misuses of the method.

2783. Toledo, Melecio. Elementary school supervision in the Philippines. Master's, 1934. Washington. 92 p. ms.

2784. Van Antwerp, Harriet. A study to determine the effectiveness of the supervisory activities used in Oakland county's supervisory program for 1933-34. Master's, 1934. Michigan.

2785. Van Patten, Myndert. The contractual status of the Idaho independent class A school district school superintendent. Master's, 1934. California.

2786. Van Pelt, H. E. A study of certain diagnostic and remedial procedures in the supervision of an elementary school. Master's, 1934. Iowa.

2787. Warren, Ada Wallroff. The status and work of supervising teachers in the western section of the north central area. Master's, 1934. Minnesota.

2788. Wattles, George S. A study to determine the efficiency of supervision of instruction. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 71)

Attempts to measure the efficiency of instruction of teachers in service, by studying 10 school systems in the Ozark section of south Missouri. In one group the fourth- and sixth-grade arithmetic teachers were placed under supervision, in the other group the fourth and sixth grades were unsupervised. Data indicate that the achievement of the pupils under the supervised teachers was more uniform than the achievement of the pupils under the unsupervised teachers.

2789. Wiley, Edward O. An evaluated check-list of supervisory activities performed by supervisors in laboratory schools of teacher-training institutions. Doctor's, 1934. Texas.

2790. Woods, W. Russell. A self-rating scale for superintendents of third-class city schools. Master's, 1934. Kans. St. T. C., Emporia. 51 p. ms.

2791. Zannon, Fred Arlington. The duties of the county superintendents in California. Master's, 1934. Stanford.

PRINCIPALS

2792. Aspen, Harriette Marian. The status of the elementary school principal in California. Master's, 1934. Southern California.

2793. Churchill, Paul K. Indiana's township high-school principal. Master's, 1933. Ind. St. T. C. 63 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 237, July 1934)

Formulates a measuring stick by means of which the township high-school principal can measure his relative professional standing among his fellow principals.

2794. Cochran, Ralph. Legal and implied duties of an elementary school principal in Indiana. Master's, 1933. Indiana. 46 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 28-29)

Determines the way the direct acts of the Indiana legislature and the decisions of the appellate and supreme courts of Indiana define the duties of an elementary school principal, and lists alphabetically by subject all the Indiana laws affecting the elementary school principal.

2795. Coleman, James Sidney. The status of high-school principals in Montana. Master's, 1933. Chicago. 90 p. ms.

2796. †Cox, Philip W. .L. and Langfitt, B. Emerson. High-school administration and supervision. New York, American book company, 1934. 689 p. (New York university)

Discusses the development of the position of high-school principal, the principal as school manager, his relations with his teaching staff and with his pupils, problems of pupil adjustments and vocational guidance, student activities, curriculum adjustments, supervision of educative processes, and the relations of the principal with the public.

2797. **Curtis, George Raymond.** The professional status and functions of the elementary school principal in the first class districts of the State of Washington. Master's, 1934. Puget Sound. 90 p. ms.

Surveys the academic and professional training, experience, tenure, and professional study of elementary school principals.

2798. **Gilmore, Clarence William.** The high-school principal in Louisiana. Master's, 1934. Chicago.

2799. **Hamrick, Clarence B.** The turnover of principals in the accredited high schools of West Virginia. Master's, 1933. Virginia.

2800. †**Illinois. University.** Desirable working relationships which should exist between the board of education and the principal of the high school: some recommendations and suggestions relative to certain duties of the board of education and the principal of the high school as applying in Illinois to township and community high schools and to local district high schools where the superintendent of schools is also the high-school principal. Urbana, 1934. 8 p.

2801. **Nelson, Z. Irene Bush.** The status of twenty-four principals in Negro high schools of West Virginia. Master's, 1934. Chicago.

2802. **Phares, Earl E.** A self-rating scale for the secondary school principal. Master's, 1934. Kans. St. T. C., Emporia. 57 p. ms.

2803. ***Pierce, Paul Revere.** The origin and development of the public-school principalship. Doctor's, 1934. Chicago. Chicago, University of Chicago press, 1935. 223 p.

2804. †**Pittman, K. C. and Mecay, Leroy E.** A study of the training, tenure, and total amount of experience of administrative heads of high schools in Illinois, 1934-35. Urbana, University of Illinois, 1934. 5 p. ms.

2805. **Roach, John Oswald.** The status of the high-school principal of West Virginia. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13 : 224)

Discusses tenure and preparations, experience and salary, assistance and clerical help, distribution of the principals' time, supervisory activities, personal and social relationships of the 116 principals of the first-class white high schools.

2806. †**Shelton, L. G. and Wright, B. M.** Tentative analysis of the school principal's duties. Blacksburg, Virginia polytechnic institute, 1934. 12 p. ms.

Analyzes the principal's duties into the more commonly recognized jobs, and analyzes each job according to a job analysis procedure.

2807. **Towner, Earl Mac.** The formal rating of elementary school principals in the United States. Master's, 1934. Washington.

2808. **Ward, Fallis E.** The status of salaries of Indiana high-school principals for the year 1932-33. Master's, 1933. Ind. St. T. C., 90 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 231-32, July 1934)

Studies all, 806, Indiana high-school principals of schools with an enrollment from grades 9 to 12, and compares salaries for the years 1930-31, and 1932-33.

2809. ***Wherry, Neal M.** The status of the secondary school principal of Kansas (1932-33). Master's, 1934. Kansas. 83 p. ms.

Discusses the principals' experience, preparation, professional reading, membership organizations, the interest of boards of education in principals having a master's degree, and suggests requirements for special administrators' certificates.

2810. **Willis, Solomon T.** Duties of the junior high school vice-principal. Master's, 1934. Colo. St. T. C.

SCHOOL MANAGEMENT

ATTENDANCE AND CHILD ACCOUNTING

2811. **Arnold, Ira Blake.** Pupil attendance and pupil progress in the public schools of Denton county, Texas. Master's, 1934. Oklahoma. 94 p. ms.

2812. **Clifton, Leonard LeRoy.** The relation of attendance to achievement in an elementary school. Master's, 1934. Chicago.

2813. **Donahue, Harry Edgebert.** An analysis of the underlying causes of non-attendance in the Hawthorne elementary schools. Master's, 1934. Southern California.

2814. **Finch, F. H. and Nemzek, C. L.** Attendance and achievement in the high school. *School and society*, 41: 207-208, February 1935. (University of Minnesota)

Analyzes data on achievement, attendance, and IQ's of 101 boys and 114 girls who attended West high school, Minneapolis.

2815. †**Gerberich, J. R.** Persistence in attendance of students entering the University of Arkansas as freshmen in September 1927 and 1928. Fayetteville, University of Arkansas, 1933. 28 p. ms.

Analyzes attendance by colleges and by totals.

2816. **Hau, Sister M. Honora.** A study of nonenrollment of pupils of legal school age in the schools of Indiana, 1930-31. Master's, 1933. Ind. St. T. C. 95 p. ms. (Abstract in: *Indiana State teachers college. Teachers college journal*, 5: 224, July 1934)

Finds that the chief causes of non-enrollment are: Physical unfitness, feeble-mindedness, poverty, ill-health, child marriages, and employment.

2817. †**Holmstedt, Raleigh Warren.** Factors affecting the organization of school attendance units. Bloomington, Indiana university, 1934. 32 p. (*Bulletin of the School of education, Indiana university*, vol. 10, no. 3)

Studies the size of the schools, transportation, density of population, rural and urban school units, the school township, and the county unit in Indiana, as they affect the organization of school attendance units.

2818. **Kawachi, Bisaku.** A comparative study of the administration of compulsory attendance in the United States and Japan. Master's, 1934. Southern California.

2819. **Murray, Matthew J.** School attendance and its relation to senior high school achievement. Doctor's, 1934. Fordham.

2820. **Nix, Willard Voniver.** A diagnostic and remedial study of the causes of irregular attendance in Duplin county. Master's, 1934. North Carolina. 98 p. ms.

Analyzes non-attendance of school children based upon the record of 3,324 pupils, as reported by the classroom teachers, in the white consolidated high school units of Duplin county, N. C., for a period of 6 months during the session of 1932-33. Finds that the causes of poor attendance were sickness, home and farm work, indifference, weather, poverty, visiting, truancy, and bus trouble.

2821. **Reese, Carl Richard.** A survey of attendance procedures in city junior high schools. Master's, 1933. Ohio. (Abstract in: *Ohio State university. Abstracts of masters' theses*, 13: 228-29)

Shows that the home room is the center around which the junior high school program is organized; extracurricular activities advance the social possibilities of the school and aid in attendance enforcement; school principals utilize the extra-educational organizations and agencies in dealing with the problems of their pupils; many schools are devel-

oping social welfare programs; and schools are using objective measures of virtues and achievements in improving attendance.

2822. **Spikes, Louis Everett.** The relation of the educational program to the promotion of school attendance. Master's, 1934. Duke. 200 p. ms.

Studies the relationship between the school program and school attendance in the Rutherfordton, N. C., school system.

2823. **Stephenson, Harold Henry.** Reasons given for non-attendance in the elementary city schools, Muskogee, Okla. Master's, 1934. Wyoming.

Discusses the various reasons given by pupils as the cause of their tardiness; finds sickness of the child the predominating cause of absence.

2824. **Thompson, Harry G.** Small schools of Colorado having five or fewer pupils in average daily attendance. Master's, 1934. Colo. St. T. C.

CLASS SIZE

2825. **Daniels, Clarence Murray.** An analytical study of the enrollment of a private metropolitan school of business. Master's, 1934. Southern California.

2826. **Engberg, C. Evan.** Trends in enrollments and offerings in Long Beach senior high schools. Master's, 1934. Southern California.

2827. **Ewan, S. N. jr.** The relationship of class size and selected teaching methods to pupil achievement. Doctor's, 1934. Pennsylvania.

2828. **Jacobs, Arlington B. C.** Enrollment trends and pupil attitudes toward courses in senior high school science. Master's, 1934. Southern California.

2829. **Baths, Louis Edward.** Class size in the division of zoology of the Department of zoology and entomology. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 13: 185-93)

Attempts to determine the degree to which students in large and small classes attained the important objectives of instruction when an attempt was made to teach each class by the best procedure known for that size of class. Describes an experiment carried on in the winter term of 1933 with a large class of about 100 students, and two small classes of about 35 students each, in zoology at the Ohio State university. The experiment was carried on in the spring term, with a different instructor conducting the classes. Finds that under the conditions of the experiment, the imparting of information which is to be remembered by the students, the large classes are as effective as the small classes.

2830. **Sessions, Stanley H.** Class size and teacher load in a selected group of California high schools. Master's, 1934. California.

CLASSIFICATION AND PROMOTION

2831. **Brindl, Helen Mary.** The effect of trial special promotion on pupils in a certain Chicago public elementary school. Master's, 1934. Loyola. 210 p. ms.

Studies 83 subjects of trial special promotions on the basis of estimated character traits by teachers and parents and finds that trial special promotion pupils succeeded in every case except one.

2832. **Fugitt, Greene V.** A study of double promotions. Master's, 1934. Chicago.

2833. **Gilbert, Carl Elmer.** Analysis of pupil classification in San Gabriel, California. Master's, 1934. Southern California.

2834. ***Greene, Michael H.** Mid-year promotion and its effect on high school grades. Master's, 1934. George Washington. 53 p. ms.

Analyzes data on the effect of mid-year promotions on students at Central high school, Washington, D. C., for the year September 1929-June 1930. The subject fields studied were English, languages, mathematics, sciences, and the social studies. Data indicate

that mid-year promotions react adversely to the scholarship of the school whether there are two teachers or whether the pupil-teacher adjustment formed early in the school year is continued throughout the year.

2835. **Hambrick, F. L.** A new plan for forming class groups. *Elementary school journal*, 34: 749-53, June 1934. (Colorado State teachers college)

Explains the procedure followed in reorganizing an elementary school in order to eliminate the practice of forming class groups on the basis of a single grade for children 8 years old and over; to form class groups on bases of intelligence and scholastic achievement in reading, spelling, and arithmetic; and to form class groups on basis of chronological age in physical education, social studies, art, music, literature, and science.

2836. **Harlan, Charles LeRoy.** Some factors related to pupil's success in school. Doctor's, 1933. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1933-34. Fifth series, no. 178, p. 162-64)

Studies intelligence, achievement in school subjects, personal qualities of pupils, average of teachers' marks, home status of pupils, chronological age in grade 5, age at entrance to first grade, number of physical defects, number of times pupils have changed schools, and number of days' absence during the last half-year in school of 1,060 pupils who were finishing the fifth grade.

2837. ***Hobson, James Richard.** The relationship of physical growth to school achievement at the age of adolescence. Doctor's, 1934. Harvard. 188 p. ms.

2838. **Mendenhall, Martha Serene.** Relative effect of promotion and repetition upon progress in achievement tests. Master's, 1934. North Carolina. 58 p. ms.

Attempts to determine the relative advantage to the child of repetition of a grade and of special promotion when he has failed to reach the standards in subject matter that have been set up for promotion, by studying two groups of 100 children each, selected in April 1932 from the fourth, fifth, and sixth grades in Columbus county, N. C. Finds that the specially promoted group made greater average progress in all tests and in all grades, that this group was more regular in attendance, and that the school mortality was less among the promoted children.

2839. **Owen, Ellis Bennett.** A comparison of the distribution and variability of chronological age and mental age among 3,500 boys and girls in grades 1-12 of Preble county, Ohio. Master's, 1934. Miami. 71 p. ms.

Finds that children are promoted from grade to grade with little regard for mental ability; the greatest range of mental ability appears in grades 5 and 6; and that mental overageness predominates in lower grades and mental underageness in the upper grades.

2840. **Rowland, Clyde-C.** The use of a testing program for the improvement of instruction and pupil placement in a small-town school system. Master's, 1934. Southern California.

2841. ***Schmick, George E.** The history of classification and promotion of pupils in the schools of the United States. Master's, 1934. Penn. State. 87 p. ms.

Discusses the earliest forms of education, and the form of organization used in the school organized by Johann Sturm at Strassburg in 1537, in which each of the 9 divisions had its own teacher, prescribed course of study, examinations, and its own promotions. This plan was adopted by the Jesuits and carried all over Europe and was the forerunner of the French Lycées and the German Gymnasia. Reviews the history of education from the establishment of the first primary school in Boston in 1818, through the establishment of the first graded school in Quincy in 1848; studies the practices from 1860 to 1900; and analyzes classification and promotion schemes as practiced from 1900 to those now in practice.

2842. **Shade, Helena Josephine.** High-school success of pupils receiving special promotion. Master's, 1934. Southern California.

2843. **Spahr, Joel Bush.** A study of the relation of personality and school achievement. Master's, 1933. Minnesota.

2844. Stewart, Sara Elizabeth. A study of the system of trial promotion at Everett junior high school, with a survey of other methods of dealing with failures in the junior high schools of Columbus, Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's theses, 12: 247-48)

Studies all the methods of dealing with failing and repeating pupils in the junior high schools of Columbus, Ohio, and analyzes statistically the results of trial promotions in the Everett Junior High School.

2845. Taylor, Mrs. J. W. Factors influencing favorably the achievement of elementary pupils. Master's, 1934. Peabody.

2846. Townsend, Etha Alta. Pre-enrollment and enrollment procedures in senior high schools. Master's, 1934. Oklahoma. 78 p. ms.

2847. Van Hettinga, Henry. Initial ability and progress of two groups of ninth-grade pupils. Master's, 1934. Iowa.

2848. Wivel, Claude B. A study in pupil achievement. Doctor's, 1934. Arizona.

EXAMINATIONS

2849. Allasina, Anthony A. The validity of state eighth-grade examinations in predicting high-school success. Master's, 1934. Washington.

2850. Annis, Floyd Monroe. A study of the prognostic value of the new type test in Indiana for the purpose of making promotions. Master's, 1933. Indiana. 122 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 25-26)

Analyses individual student subject and composite scores on the Indiana new type tests for grades 3-8 for 4 consecutive semesters, and data from 1,300 individual students from 5 different counties in Indiana. Data indicate that teachers may rely upon the total composite scores on these tests in making promotions, and that individual ability can be predicted in spelling, reading, and language, but not in arithmetic, history, geography, and physiology.

2851. Broderius, John B. and Detchen, Lily. Comprehensive examination in the humanities for college sophomores. Louisville, University of Louisville, 1934. 8 p. ms.

Constructs a test which has four sections: Fine arts, philosophy, literature, and music; designed to supplement the National sophomore tests in these fields.

2852. Brown, Mildred. An experimental study in scoring the true-false examination. Master's, 1933. George Washington. 42 p. ms.

2853. Brown, Ruth Inez. New-type tests in problems of American democracy. Master's, 1934. Peabody. 221 p. ms.

2854. Clendenen, Ruth Georgia. Testing achievement in fourth-grade geography. Master's, 1933. Chicago. 147 p. ms.

2855. Cunningham, Floyd M. A study of the value of the Indiana new-type test for the eighth grade for predicting success in the first year of high school. Master's, 1933. Ind. St. T. C. 44 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 224-25, July 1934)

Attempts to determine whether the test as a whole predicts, to any extent, general success in first-year high school, and whether a score in any subject indicates a relatively high or low mark in a related subject in first-year high school.

2856. Curl, Hobart G. A study of standardized test gains in American history. Master's, 1934. Kansas. 11 p. ms.

2857. Davis, Roy V. A project in test construction and improvement in the Odon-Madison school system. Master's, 1933. Ind. St. T. C. 63 p. ms. (Ab-

stract in: Indiana State teachers college. Teachers college journal, 5: 221, July 1934)

Attempts to develop an interest in and method for the construction and improvement of home-made testing material which would conform more closely to the textbook used, the state course of study, and the teacher's personal methods of instruction.

2858. Davitt, Naomi. The error quotient as a criterion for tests in punctuation and capitalization. Master's, 1934. Iowa.

2859. Dawald, Victor F. A new-type objective test in American history. Master's, 1934. Ind. St. T. C. 66 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 261-62, July 1934)

Constructs a new-type test based on the state course of study which can be used as a teaching aid, and provides new information and data on new-type objective tests.

2860. Dixon, Napoleon. An objective test in biology. Master's, 1933. Ind. St. T. C. 67 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 230, July 1934)

Constructs an objective test in general biology which measures the accomplishment of high-school students in biology, aids in maintaining a standard of accomplishment in the subject, gives the teachers a uniform method by which students' grades may be compared with the grades of others in the school and in other schools, aids in determining promotions and failures, and in finding weaknesses of students and help in correcting them, and shows teachers just what subject matter is being taught.

2861. Douglass, Harl B. and Tallmudge, Margaret. How college students study for new types of examinations. School and society, 39: 317-18, March 10, 1934. (University of Minnesota)

Analyzes the methods of study reported by 316 upperclassmen in the College of education at the University of Minnesota in preparing for objective and subjective types of examinations. For the subjective examinations, they review generality and trends, draw conclusions from tables, formulate personal reactions, and read notes and text with attention to details, while for the objective examinations, they tend to learn tables and specific details of information, and to remember exact words of the book on important points.

2862. ————. What college students think they believe about certain types of examinations. School and society, 39: 349-52, March 17, 1934. (University of Minnesota)

Data, secured from 316 upperclassmen in the College of education at the University of Minnesota, indicate that students in all classes prefer objective examinations, weekly and semi-quarterly quizzes, not examinations over large units of subject matter, and they prefer a two category marking system, "satisfactory" and "unsatisfactory".

2863. Durost, Walter N. The development of a battery of objective group tests of manual laterality, with the results of their application to 1,300 children. Worcester, Mass., Clark university, 1934. (Genetic psychology monographs, 16: 225-335, October 1934)

Develops a battery of reliable and valid group tests of hand dominance, and applies the tests to 1,300 children to determine the percentage of left-handed; to determine the specificity or association between handedness tests, to study changes in handedness coincident with changes in age; to determine in what respects, if any, the left-handed are atypical, and develops a criterion test which may be used to select additional cases of left-handedness, with a known degree of efficiency.

2864. Fitzgerald, Aurette Bernice. An analysis of 10 years' plane geometry examinations. Master's, 1934. N. Y. St. Coll. for Teach.

2865. Forbrich, Mary Lou. An objective analysis of piano playing. Master's, 1934. Iowa.

2866. Gehlmann, John. The use of new-type tests in teaching reading. Master's, 1934. Chicago.

2867. **Hammond, Russell Irving.** The development of objective classroom examinations in the United States. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 29)

Traces the development of the objective classroom examinations from 1845 to the present time. Finds that the new-type examinations have gained a prominent place in modern educational method.

2868. **Hesslein, Joe.** A comparison of standard and teacher-made objective tests in chemistry. Master's, 1934. Southern California.

2869. **Hritz, Andrew Anthony.** Comparative regents' grades and averages of students who received regents' diplomas in academic subjects in central rural schools. Master's, 1934. N. Y. St. Coll. for Teach.

2870. ***Jenkins, Clifford E.** The value of the standard graduation examination for elementary schools as a means of predicting success of pupils in certain high school subjects. Master's, 1934. Penn. State. 41 p. ms.

Describes an experiment in which the scores of approximately 300 students on the Otis and Orleans Standard graduation examination for elementary schools were analyzed. Data indicate that the grade school record, Otis mental test, eighth-grade marks, Stanford achievement test, and a combination of the last three surpass the standard graduation examination as a prognostic measure.

2871. **Jensen, M. B.** Reliability of locally constructed college tests and examinations. Louisville, University of Louisville, 1934. 11 p. ms.

Examines 50 miscellaneous tests, locally constructed, for reliability, and finds the range of reliabilities was .47-.97, the mean at .87, the mode at .87.

2872. **Keenan, Edna Bernardine.** A general test in education. Master's, 1934. Brown. 37 p. ms.

Constructs a true-false test in education based on an analysis of 11 educational textbooks used in an introductory course in education. The books analyzed have all been published within the last 10 years.

2873. †**Kelley, Truman L. and Krey, A. C.** Tests and measurements in the social sciences. New York, Charles Scribner's sons, 1934. 635 p. (Report of the Commission on the social studies. Part 4) (Harvard university)

Describes the methods of procedure, plan and method of test construction, testing of understanding, skills, and interests and attitudes in preparing and applying new-type tests in the social sciences.

2874. **Kenzler, George S.** An evaluation of the use of the daily test in first-year algebra. Master's, 1934. Purdue. 68 p. ms.

Attempts to ascertain the advantages to be gained from the use of a daily test given to pupils in first-year algebra. Comparisons were made between the values of the daily test and the periodic or unit test as a teaching procedure. These tests, constructed by the teacher, were of the traditional type but were made as objective as possible, were short written tests requiring about 5 minutes of the pupil's time for solution, and were never problems over advanced material.

2875. ***Kline, Priscilla C.** The origin and development of the regents preliminary and academic examinations in New York State. Master's, 1934. Syracuse. 138 p. ms.

Tells of the conditions which led to the inauguration of the regents examination system; describes the establishment of both the preliminary and academic examinations; and sets forth important phases of the history of the examinations from their inception to the present time.

2876. **Kuntz, Sister Mary Dorothea.** A standardized test in American history for Catholic elementary schools. Master's, 1934. St. Louis. 74 p. ms.

Compiles an informational test to measure achievement of elementary school pupils in mastering historical facts and concepts.

2877. **Lingren, Vernon C.** The relative instructional values of four methods of correcting objective tests in high-school chemistry. Master's, 1934. Minnesota. 121 p. ms.

Shows, from a study of four classes in the Newton, Iowa, junior-senior high school during the year 1932-33, that the pupil collection method is superior to the traditional type of correction by the teacher, as shown by the achievement of the pupils on recall and retention tests.

2878. **Lueckenbach, Edward J.** How does correcting for chance affect the validity of a true-false test? Master's, 1934. Wisconsin.

2879. **Maguire, Sister Mary Joan.** An objective measurement of the appreciation of poetry. Master's, 1934. Washington.

2880. ***Malin, Samuel.** The relative difficulties of the various aspects of biology examination questions for high-school students. Master's, 1934. New York. 112 p. ms.

Analyzes four first-term biology examinations in order to ascertain the relative difficulties of the various aspects of the examination questions.

2881. **Midkiff, Carl.** The concepts in the biology examinations of the college entrance examination board. Master's, 1934. Iowa.

2882. †**Minnesota. University. Committee on educational research.** Studies in college examinations: an experimental investigation in the construction and use of college examinations. Minneapolis, 1934. 204 p.

Contents: (1) Studies in examinations, by Melvin E. Haggerty, p. 1-6; (2) Problem in the general college, by Malcolm S. MacLean, p. 7-14; (3) Points of view expressed by instructors 1 by Elias P. Lyon, p. 15-16; 2 by Henry Schmitz, p. 17-19; 3 by Joseph R. Starr, p. 20-26; (4) Plan in operation, by Eugene D. Carstater, p. 27-37; (5) Use of results, by Eugene D. Carstater, p. 38-42; (6) Differential functions of examinations, by Palmer O. Johnson, p. 43-50; (7) Measuring the achievement of objectives in freshman English, by Alvin C. Eurich, p. 51-66; (8) Testing the understanding of ideas, by Edgar B. Wesley and Renata R. Wasson, p. 67-74; (9) Measuring the ability to apply information, by Henry Kronenberg and Edgar B. Wesley, p. 75-78; (10) Individual diagnosis, by Alvin C. Eurich, p. 79-86; (11) Consistency of student performance, by Edgar B. Wesley and Henry Kronenberg, p. 87-91; (12) Essay and objective examinations in English literature, by Alvin C. Eurich and Francis S. Appel, p. 92-99; (13) Measured gains in psychology, by Alvin C. Eurich and Howard P. Longstaff, p. 100-106; (14) Experimental testing in eugenics, by Clara M. Brown, p. 107-15; (15) Evaluation of test items, by John E. Anderson, p. 116-20; (16) Variants of the item-evaluating procedure, by Eugene D. Carstater, p. 121-26; (17) Educability of general college students, by Palmer O. Johnson, p. 127-36; (18) Differential abilities among college freshmen, by Alvin C. Eurich and Palmer O. Johnson, p. 137-41.

2883. **Moore, Gertrude Witherspoon.** Achievement tests in chemistry. Master's, 1934. Stanford.

2884. **Moore, James J.** A study of diagnostic tests in the fundamental operations in algebra. Master's, 1934. Villanova. 82 p. ms.

2885. **Nice, Carolyn Jean.** The testing of health knowledge in the third grade. Master's, 1934. Wellesley.

2886. **Nissen, May M.** The reliability of informal objective measures in geometry. Master's, 1934. California.

2887. **Oliver, Estelle O.** Comparison of two methods of administering the true-false test. Master's, 1933. George Washington. 24 p. ms.

2888. **Painter, William Isaac.** The content of examinations in certain professional education courses. Doctor's, 1933. Indiana. 358 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 39-40).

Analyzes 195 examinations to determine the content of examinations in 8 undergraduate courses in education.

2889. **Patterson, Robert John.** An objective trade test on aircraft engines. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 506-507)
Prepares an objective trade test which may be used in a training program for selecting suitable candidates for teaching positions or for noting the progress made by students of aircraft.
2890. **Peeler, Sula King.** A standardized high-school grammar test for Oklahoma. Master's, 1934. Oklahoma. 71 p. ms.
2891. **Porter, Eva Belle.** A standardized English literature test for the first semester of the tenth grade. Master's, 1934. Ind. St. T. C. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 258, July 1934)
2892. **Puder, Maud Josephine.** Measurement of arithmetic and algebraic accomplishment of girls taking a two-year vocational high-school course. Master's, 1934. Chicago.
2893. **Ransford, Raymond E.** Statistical analysis of a commercial arithmetic test for seniors. Master's, 1934. Western Reserve. 50 p. ms.
2894. **Riley, Maurice.** Prognostic examination for music-appreciation. Master's, 1934. Colo. St. T. C.
2895. **Roberts, G. Gilbert.** A study of geometric prognosis. Master's, 1934. Kentucky. 69 p. ms.
Analyzes statistically a series of standardized tests administered to 179 pupils in geometry over a period of 2 years.
2896. **Rose, Sibyl E.** A comparative study of ability ratings on sewing tests in the junior high schools of Kansas City, Kansas. Master's, 1934. Kansas.
2897. **Salzman, Joseph I.** The relative difficulties and reliabilities of various objective examination forms in biology. Master's, 1934. Coll. of the City of N. Y. 213 p. ms.
2898. **Sansbury, Lemont Theodore.** Testing program of Volusia county, Florida. Master's, 1934. South Carolina. 58 p. ms.
2899. **Skinner, R. N.** A study of the meaningfulness of separate scores established for items containing spelling errors in a mixed error proofreading test. Master's, 1934. Iowa.
2900. **Smallwood, Mary Lovett.** Examinations and grading systems in early American universities. Doctor's, 1934. Yale.
2901. **Stoddard, Dale Roscoe.** Prognostic tests in the Alhambra schools. Master's, 1934. Southern California.
2902. **Thayer, Percy Edward.** A test in salesmanship. Master's, 1934. Brown. 90 p. ms.
Presents an objective test of 500 true-false items based on an analysis of the subject matter of seven selected books on salesmanship.
2903. **Thornton, James William.** A comparison of the educational quotients and grade placements of eighth-grade pupils on four achievement batteries. Master's, 1934. Stanford.
2904. **Trimble, Otis C.** The final oral examination: its limitations and its possible improvement as a major academic hurdle in the graduate school. Lafayette, Ind., Purdue university, 1934. 38 p. (Bulletin of Purdue university, vol. 35, no. 3. Studies in higher education, 25)
Discusses the validity and reliability of the oral examination, its use for graduate degrees, and the possibilities of its improvement.

2905. **Wasserman, Robert.** An analysis of the distribution of failure in the objective part of the examination for elementary school teacher in the city of New York. Master's, 1934. Coll. of the City of N. Y. 107 p. ms.

Finds that the failing students did best on the items testing knowledge of the methods of teaching the elementary school subjects and worst on items in general and educational psychology.

2906. **Whipple, Charlotte Z.** The reliability of pupils' correction of each other's objective tests in English grammar. Master's, 1934. Michigan.

EDUCATIONAL AND VOCATIONAL GUIDANCE

2907. †**Allen, Richard D.** Organization and supervision of guidance in public education. New York, Inor publishing company, 1934. 420 p. (Inor group-guidance series) (Harvard university)

Discusses the class counselor, personnel records and research, the interview and individual adjustment, group guidance or orientation, foundations of pupil adjustment, problems and methods of adjustment, guidance in secondary schools, guidance as an articulating factor, problems and methods of group guidance, guidance beyond the regular day schools, supervision of guidance, and guidance for adults.

2908. †——— Self-measurement projects in group guidance: a laboratory course for pupils in the study of individual differences. New York, Inor publishing company, 1934. 274 p. (Inor group-guidance series) (Harvard university)

Discusses tests of skill subjects and background; tests of secondary school subjects; measurement of interests, information, and adjustment; tests of special abilities or aptitudes; and tests of personality and attitudes.

2909. **Blumenthal, Mildred Wimpfheimer.** Jealousy in the literature of pre-school guidance. Master's, 1934. Yale.

2910. ***Boucher, M. Corinne.** The present status of vocational guidance in the public secondary schools of Illinois. Master's, 1934. Michigan. 85 p. ms.

Studies the organization and administration of vocational guidance in Illinois, various guidance activities, library facilities, and suggests ways of improving the program.

2911. **Brewster, Hiram Leonard.** An experimental investigation of the efficiency of various methods of offering vocational guidance in high school. Master's, 1934. Southern California.

2912. **Brockman, Sample E.** Vocational choices of students and facilities for guidance, in selected Oklahoma high schools. Master's, 1934. Oklahoma. 211 p. ms.

2913. **Bullard, Henry Bruce.** A city guidance organization as represented in an analysis and evaluation of the guidance system of Chicago, Illinois. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 33-35)

Sets up 11 criteria for judging the effectiveness of a city guidance program; analyzes and evaluates the guidance program of the secondary schools of Chicago in terms of the criteria, and finds that it only partially meets the criteria set up.

2914. ***Carey, Robert E.** A study of guidance activities in certain cities and towns of New York State having approved guidance courses. Master's, 1933. New York. 84 p. ms.

Studies the guidance activities of 13 cities and towns of New York State which have guidance courses approved by the New York State education department, and shows the amount of guidance work done and the methods used in carrying out the program.

2915. **Castagnino, Mary Camilla.** Vocational guidance in a commercial high school. Master's, 1934. Emory. 111 p. ms.

2916. *Clark, Weston R. The status of guidance in the junior and senior high schools of Washington, D. C. Master's, 1934. George Washington. 68 p. ms.

Finds that there was no consistent guidance program followed in the schools, that the practices of the schools varied widely, and in scope represented almost all of the guidance activities.

2917. Dell, S. Milton. The function of the industrial arts teacher in the guidance program of the high schools of Kansas. Master's, 1934. Iowa St. Coll. 36 p. ms.

Analyzes replies to a questionnaire received from 137 high schools in Kansas, showing the qualifications of the guidance counsellors, the effectiveness of the various school subjects in providing guidance, and the techniques used to guide pupils.

2918. Dunham, Cecil Jay. The present status of guidance in the junior high schools of the State of Washington. Master's, 1934. Washington.

2919. Eggeling, Ina Sires. Vocational guidance in non-state-supported universities and colleges. Master's, 1934. Southern California.

2920. Gahm, Delmar Floyd. A guidance program for the rural schools of Shelby county, Ohio. Master's, 1934. Ohio. 116 p. ms.

2921. Gee, James G. Guidance in the public secondary schools of the Southern association. Doctor's, 1934. Peabody.

2922. Graff, Orin B. An analysis of colleges and universities in Connecticut, Maine, Massachusetts, Rhode Island, and Vermont for purpose of educational guidance of high-school students. Master's, 1934. Ohio. 507 p. ms.

2923. Gregg, Russell Taaffe. A critical study of vocational guidance. Doctor's, 1934. Illinois.

2924. Gunther, Julia Josephine. Methods of guidance in the four-year high school. Master's, 1934. Stanford.

2925. Haskew, Lawrence DeFee. The status of guidance in Georgia high schools. Master's, 1934. Chicago. 17 p. ms.

2926. Hoppock, Robert. Job satisfaction. Doctor's, 1934. T. C., Col. Univ. Studies groups of employed adults and of teachers to determine the reasons for satisfaction or dissatisfaction with their work, and to determine the value of mass programs of vocational guidance.

2927. Hosinska, Sister Mary Severina. The need of vocational guidance in secondary schools. Master's, 1934. St. Mary's. 31 p. ms.

Shows the necessity for vocational guidance in the Catholic schools, and points out the way it can be an integral part of the daily program.

2928. Kelly, Sister Irmina. A study of vocational guidance in secondary schools for girls in Philadelphia. Master's, 1933. Villanova. 76 p. ms.

2929. Leggett, Virgie A. Means of furthering a program of vocational and educational guidance by arousing community interest and help. Master's, 1934. Harvard. 86 p. ms.

2930. *Lincoln, Mildred E. Educational and vocational information as part of a guidance program with criteria for measuring results. Doctor's, 1934. Harvard. 318 p. ms.

Describes an experiment conducted with ninth-grade pupils in a wide range of localities to determine whether they made an appreciable gain in educational and vocational information through organized instruction, and to note the effect of varying conditions on the results of instruction. Evaluates individual counseling and various means for imparting educational and vocational information. The results are positive and conclusively in favor of pupils guided through organized instruction and counsel.

2931. **Lynch, Sister M. Celestine.** Need of educational counsel and guidance of high school girls as shown by a study of the pupils of Notre Dame high school, Cincinnati, Ohio. Master's, 1934. Notre Dame. 64 p. ms.

2932. **McAllister, Elizabeth Jane.** The vocational choices of the junior high school students of Tampa, Fla. Master's, 1933. Indiana. 122 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 37)

Analyzes data secured from vocational inquiry blanks, grades from the teachers' records, and interviews with the teachers and the county superintendent. Shows that students who are preparing for law, medicine, and teaching rank higher than any other group, and that practically no difference is shown in the ratings of the students who have had a vocational guidance course and those who have not.

2933. **Martell, C. W.** A case study of the guidance programs in 12 high schools. Master's, 1934. Iowa.

2934. **Millendorf, Louis A.** A study of the vocational choices of the students of the City college of the College of the City of New York. Master's, 1934. Coll. of the City of N. Y. 49 p. ms.

Attempts, by means of a questionnaire administered to 384 sophomores, juniors and seniors at the College of the City of New York, to determine the amount of information possessed by a student about the vocation he has chosen, the amount of pertinent information about himself possessed by the student, his traits and accomplishments, elements in his social and economic environment that may have vocational significance, and the degree to which he followed accepted procedures in balancing the requirements of the vocation against his qualifications.

2935. **Nash, Claude W.** An analysis of the colleges and universities of Pennsylvania, Maryland, New Jersey, Delaware, and the District of Columbia to secure data for educational guidance. Master's, 1934. Ohio. 518 p. ms.

2936. **Northrop, James H.** A plan for systematizing individual counseling. Master's, 1934. N. Y. St. Coll. for Teach.

2937. **Price, Reuben Holleman.** Pupil personnel guidance in the elementary school. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 12: 210-18)

Traces the development of the guidance movement in the public schools of the United States; shows how guidance in the elementary school is related to the broader movement in personnel work; points out the implications of guidance point of view to elementary education; discovers whether guidance is coming to be regarded as a major function of the elementary school, how it is being carried on in a group of randomly selected elementary schools; points out certain facilities in elementary schools which can be used as guidance opportunities; and points out additional facilities and adaptations needed in elementary schools in order to attain a greater realization of guidance objectives.

2938. **Beitz, Edna M.** A study of trends of group counseling for personality and social adjustment. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 589)

Attempts to determine the extent to which secondary schools make use of group technique for guidance in solving problems of personal and group integration, the nature of the problems discussed, and the value placed upon group guidance by those who use it.

2939. ***Sanders, Halford Ballou.** A study of the relation between vocational choice and academic success in the high school. Master's, 1934. George Washington. 15 p. ms.

Analyzes the office records and replies to a questionnaire sent in by 720 boys in the senior classes of the senior high schools of Washington, D. C. Data indicate that students who have made definite vocational choices do not achieve significantly greater general academic success, or significantly higher grades in subjects bearing on the vocation than do students without a definite vocational choice.

2940. **Smith, Eva Marie.** Preparation desirable for advisers of girls in high schools. Master's, 1934. Kans. St. T. C., Pittsburg. 65 p. ms.

Analyzes the replies to a questionnaire of 61 high-school principals and 42 advisers of girls showing duties, desirable qualifications, college courses, and experiences affording desirable preparation as advisers.

2941. **Stark, Hannah C.** A survey of the present practices in educational and vocational guidance in North Dakota. Master's, 1934. Minnesota. 113 p. ms.

Analyzes data on educational and vocational guidance in 105 North Dakota high schools, treats the effects of the depression upon facility for guidance, and gives case studies of three successful small high schools.

2942. †**Strang, Ruth.** Personal development and guidance in college and secondary school. New York, Harper and brothers, publishers, 1934. 341 p. (Teachers college, Columbia university)

Summarizes the results of investigations dealing with personnel work in education, selection and orientation of students, and educational guidance.

2943. **Tidmarsh, William Ward.** The guidance conference in the Voorhis school. Master's, 1934. Claremont. 286 p. ms.

2944. **Weaver, John E.** Educational and psychological factors in the choice of a career. Doctor's, 1934. Washington. 212 p. ms.

Finds that freshmen are influenced in their choice of careers by personal factors, home influences, and personal interests discovered in high school.

2945. **Weismann, John James.** The administration of a guidance-personnel program in a teachers college. Master's, 1934. Southern California.

2946. **Welch, Norma.** Vocational interests of junior high school girls in relation to counseling. Master's, 1934. Michigan.

EXTRACURRICULAR ACTIVITIES

2947. **Armantrout, Guy Eugene.** An evaluation of the extracurricular activities of the Elliot junior high school of Pasadena. Master's, 1934. Southern California.

2948. ***Bovey, Harold Strole.** The status of clubs in American public secondary schools. Master's, 1934. George Washington. 117 p. ms.

Studies the number and kinds of clubs, pupil-participation in them, their value and relation to the type of school organization, to the size of the city in which they are located, to the size and geographic location of the school. Data were secured by means of a questionnaire answered by 888 public secondary schools throughout the United States. Data indicate that 92.4 percent of the schools studied have clubs, that the percentage of schools having clubs does not vary greatly by kinds of high schools, that junior high schools tend to have more clubs than do the senior high schools, that girls outnumber boys in club membership, the percentage of club membership is greatest in smallest class of cities and smallest in the largest class.

2949. **Burgess, Emma K.** The relation of personality traits to participation in extracurricular activities. Master's, 1934. Col. St. T. C.

2950. **Byerly, Cary Clifford.** Intramural extracurriculum activities in the seven high schools of the West suburban conference. Master's, 1934. Chicago.

2951. ***Chin, Shuyung.** Relationship between certain high-school subjects and the out-of-school activities of the students. Doctor's, 1933. T. C., Col. Univ. New York, 1934. 99 p.

Attempts to determine the prevailing leisure time activities of high-school students; the influence of sex, age, general intelligence, scholastic achievements, subject preferences, environment and opportunities, amount of leisure available, and fathers' occupations on the relationship between school instruction and extracurricular activities; the influence

of the hobbies of their parents, brothers and sisters, and of their friends; the lessons they have taken outside of school, and the extracurricular organizations to which they belong.

2952. **Cornelison, Nova Elizabeth.** A survey of the leisure-time activities of senior high school girls. Master's, 1934. Southern California.

2953. **Daniel, Chrystine Elizabeth.** An investigation of the interests, activities, and responsibilities of high-school girls of South Carolina. Master's, 1934. Tennessee.

Analyzes the replies of 900 white girls and 400 Negro girls, and the replies of their parents to questionnaires dealing with health habits and home activities of the girls.

2954. **Egger, Walter Albert.** A comparative character rating study of eighth-grade Scouts with other eighth-grade boys. Master's, 1934. Southern California.

2955. **Evans, Lucy Belle.** A program of extracurricular activities for the small high school. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 81-83)

Shows the need for extracurricular activities in the small high school, suggests a program of activities, and the use of a point system with a sliding scale as a means of encouraging the participation of all students in extracurricular activities.

2956. **Golden, Eugene.** Scouting in relation to public education. Master's, 1934. California.

2957. **Gray, C. Delmar.** A study of the educational value of extra-school agencies in the city of Pomona. Master's, 1934. Claremont. 128 p. ms.

2958. **Green, Helen Maurine.** A comparison of in-school and out-of-school leisure-time activities of 55 junior high school girls in Dearborn, Mich. Master's, 1934. Iowa St. Coll. 65 p. ms.

Analyzes the school and leisure-time activities of 55 junior high school girls, and finds there was a carry-over of school training for the use of leisure time into the out-of-school activities of the group of junior high school girls studied; school training for leisure had a greater effect than home example because there was a tendency for the girls to repeat at home activities in which they received training at school more frequently than those activities in which their mothers participated. Shows that the school should include in its program of training for leisure, activities which would develop discriminating reading tastes in the pupils.

2959. **Hahn, Walter Seymour.** Organization and administration of the allied activities in the junior high schools of Texas. Master's, 1934. South. Methodist. 48 p. ms.

2960. **Hamilton, Ray Wylie.** Justification of the extracurricular activities of the secondary schools of Kay county. Master's, 1934. Okla. A. and M. Coll.

Shows that great care was taken in the selection, organization, and unification of extracurricular activities in the secondary schools of Kay county, and that they are paying educational dividends, and are justified.

2961. **Hegener, Sister M. Evangelist.** Development of extracurricular activities in secondary schools. Master's, 1933. Villanova. 70 p. ms.

2962. **Hosler, Myrth Edna.** Leisure time activities of high school senior girls in Columbus, Ohio, 1933. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 110-11)

Finds that the 284 high-school girls studied averaged a little more than 19 hours a week in leisure-time activities. Data indicate the necessity of a strong leisure-time system, and the necessity of keeping the schools to their task of cooperating with group work organizations for girls.

2963. Johns, Ray M. Extracurricular activities in the secondary schools of Nebraska. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 36-37)

Studies the nature and extent of extracurricular activities in various sized high schools of Nebraska, and attempts to discover whether or not school time is given to the activities, whether graduation credit is given for participation in the activities, and the extent to which their present economic conditions have affected their growth.

2964. Kalmon, Sadie Klapper. The out-of-school activities and interests of bright and backward children. Master's, 1933. Chicago.

2965. Kerr, Chester A. Studies in the free-time activities of children. Doctor's, 1933. T. C., Col. Univ.

Studies three school populations covering the fifth, sixth, seventh and eighth grades in three communities, on three distinct social, cultural and economic levels, by means of a time study diary, in which the children made personal written records of the way they spent all of their time outside of hours spent in the school building from arising until retiring.

2966. Kjolte, Hilmen Edgar. Factors basic to high-school unionization at Nevada City and Grass Valley, California. Master's, 1934. Stanford.

2967. Miller, Harry C. The effect of participation in extracurricular activities of the scholarship of pupils in the ninth grade of the Collingswood, New Jersey junior high school. Master's, 1933. Temple.

2968. *Mooney, Mary Catherine. A partial survey of the commercial clubs in the senior high schools. Master's, 1934. Boston Univ. 60 p. ms.

Suggests methods best suited to the establishment of commercial clubs by high-school pupils, and a program of activities to maintain a lasting active interest in them.

2969. Moore, Myrtle E. Factors related to participation and leadership in extracurricular activities of the junior high school. Master's, 1933. George Washington. 57 p. ms.

2970. *Morgan, William H. Student religion during 50 years: Programs and policies of the Intercollegiate Y. M. C. A. Doctor's, 1934. T. C., Col. Univ. New York, Association press, 1935. 233 p.

Studies the major aspects of program emphasis and of organizational policy of the Intercollegiate Y. M. C. A. in its work among undergraduates in the United States from the inception of the organization in 1877 to 1930.

2971. *Myers, Harold Aubrey. Value of extracurricular activities to the graduate. Master's, 1934. Penn. State. 26 p. ms.

Data secured from replies to a questionnaire sent to the alumni of Pennsylvania State college, the University of Pennsylvania and Bucknell university indicate that participation in extracurricular activities is definitely related to endeavors after graduation; that the activities tend to take a definite order in subjective evaluation; that they have little effect on the choice of a vocation; that they are an aid to the graduate's social life that the activities should be supervised by competent advisers; and that some activities could be incorporated in formal courses to enrich and supplement the academic work.

2972. Powell, Robert David. Leisure activities of 500 Atlanta junior high school-pupils. Master's, 1934. Peabody. 84 p. ms.

2973. Shepherd, Everett M. Financing extracurricular activities. Doctor's, 1934. Texas.

2974. Sparks, John Worthington. Evaluation of junior high school clubs. Master's, 1934. N. Y. St. Coll. for Teach.

2975. Steiner, Stanton W. Auditorium facilities and assembly programs in 97 large high schools. Master's, 1934. Cincinnati.

2976. **Tarbox, Sidney E.** Constitutions of extracurriculum clubs. Master's, 1933. Chicago. 85 p. ms.

Finds that a large part of the clubs had no constitutions; that the constitutions of many of the others were not well made; that they failed to control the organization, administration, and objectives of the clubs to the degree generally recommended; but that where they did exert control, it was usually in a way satisfactory to the opinion of current educational writers.

2977. **Walker, Grace Ellen.** Activities of clubs in the high school at Connellsville, Pennsylvania. Master's, 1934. Chicago.

2978. **Weiss, Mrs. Grace Parker.** The effectiveness of sorority rushing. Master's, 1934. Ohio. 118 p. ms.

Studies the outcome in pledges and initiations for a 3-3 period, 1930-1933, of sorority rushing at Ohio State university and the attitudes of actives in bidding.

2979. **Whitney, F. L.** Analysis of extracurricular activities. Greeley, Colorado State teachers college, 1934. (Study no. 183)

Reports all types of out-of-class activities for every college student on the campus during the spring quarter of 1934.

2980. **Witman, H. John.** A study of student opinions toward extracurricular activities and student government in Freehold high school. Master's, 1934. Rutgers.

Attempts to determine whether the activities now being conducted are the type desired by the students, whether there is sufficient interest in them to warrant the continuance of all or a part of the activities, and to determine whether new activities should be added.

2981. ***Wyland, Ray O.** Scouting in the schools: a study of the relationships between the schools and the Boy scouts of America. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 200 p. (Contributions to education, no. 631)

Attempts to determine the basis of relationship between the Boy Scout movement and the schools, the points of contact and kinds of cooperation and lack of contact and cooperation between the schools and the Boy Scout movement; compares the records of scouts and non-scouts in the same high school; and offers constructive proposals for mutually helpful relations between the schools and the movement.

FAILURES

2982. **Bailey, Edson M.** The extent of the lack of career motivation for pupils failing in the Manchester, Connecticut, high school. Master's, 1933. Vermont.

2983. **Brown, William M.** Study of certain factors affecting failures, grades 5 and 6. Master's, 1934. Peabody. 55 p. ms.

Studies failures of 300 children in seven schools in Bradley county, Ark., and finds failures due to factors over which the pupils had no control.

2984. **Carter, Edward M.** An analysis of 20 case studies of failure in secondary school work. Master's, 1934. St. T. C., Montclair. 160 p. ms.

2985. **Cummings, Helen Frances.** A study of 100 cases of maladjusted school children with a view to showing that most school failure can be prevented. Doctor's, 1934. Boston Coll.

2986. **Edwards, Eva Sara.** A study of the causes of failure in foreign language and their relation to failure in mathematics and English. Master's, 1934. Southern California.

2987. **Fox, Truman Dwight.** Pupil errors in general as a basis for modified teaching. Master's, 1933. Chicago. 182 p. ms.

2988. Loescher, George A. The problem of failures. Master's, 1934. Wisconsin.

2989. Miller, Kathaleen. Case studies of 25 failing pupils in a program of remedial teaching in seventh-grade English. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 499-500)

Studies the social background, the attitudes of the parents toward education, the economic condition of the home, the personality of the pupil, his special interests and activities, health history, previous educational record, intelligence, and achievement in other school subjects. Individual instruction and group coaching were used in the remedial teaching program of these pupils. Their classroom work and test results showed improvement due to the different technique used in their instruction.

2990. Nesbit, Glenn Alda. A study of failures in sophomore English. Master's, 1934. Stanford.

2991. Perry, George Richardson. Failures of freshmen in certain Connecticut towns: to what extent is algebra responsible and how can the amount of failure due to algebra be reduced? Master's, 1933. Vermont.

2992. Pope, Hazel E. A personnel study of the problem of academic failure. Master's, 1933. Ohio. 100 p. ms.

Predicts, on the basis of information available at the time of dismissal, or shortly thereafter, the ultimate academic status of students dismissed for low scholarship.

2993. Potter, Avon Alden. Failures of freshmen in nine Oklahoma colleges in 1928-29. Master's, 1934. Oklahoma. 80 p. ms.

2994. Ritchie, Eva. A study of conspicuous failures in Huntington Park high school. Master's, 1934. Stanford.

2995. *Ryder, Stephen Paul. An experimental study of potential failures in college. Doctor's, 1934. Chicago. Chicago, Ill. University of Chicago libraries, 1934. 114 p.

2996. Weber, Kenneth Davis. The effect of case study method on failure. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 295-96)

Studies 148 failing and near-failing pupils in the secondary schools to determine the causes of failure, and the effect of the case study method on the work of these pupils.

MARKS AND MARKING

2997. Abrams, Margaret. The merit system in California counties. Master's, 1934. Stanford.

2998. Adams, Viers W. A comparative study of the scholarship records of Johnstown junior college transfers with campus students at the University of Pittsburgh. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 442-43)

Data indicate that the junior college students did as well scholastically during the 4 years of their college work, as the campus students.

2999. Allen, C. H. A statistical study of teachers' marks. Cullowhee, N. C., Western Carolina teachers college, 1934. 36 p.

Analyzes the marks given by 29 instructors at the college during the 1932-33 session and the summer school of 1933.

3000. Anderson, E. B. A comparison of marks made in college and university by students from large and small high schools. Master's, 1934. Iowa.

3001. Bentel, Dwight Essler. The effectiveness of a merit system. Master's, 1934. Stanford.

3002. Bradley, Joseph Edmon. Variations in the teachers' marks as assigned high-school pupils in Tennessee. Master's, 1934. Tennessee. 85 p. ms.

3003. Browne, George Everet. Problems and practices in marking for homogeneous groups in junior high schools. Master's, 1934. Southern California.

3004. Chapman, Harvey Francis. The influence of part-time employment on marks of high-school pupils. Master's, 1933. Chicago.

3005. Cox, William L. High-school marks in Florida. Master's, 1934. Peabody.

3006. Felton, Annice Daggett. An investigation into the standardization of mathematics marks in junior high school. Master's, 1934. Southern California.

3007. Hilferty, Margaret Mary. A study of intelligence quotients and school records. Master's, 1934. Boston Coll.

3008. Hykes, Hazel Elizabeth. Some effects of changing a marking system from a modified percentage to a standard deviation plan. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 473-74)

Compares the use of the percentage marking system with the sigma marking system in the elementary schools of Warren, Pa., and indicates that the sigma system showed the individual's rank in his group, facilitated comparison of different classes, and encouraged the use of standardized tests by making it easy to use them for marking purposes.

3009. Jeter, Elmer Earl. The point system in the Tampa junior high schools. Master's, 1934. Peabody. 74 p. ms.

3010. Johnson, Atkin Burnett. A critical study of the marking system in the high schools of Harnett county. Master's, 1934. North Carolina. 52 p. ms.

Studies the fall semester marks of 1932-33 for each pupil in the secondary schools of Harnett county to determine whether or not the teachers in those schools were consistent in their marking. Shows that the teachers were inconsistent in their marks and that the same subjects throughout the county were marked inconsistently. Presents suggestions for securing more consistent marking in this county, and a procedure whereby principals may study and improve the marking systems in use in their schools.

3011. Kideney, Mrs. Isabel Houck. A study of the distribution of instructor's grades. Buffalo, N. Y., State teachers college, 1933. 7 p. ms.

Compares general scholarship predictions of students and grades actually assigned by instructors.

3012. Kneeland, Katharine P. The reliability of accumulated grades. Master's, 1934. Oregon.

3013. Krueger, Lawrence F. The relation of intellectual ability to achievement as measured by teachers' marks. Master's, 1934. Michigan.

3014. Langhorst, Oliver Martin. An experimental study of the use of grading as an incentive in the performance of certain muscular skills. Master's, 1934. Illinois.

3015. Laughlin, Harvey. Correlation of marks in general and special methods with marks in student teaching. Master's, 1934. Ind. St. T. C. 19 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 252-53, July 1934)

Analyzes the marks given in Indiana State teachers college from 1922 to 1932, inclusive, and finds that the correlation between marks in general and special methods and marks in student teaching was low.

3016. **McConnell, Tille Florence.** A comparison of reading grades before and after the earthquake in Long Beach. Master's, 1934. Southern California.

3017. **McIntire, Clarence Wilson.** Correlation of scholarship and citizenship grades in high school. Master's, 1934. Oklahoma. 77 p. ms.

3018. ***Maddox, Clifford Rhea.** Marking practices in undergraduate courses of the various departments of the University of Chicago. Doctor's, 1934. Chicago. Chicago, University of Chicago libraries, 1934. 48 p.

Compares the average marks given in the various departments of the University of Chicago, taking into account the level of the courses taught and the ability of the students, for the winter and spring quarters of 1929. Data indicate that in many departments the averages of the grade points given do not equal the averages of the grade points received by the same students in all other departments. There is a marked tendency for departments with strict marking practices to show closer relationship between the scholastic standing and the scholastic expectancy of the individual students than is shown by departments which are more liberal in their award of marks.

3019. **Maloney, Willard T.** Predictive value of lower grade marks in determining upper grade marks within the same school system. Master's, 1934. Mass. St. Coll.

3020. †**Nelson, M. J.** A study of the grades assigned to students by the faculty of the Iowa State teachers college during the 1932-33 academic year. Cedar Falls, Iowa State teachers college, 1933. 13 p. ms. (Research report no. 15)

3021. **Olson, Newman E.** A comparison of marks given to boys and girls by men and women teachers in four senior high schools in Minnesota. Master's, 1934. Minnesota.

Compares the marks assigned by men teachers and those assigned by women teachers to 700 boys and 700 girls in four large high schools. Data indicate that women teachers tend to give lower marks to boys than to girls of the same IQ, and that both men and women give slightly higher marks to girls than to boys of the same IQ.

3022. †**Paul, J. B.** A study of the grades assigned to students by the faculty of the Iowa State teachers college during the 1933-34 academic year. Cedar Falls, Iowa State teachers college, 1934. 12 p. ms. (Research report, no. 17)

3023. **Richardson, Allen B.** A study of the relationship between number of study periods and grades of the pupils in John Adams high school, Cleveland, Ohio. Master's, 1933. Ind. St. T. C. 42 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 232-33, July 1934)

Determines the effect of the reduction of the number of study periods upon scholarship, and the extension that may be safely made of the step, and indicates the use other large city high schools might make of the results of the study.

3024. **Rogers, Denver.** A comparative study, as shown by teachers' marks of the grades of high-school pupils who received their grade education in an independent school and pupils who received their grade education in one-, two-, and three-room schools. Master's, 1934. Okla. A. and M. Coll.

3025. **Royer, Elmer B.** The factors in high-school marks. Doctor's, 1934. Ohio.

3026. **Royer, Otto Olin.** The significance of variability in school marks of individuals. Master's, 1934. Ohio. 22 p. ms.

3027. **Schrammel, H. E. and Davis, Vera.** A comparative study of grades given during the school year 1933-34, by departments of Kansas State teachers college, Emporia; Kansas. Kansas State teachers college, Emporia, 1934. 11 p. ms.

3028. Self, B. W. A study of marking in elementary grades. Master's, 1934. Birmingham-Southern. 151 p. ms.

Deals with methods of marking used in Jefferson county public schools.

3029. Shortall, Joseph Carrigan. A comparison of the high-school records of prevocational and grammar-school graduates. Master's, 1934. Chicago.

3030. Steward, Donald H. The relation of predicted grades to grades actually given in a junior college. Master's, 1933. Chicago.

Analyzes a college grading system statistically, based upon the prediction of scholastic success from psychological examinations, high-school class rank, and previous college work; indicates that predictions for groups are feasible, and that improvement in the college grade distribution can be effected.

3031. Woodley, Hazel G. Parents' use of language in the rating situation. Master's, 1934. Michigan.

3032. Woods, Leonard. A study of marks received in college mathematics by students from different classes of high schools. Master's, 1933. Kans. St. T. C., Pittsburg.

3033. Yancey, Beryl Watkins. The marking system used in classes grouped according to mental ability, grades 7 and 8. Master's, 1934. Minnesota.

REPORTS AND RECORDS

3034. Browning, Elmer R. A pupil permanent cumulative record for use in West Virginia high schools. Master's, 1934. Duke. 111 p. ms.

Studies standards for cumulative record cards, analyzes cards now in use, and sets up a list of items which should be included on a cumulative record for West Virginia high schools.

3035. Dolan, John Robert. A comparative analysis of the financial records, books and proceedings of the Providence schools. Master's, 1934. Brown. 82 p. ms.

Treats in detail the financial and accounting practices of the Providence, R. I., school system and makes comparisons with other systems in cities of comparable size.

3036. Flagg, Inez Tebay. Pupil personnel records and reports for Los Angeles. Master's, 1934. Southern California.

3037. Helmick, Russell E. A study of report cards used in Kentucky elementary schools. Master's, 1934. Cincinnati.

3038. Hill, George E. Current practice in school report cards and their improvement. Educational trends. (Morningside college)

Analyzes 448 report cards from elementary, junior, and senior high schools in cities and towns throughout the country, as to: Form and organization, letter to parents, marking systems, character ratings, attendance, and health reports, and recommends a flexible reporting system.

3039. Hocker, George J. Analysis of content for pupil report cards in the elementary school. Master's, 1934. Colo. St. T. C.

3040. Kirkpatrick, Allan Garnet. A study of supervised practice records and accounts. Master's, 1934. Okla. A. and M. Coll.

Deals with the methods used and difficulties encountered in getting students of vocational agriculture to keep and analyze supervised practice records and accounts.

3041. Klemmer, Elizabeth. Methods of recording developmental data on permanent cumulative records. Master's, 1934. Peabody. 77 p. ms.

3042. Laramy, William John. A study of a cumulative personnel record system. Master's, 1934. T. C., Col. Univ. 45 p. ms.

Describes a cumulative personnel record system in use in the elementary schools of Haverford Township, Delaware County, Pa.

3043. **Rappaport, Minna.** A critical analysis of the markings recorded on the adopted supervisory sheet of the Division of student teaching at the Indiana State teachers college. Master's, 1933. Ind. St. T. C. 60 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 245-46, July 1934)

Attempts to determine the weighting of the several major items on the supervisory sheet as indicated by marking so as to learn which factors were most potent in determining marks, the method employed in arriving at the final grades, and the relative prepotency of the various subitems in determining the total ratings.

3044. **Reichle, Charles August, jr.** Student personnel records and reports for industrial arts education. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's theses, 12: 98-99)

Classifies forms for practical arts and vocational education secured from 144 sources, representing every section of the United States and parts of Canada, and designs improved forms for student-personnel.

3045. **Robb, J. Merrill.** The construction of a permanent record card for a junior high school. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 510-11)

3046. **Smith, Wilbur Leo.** The status of permanent pupil records in Montana high schools. Master's, 1934. Washington.

3047. ***Soderstrom, LaVern W.** A study of the child accounting forms of 24 second-class city schools in Kansas. Master's, 1934. Kansas. 92 p. ms.

Traces the development of child accounting in the United States, and discusses the present use of daily registers and permanent records of the elementary and secondary schools of 24 cities in Kansas, showing the use of six distinct systems of accounting forms, their inadequacy, and the duplication of terminology on the forms.

3048. **Taylor, Wilfred C.** Charts and records in competitive sports. Master's, 1934. Okla. A. and M. Coll.

Attempts to determine the offensive and defensive value of such charts and records, and to provide a means of keeping a concise summary of the season's activity.

3049. ***Templeton, Bess Roberts.** Study of personnel information from high school to college: a study of the use and value of subjective personnel information obtained from the high-school counselors or teachers in counseling freshman students in a large university. Master's, 1934. Syracuse. 149 p. ms.

Describes an experiment carried on at Syracuse university during the 2 school years, 1931 to 1933, in which subjective information on 111 freshman students was secured from their former high schools. Data indicate that the information secured gave insight concerning a student and facts that were particularly valuable in problematic situations. The university counselors using the information felt that the source of the data was limited to one person's judgment of a student.

3050. **Twining, Albert C.** An investigation of public-school warehouse and supply accounting practice. Master's, 1934. Southern California.

3051. **Webb, Gertrude L.** A study of the medical inspection reports of cities and villages of New York State for the school year 1931-32 to determine the type and amount of remedial work done. Master's, 1934. N. Y. St. Coll. for Teach.

3052. **Weber, Orville E.** A study of pupil reports issued by the public elementary schools in cities having a population of more than 100,000. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses researches in progress, and bibliography of publications, 10: 527-28)

RETARDATION AND ELIMINATION

3053. Brauchla, Herbert R. A study of the withdrawal and the failure marks in 245 high schools of Indiana, 1923-24. Master's, 1934. Ind. St. T. C. 264 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 257-58, July 1934)

Attempts to determine the rank of the subjects of the high-school program of studies in the order of the greatest percentage of withdrawals and failures, and the sum of withdrawals and failures, respectively, of the enrollments; to determine the rank of the upper 4 scholastic years of high school in the same manner; and to determine whether the size of the school affects the ranking position of the subjects.

3054. *Carpenter, J. H. A comparative study of withdrawals in 20 West Virginia high schools. Master's, 1934. George Washington. 50 p. ms.

Attempts to determine the factors influencing pupils to leave school before finishing the course, the factors influencing pupils to complete their high-school education, and to find remedial measures which might help solve the problem of withdrawals from high school. Data indicate that poor scholastic attainments, retardation, and discouragement were major causes of elimination, economic conditions and illness were contributing factors as were too many outside interests, work after school, lack of sufficient study, and no desire for an education. There is a vast difference in the attitudes and interests of the withdrawal and the nonwithdrawal.

3055. Coon, Wilbur Dewey. The determination of causes of elimination in Maple Heights, Ohio, high school through a comparative study of graduates and withdrawals. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 49-51)

Studies the influence of the home environment, school life, and the community on 150 graduates and 150 withdrawals of the Maple Heights High School. Indicates that lack of native ability, economic status of the family, size of the family from which the child came, and the speaking of a foreign language in the home were factors in elimination of pupils.

3056. Cooper, John Russell. A study of pupil withdrawal in 10 secondary schools of Floyd, Knott, Letcher and Pike counties, through the school year 1932-33. Master's, 1934. Kentucky. 80 p. ms.

Examines a mass of interrelated data bearing upon the home, school, and community life of withdrawals in an attempt to determine probable causes of elimination.

3057. Cox, Edward Grenvil. Why boys and girls left school for work in Albemarle county and the city of Charlottesville, Virginia, from December 1, 1931, to December 1, 1932. Master's, 1933. Virginia.

3058. Davis, Elsie A. Retardation in Fairfax county, Virginia. Master's, 1934. George Washington. 18 p. ms.

3059. Doran, Alicia Treanor. Retardation among Negro pupils in the junior high school. Master's, 1934. Chicago.

3060. Gill, Rexie Sarah. Some effects of repeating a grade. Master's, 1934. Peabody. 39 p. ms.

3061. Messenger, Helen Robinson. The probability-table, a possible means for the early elimination of poor students from teachers' colleges. Doctor's, 1934. Iowa.

3062. *Porrata, Oscar Emilio. Retardation in the elementary urban schools of Puerto Rico. Master's, 1934. Chicago.

3063. Sumlin, Rosalind Wilson. Study of the factors of elimination of students in Pearl high school, Nashville. Master's, 1934. Fisk. 169 p. ms.

3064. Waas, Drusilla Clendenin. The extent and cause of elimination in high school. Master's, 1934. Oklahoma. 70 p. ms.

3065. Wilson, Carolina Brunetta. Some effects of grade repetition on pupil achievement. Master's, 1934. North Carolina. 39 p. ms.

Studies the effects of grade repetition on pupil achievement as shown by the scores made by 300 pupils in grades 4, 5, 6, and 7 of the Nash county, N. C., schools, on the new Stanford achievement test, advanced examination, during the period 1930-1934. Finds that repeaters made greater gain during the year of repetition than they did any other year considered, and noticeably more than in the year before repetition.

3066. Zeller, Dale M. A study of pupil elimination in Western Hills high school. Master's, 1934. Cincinnati.

STUDENT SELF-GOVERNMENT

3067. Hammons, Roy G. A study of student participation in the government of the schools of Oklahoma. Master's, 1934. Okla. A. and M. Coll.

Studies the functionings of the student council as it exists in Oklahoma.

TEXTBOOKS

3068. Akey, Ethel G. An analysis of elementary English textbooks. Master's, 1934. Colo. St. T. C.

3069. Baker, Alton F. Significance of revisions in American government textbooks. Master's, 1934. Iowa.

3070. Bassett, Ernest Dickey. A comparison of the arithmetic presented in business arithmetic textbooks with the arithmetic used in business pursuits. Master's, 1934. Southern California.

3071. Beaty, O. H. Mathematical analysis of problems in Knowlton's *Physics for college students*. Master's, 1934. Iowa.

3072. Berge, Sylvia Otella. Analysis and classification of study helps in junior high school eighth-grade readers. Master's, 1934. Minnesota.

3073. *Bergin, Katherine Elizabeth. Trends in seventh-grade mathematics textbooks. Master's, 1934. George Washington. 49 p. ms.

Analyzes 20 arithmetic and junior high school mathematics textbooks published between 1900 and 1934, to determine content, illustrations, and procedures.

3074. Bippus, Alvin C. A study of the vocabulary of Hesseler's textbook: *The first year of chemistry*. Master's, 1934. Michigan.

3075. *Bisbee, Crandal B. A study of the vocabulary burden of Fletcher-Smith-Barlow's *Beginning chemistry*. Master's, 1934. Michigan. 90 p. ms.

Finds that 1,661 difficult words were used in the text, about 50 percent of which were used only once.

3076. Bruce, Walter R. A textbook in vocations. Master's, 1934. Wisconsin.

3077. Bussey, Homer L. A critical analysis of readers in the intermediate grades. Master's, 1934. Miami. 28 p. ms.

3078. Butterfield, Mary Daggett. A study of reading materials adapted to the needs of educationally retarded pupils of low mentality in the eighth grade. Master's, 1934. Southern California.

3079. Casey, Veronica Edwina. An investigation to determine criteria for authors of elementary social science textbooks. Master's, 1934. Southern California.

3080. Casteel, Sarah C. Trends in beginning Latin textbooks published in the United States, 1724-1933. Master's, 1934. George Washington. 80 p. ms.

3081. Clark, Zella L. Preparation of a West-type French supplementary reader, first-year unit, No. 3. Master's, 1934. Iowa.

3082. Cummins, Squire Raymond. A comparative study of the vocabulary content of five textbooks in ancient history, approved for use in Kentucky high schools. Master's, 1934. Kentucky. 104 p. ms.

Establishes the validity of the word counts, then compares the five books with respect to number of different words, zero words, less common words, zero and less common words combined, treats the word count statistically, and ranks the textbooks according to the results of these comparisons.

3083. Davis, Chester Verner. A study of textbook adoption. Master's, 1934. Stanford.

3084. Davis, Vincent Alexander. The literature of advanced school readers in the United States, 1785-1900. Doctor's, 1934. Chicago.

3085. Deal, John W. An analysis of senior high school textbooks in United States history to determine important geographic concepts. Master's, 1934. Iowa.

3086. Dillard, Dorothy. Distribution of material in speech textbooks. Master's, 1934. N. Mex. Nor. Univ.

3087. *Dorsey, Dorothy. A determination of the vocabulary difficulty of *Everyday problems in science* by Pieper and Beauchamp. Master's, 1934. Michigan. 93 p. ms.

Finds that of the 11,645 difficult words used in the text, 726 were used only once, 319 were used only twice, 348 were used from three to five times, and 479 were used more than five times; finds little justification for the introduction of 726 words used only once; and suggests that all difficult words introduced into textbooks and courses of study be defined and used at least five times.

3088. Eary, Lory Edmond. An analysis of the content of typical textbooks of American history taught in the seventh, eighth, and ninth grades since 1900. Master's, 1934. Illinois.

3089. Farquhar, Conchita. A comparison of the difficulty of fifth-grade history and geography textbooks as measured by vocabulary and sentence structure. Master's, 1934. Washington Univ. 215 p. ms.

3090. Fontaine, Callista de la. Social and economic attitudes implied in high-school texts in United States history. Master's, 1934. Oregon.

3091. Gardner, Erma Sarah. A history of mathematics for high-school students. Master's, 1934. Kans. St. T. C., Emporia. 109 p. ms.

3092. Garrette, Leon M. The analysis of 30 first-grade reading texts. Master's, 1934. Ohio. 123 p. ms.

3093. Graybill, Clara May. The development of children's number ideas in primary arithmetic texts. Master's, 1933. Chicago. 63 p. ms.

Ten series of primary arithmetic texts published or revised since 1925 were checked against 5 criteria set up from the writings of Brownell, Buswell, and John, and Judd. Finds that there is diversity of opinion among authors both as to the necessity for providing for the development of children's number ideas in the manner set forth in the criteria and in the extent and scope of such provisions as they do agree upon.

3094. Halsted, Albert Victor. Logical and psychological methods of writing high-school textbooks. Master's, 1934. Colorado. (Abstract in: *University of Colorado studies. Abstracts of theses for higher degrees, 1934: 28-29*)

Analyzes 18 representative high-school textbooks in English, history, economics, American democracy, and general science, published during the years 1924-1934; to de-

termine whether logical or psychological methods of writing were used. Shows that while both methods were used to some extent, the newer textbooks were more psychological than the older textbooks.

3095. Halvorson, Ruth S. An analysis of home economics textbooks used in Ohio's secondary schools. Master's, 1934. Cincinnati.

3096. Hayes, John David. A grade-placement study of primary reading material. Master's, 1934. Southern California.

3097. Heriot, Claudia Elise. Duplication of material in basal and supplementary primary readers. Master's, 1934. Peabody. 100 p. ms.

3098. Hessenflow, Ruth Yvonne. The agreement in methods in spelling books. Master's, 1934. Oklahoma. 122 p. ms.

3099. Horsch, Alfred Carl. Modes of textual presentation in educational psychology. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 33-34)

Analyzes 5 representative textbooks in educational psychology for their method of presenting specific and general statements and for other features of textual presentation. Finds that for the most part, general statements and general-specific statements are used more consistently than any other techniques.

3100. Hovde, Herman O. A comparison of allusions to chemistry in magazines with the content of high-school chemistry textbooks. Master's, 1934. Colo. St. T. C.

3101. Hunter, Pauline L. The vocabulary common to certain high-school textbooks in American history and in American literature. Master's, 1934. Michigan.

3102. Jackson, Clarence B. The vocabulary load of five junior high school textbooks. Master's, 1934. Cincinnati.

3103. Johnson, Charles B. Significance of revision of senior high-school American history textbooks. Master's, 1934. Iowa.

3104. Jones, Edythe Haswell. A survey and evaluation of high-school homemaking text and reference books. Master's, 1934. Oklahoma. 106 p. ms.

Attempts to determine the size and selection of homemaking libraries, the usefulness of homemaking books to pupils, to review and make an annotated bibliography of books found most helpful by teachers and supervisors, and to recommend a list of useful books for homemaking classes. Lists were checked by 98 teachers, 9 schools were visited and teachers interviewed, and data were secured from 7 supervisors. Finds a great variety of homemaking books in use, that the homemaking libraries are too small, dealing mainly with food and nutrition, clothing and textiles, with little in other phases of homemaking.

3105. Jones, Juliet Armstrong. An evaluation of the recent general science texts and courses of study. Master's, 1934. Virginia.

3106. Kerbow, Alva Lee. A comparison of Webster's *Blue-back speller* with modern spellers and modern spelling lists. Master's, 1934. Oklahoma. 82 p. ms.

3107. Knight, Bertha Elizabeth. Treatment of classical mythology in secondary textbooks. Master's, 1933. Vermont.

3108. Koenig, John Charles. A comparative study of the vocabularies of Hindi readers. Master's, 1934. Washington Univ. 156 p. ms.

3109. *Krey, Isabelle Brown. A vocabulary study of junior high school textbooks on business training. Master's, 1934. George Washington. 100 p. ms.

Checks the vocabulary of three junior high school textbooks on business training with the Teachers' word book by Thorndike. Presents an alphabetical word list showing the uncommon words in each of the textbooks, together with the frequency of use. Finds that the vocabulary difficulty is great, and that there is little agreement among the textbook writers as to essential commercial terms to be included in books on junior business training.

3110. **Kuhlmann, M. F.** The basic concepts of biology in three high-school texts. Master's, 1934. Iowa.

3111. **Larche, Sara A.** Laboratory exercises for Smith-Roberts' *French, book one*. Master's, 1934. Peabody. 44 p. ms.

3112. **Lawrence, Charles Filer.** Analysis and definition of terms in United States high school history. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 40-41)

Attempts to determine the terms used in 6 representative textbooks in United States high-school history, to evaluate them by comparison with previous lists of terms, and to define the terms so that they will have meaning to the high-school pupils.

3113. **Lee, Lillian.** The chemistry found in general botany text-books used in teachers colleges. Master's, 1934. Colo. St. T. C.

3114. **Lehan, Edward.** The chemistry found in elementary college hygiene textbooks. Master's, 1934. Colo. St. T. C.

3115. **Lenhart, B. A.** The vocabulary content of third-grade language texts. Master's, 1934. Iowa.

3116. **Long, Ida J.** Pupils' preferences of stories in primers and first readers. Master's, 1933. Chicago. 115 p. ms.

Studies 393 first-grade pupils in the public schools of Chicago and Hammond, Ind., and finds that children preferred narrative stories of the fanciful, imaginative type, with standard plots.

3117. **Lucas, L. T.** Analysis of chemistry texts in terms of principles. Master's, 1933. Chicago. 60 p. ms.

Studies 5 high-school and 5 college chemistry textbooks in most common use in the United States, to determine their content in terms of principles and finds that less than 38 percent of high-school chemistry and less than 40 percent of college courses are devoted to the principles of chemistry; there is a high degree of overlapping between high-school and college chemistry, for the same students; very little mathematics is required in either high-school or college chemistry; in college chemistry there is a tendency to segregate the pupils who have had high-school chemistry from those who have not although there is little difference in the content of the courses offered the two groups of students except in intensity.

3118. **Luitje, William Walter.** An analysis of five series of recent junior high school mathematics textbooks to determine present practices in regard to the teaching of intuitive geometry. Master's, 1934. Michigan.

3119. **McAninch, Homer C.** A critical edition of Lope de Vega's *La Gatomauquia* for classroom use. Master's, 1934. Okla. A. and M. Coll.

Supplies a text suitable as an introduction to Lope de Vega as a narrative poet.

3120. **McKissack, Marguerite Irene.** An analysis of collections of literature used in the teaching of junior high school English. Master's, 1934. Southern California.

3121. **Madden, Cecil J.** The mathematical prerequisites for the mastery of the text *College physics*, by A. L. Foley. Master's, 1934. Iowa.

3122. **Marte, Jessie F.** Comparison of recent and early textbooks in seventh- and eighth-grade geography. Master's, 1934. Iowa.

3123. **Matheny, Lee Verne.** A study of six typical beginning Latin texts. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 47)

Compares 6 beginning Latin texts published since the Classical investigation, which are in extensive use and represent gradations in method from the extremely functional to the mere conventional approach, to determine vocabularies, inflections, and syntax required for mastery by the pupil.

3124. **Moodie, Ruth Andrews.** Reading material used in the public schools of the Hawaiian Islands, 1820-1934. Master's, 1934. Hawaii.

3125. **Morroy, Elman A.** A quantitative study of six leading secondary school physics texts. Master's, 1934. Kansas.

3126. **Moyer, Dorothy P.** State book lists for high-school libraries and for vocational guidance. Master's, 1934. George Washington. 54 p. ms.

3127. **Mullin, Walter J.** An analysis of the content and method of approach of six recent college textbooks in general physics. Master's, 1934. Harvard. 75 p. ms.

3128. **Munson, Kezia Ethel.** Trends in textbook making as disclosed by elementary science readers. Master's, 1934. Chicago.

3129. **Niehoff, Richard Otto.** A comparison of the content of *Recent social trends in the United States* with the content of selected textbooks in social sciences. Master's, 1934. Chicago.

3130. **Owen, Eivion.** An etymological study of 100 educational terms. Master's, 1933. T. C., Col. Univ. 48 p. ms.

3131. **Pease, Clarence A.** An analysis of the distribution of drill in arithmetic textbooks. Master's, 1934. Colo. St. T. C.

3132. **Phipps, Burton Hartwell.** The vocabulary burden of high-school biology as found in Hunter's *Problems in biology*. Master's, 1934. Michigan.

3133. †**Pooley, Robert C.** Grammar and usage in textbooks on English. Madison, Wis., 1933. 172 p. (University of Wisconsin. Bureau of educational research bulletin, no. 14)

Analyzes 16 widely used textbooks in grammar and composition on the elementary, secondary, and college levels, published between 1900 and 1930. Presents a composite picture of the contents of present-day textbooks with regard to English usage, and shows that as a group they are out of tune with the facts of current usage.

3134. **Porter, Mary Alice.** Laboratory exercises for Casis and Switzer's *Elementos de Espanol*. Master's, 1934. Peabody. 60 p. ms.

3135. ***Portnoy, Eunice Liebman.** The frequency and uniformity of symbols, formulas, and graphic and tabular presentation in educational periodicals and textbooks on statistics. Master's, 1934. George Washington. 60 p. ms.

Analyzes the frequency of symbols and formulas found in use in 25 textbooks and 25 educational periodicals, and finds little uniformity of symbols and formulas, or in the use of tables and graphs.

3136. **Rankin, Ned W.** An analysis of the unit emphasis in secondary school physics texts and tests. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 507-508)

Shows a fair amount of agreement in emphasis for the unit divisions for the textbooks and tests, but a wide variation in emphasis for the elements within the units for both texts and tests.

3137. **Reddick, Lawrence D.** Racial attitudes in the South's American history textbooks. Master's, 1933. Fisk. 81 p. ms.

3138. **Rodgers, Alma May.** A comparison of the relative effectiveness of two types of second-grade silent reading material. Master's, 1934. Southern California.

3139. **Schaal, Ferris J.** A comparative study of United States history textbooks for grades 5-9. Master's, 1934. Oklahoma. 67 p. ms.

3140. Seymour, Letitia Newman. The development of criteria for evaluating textbooks in health education. Master's, 1934. Stanford.

3141. Short, Heber Lee. References to God, the Bible, and religious beliefs and practices in the elementary school textbooks of Ladoga, Indiana, in 1932. Master's, 1933. Indiana. 86 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 41)

3142. Smith, Iola Adelaide. A survey of the science literature (except in chemistry and physics) in seven cities for the years 1927-1930. Master's, 1934. Cornell. 100 p. ms.

Attempts to determine to what extent the books are used; what factors affect their use; whether adults or children use science books the most; which subject is the most popular as shown by the use of the books; which authors are the most popular. Shows that the type of people and their occupations may have some effect on the use of the library, but convenience of location, presence of rooms for community gatherings, and the personnel of the staff are other influences. Children use their science books more than adults.

3143. Smith, LaZelle. A study of six standardized civics tests devised for use in secondary schools. Master's, 1934. Southern California.

3144. Spence, Helen Louise. A manual of textile crafts for use in recreational groups and for leisure-time activities. Master's, 1934. Iowa.

3145. Starr, Claire Nelson. Analysis of the mythological references in the *Literature and life* series. Master's, 1934. Kans. St. T. C., Pittsburg, 47 p. ms.

3146. Steinheimer, Everett J. An analysis of textbooks and periodical literature purporting to deal with the administration of physical education. Master's, 1934. Iowa.

3147. Stirwalt, Cyrena. An experimental determination of a rating scale for plane geometry textbooks. Master's, 1934. Southern California.

3148. Taylor, John T. Professional terms found in popular textbooks in education. Master's, 1934. Colo. St. T. C.

3149. Thompson, Paul Everett. Changing contents of high school textbooks in chemistry. Master's, 1934. Duke. 109 p. ms.

Analyzes the contents of representative textbooks in chemistry from 1822 to the present and finds that modern textbooks tend to emphasize practical and applied values in chemistry.

3150. Ulrich, Robert Peter. The administration of used textbooks. Master's, 1933. 107 p. ms. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 281-82)

Attempts to determine the legal aspects of handling books and supplies in school buildings, to ascertain the practices prevailing in a number of schools, evolves 10 basic principles underlying the administration of used books, and sets up a used-book exchange system for the schools of Salem, Ohio.

3151. Von Lehe, Agnes. An analysis and comparison of five high-school harmony texts. Master's, 1933. Washington.

3152. Warkow, Carl J. The significance of revisions of early European history textbooks. Master's, 1934. Iowa.

3153. Weeks, Dorothy. Comparative study of the content of beginning books in reading. Master's, 1934. Chicago.

3154. White, Harland William. An analysis of 52 general science texts. Master's, 1933. Indiana. 103 p. ms.

3155. Wilson, Janet P. Concrete objects, activities, and descriptive words found in beginning reading material. Master's, 1934. Colo. St. T. C.

3156. Wise, Lella J. An analytical and comparative study of the vocabulary of certain fourth-grade readers. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 531)

Analyzes the vocabularies of 6 fourth-grade work-type readers, compares them with three standard word lists, and presents the composite fourth-grade vocabulary, with a frequency rating for each word.

3157. Wozencraft, Marian. Words and concepts contained in primers and first-grade readers adopted by the State of Texas. Master's, 1934. Colo. St. T. C.

3158. Young, Evelyn H. Hispanic American topics in United States history textbooks on the high-school level. Master's, 1933. George Washington. 90 p. ms.

3159. Zwintscher, Herman Gustav. An analysis of 20 recent seventh- and eighth-grade readers. Master's, 1934. Indiana. 69-p. ms.

SCHOOL BUILDINGS AND EQUIPMENT

3160. Bobalki, William. A study of public-school insurance in New York State for the years 1927 through 1931. Master's, 1934. N. Y. St. Coll. for Teach.

3161. Carl, Ernest William. School building survey of Pomona. Master's, 1934. Claremont. 122 p. ms.

3162. *Cheney, Ray Eugene. Equipment specifications for high schools; their use and improvement: a new approach. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 87 p. (Contributions to education, no. 612)

Analyzes general practices in the purchase of science laboratory equipment, the basis for the requirements, specifications, and methods of purchase.

3163. Cross, Jerome Orcutt. The insurance of public-school property by the city school districts of California. Doctor's, 1933. California.

3164. Dieterich, Henry Claude. Bexley's new high school building and its equipment. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 64-65)

Studies the type of high-school building and its equipment needed in a suburban district like Bexley, and the methods and means adopted to meet the needs in Bexley.

3165. Douthirt, William John. A study of cost, need, and pupil accommodation of Southern California junior high school gymnasium. Master's, 1934. Southern California.

3166. Dumke, Herbert William. A study of the organization and functions of the Los Angeles city school cafeterias. Master's, 1934. Southern California.

3167. Ellis, Marion Lee. The need for earthquake-proof construction in school buildings as revealed by the history of earthquakes in California. Master's, 1934. Southern California.

3168. Fitch, Robert Graham. A proposed method of state control of school building construction for Wyoming. Master's, 1934. Wyoming.

3169. Gregg, Harry E. Methods of handling and accounting for supplies used by industrial arts teachers in the State of Missouri. Master's, 1934. Iowa St. Coll. 53 p. ms.

Analyzes data as to the method of purchase of supplies, the person who does the purchasing, collection of money from pupils, method of accounting for and charging supplies,

and the extent to which the departments are self-supporting, as shown by replies to a questionnaire received from 73 industrial arts teachers.

3170. **Holroyd, Lincoln, Jr.** A study of standards of practice for cafeterias and lunch rooms in the central rural school buildings of New York State. Master's, 1934. Cornell. 85 p. ms.

3171. **Holy, Russell A.** The relationship of city planning to school plant planning. Doctor's, 1934. T. C., Col. Univ.

Investigates and appraises the degree of existing articulation of school building planning and city planning, and formulates recommendations for the improvement of both city and school planning by means of a better articulation.

3172. **Jensen, Arthur Myron.** Utilization of secondary schools in Two Harbors, Duluth, and the iron range. Master's, 1934. Minnesota.

3173. **Lackrie-Lund, Mrs. Ethel E.** A study of public-record cafeterias in the Territory of Hawaii. Master's, 1934. Hawaii.

3174. **Long, Clarence M.** The effect of proper lighting as compared with improper lighting on pupil achievement. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 487-88.)

Describes an experiment conducted with two sections of third-grade children in the Lincoln school in Mt. Lebanon, Pa., in which the only variable was lighting. Data indicate that the pupils taught under proper lighting conditions scored higher on the third-grade Pressy achievement test and the Metropolitan achievement test than did the pupils taught under ordinary lighting conditions.

3175. **Lundgren, Herbert Roland.** A study of location of industrial arts laboratories in the class "A" schools in the State of Kansas. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 173-74)

Surveys various types of laboratories in 148 class "A" high schools in Kansas and concludes that most laboratories should be placed in a separate building on the first-floor level.

3176. **McKelvy, Henry.** A study to determine the economy attained in the use of artificial illumination in Knoxville junior high school. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 496)

Measures the natural illumination of the classrooms, observes the use or lack of use of artificial illumination near the close of each period, and analyzes the use made of each room as shown by the teachers' schedules.

3177. **Marley, Arthur Earle.** Physical education facilities in public high schools in Rhode Island. Master's, 1934. Brown. 121 p. ms.

Surveys the equipment for physical education in the senior high schools in Rhode Island and finds a range from no equipment at all to gymnasium facilities in harmony with standard practice.

3178. **Martins, Victor Louis.** A study of public schools in Southern California damaged by the earthquake of March 10, 1933. Master's, 1934. Southern California.

3179. **Misner, Frank M.** Extra costs and incidental costs in the erection of school buildings. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 79 p. (Contributions to education, no. 624)

Studies data concerning 60 school buildings erected in the State of New York during the years 1922 to 1932, inclusive, to ascertain the extent to which extra costs occurred in the erection of school buildings, and the reasons for the extra costs, to build a check-list for extra costs not covered by unit prices, and to point out procedures by which this type of extra costs may be lessened or eliminated; to build a check-list for costs incidental to the erection of school buildings and to point out procedures by which these costs may be anticipated and included in the capital outlay budget.

3180. *Montgomery, C. B. Community uses of public-school buildings in West Virginia. Master's, 1934. West Va. 62 p. ms.
Studies the use made of 295 school buildings by residential, agricultural, mining, and industrial communities representing all of the counties in West Virginia.
3181. Murray, Leonard Carlton Frazer. A compilation of commercially available teaching aids and the estimation of their worth by school administrators and teachers. Master's, 1934. Minnesota.
3182. Noffsinger, Forest Ruby. The development of principles and standards in schoolhouse construction in the United States before 1900. Doctor's, 1933. Indiana. 502 p. ms. (Abstract in: Indiana university. Abstracts of theses and dissertations in education at Indiana university, 7: 39)
Shows that except for such new units in school building as the gymnasium, cafeteria, etc., the general principles and standards in use today were well established by 1900.
3183. O'Dell, C. H. Unit cost and standardization of junior and senior high school supplies. Doctor's, 1934. Colo. St. T. C.
3184. Olefsky, William Norman. Fire-insurance on public-school property in Cook county, Illinois. Master's, 1934. Loyola. 131 p. ms.
Finds that a majority of school districts insure in mutual or stock companies; a few do not insure; about half of the districts keep no other record than the policy itself.
3185. Perry, Lindsey Jackson. A school building program for the Reidsville public schools. Master's, 1934. North Carolina. 24 p. ms.
3186. Plunkett, Emma Willmont. Homemade equipment to be used in a physical education program. Master's, 1934. Okla. A. and M. Coll.
Finds that the original equipment described has been used in various schools and has been adapted to meet their needs, has been serviceable, practical, and much less expensive than factory-constructed apparatus.
3187. *Pruett, Haskell. School plant requirements for standardized elementary and accredited high schools. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 202 p. (Contribution to education, no. 128)
Attempts to determine the school plant requirements for the standardization of rural and elementary schools and the accrediting of high schools in the United States, the relative values of these standards as determined by the accrediting agencies which made them, the practices in administering the requirements, and the relationships of the accrediting agencies to other divisions of governmental machinery in the administration of the standards of the school plant.
3188. Quiette, Virginia H. An analysis of the cost of supplies in Pasadena city schools. Master's, 1934. Southern California.
3189. Root, Ernest E. A school-building program for North Royalton, Ohio, school district. Master's, 1934. Ohio. 49 p. ms.
3190. Seeman, Fred Andrew. A critical analysis of the school buildings of Olmsted county, Minnesota. Master's, 1933. Minnesota.
3191. Selsam, William C. Housing of men students, Indiana State teachers college. Master's, 1933. Ind. St. T. C. 99 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 239-40, July 1934)
Studies present housing conditions for men students at Indiana State teachers college, and compares them with those of 8 colleges and universities in Indiana, to determine the need of a men's residence hall at the Indiana State teachers college.
3192. Shively, Owen D. A county unit plan of purchasing and distributing school supplies for North Dakota. Master's, 1934. North Dakota.

3193. Smith, Leslie F. Possible economies of school supplies to be effected through cooperative purchasing: a case study of King county, Washington. Master's, 1934. Washington. 84 p. ms.

3194. Sohl, Charles E. State control of the location, planning, and erection of public-school buildings. Doctor's, 1934. Pennsylvania.

3195. Strike, Oliver K. A case study of current public-school practice in the purchase and unit consumption of one item of plant operation. Master's, 1934. Iowa.

3196. *Todd, Charles F. A 10 year school building program for Syracuse, New York. Master's, 1934. Syracuse. 105 p. ms.

Lays out a building program for junior and senior high schools for the 10 years, 1932-1942, and includes a schedule of rooms and plans for Eastwood junior and senior high schools.

3197. Viles, Nelson Eric. Improving the insurance program in the local school districts. Doctor's, 1934. Missouri.

3198. Watts, Woodrow. The evolution of the Texas rural school plant. Master's, 1933. Agr. and Mech. Coll. of Texas.

3199. Whitehead, Willis August. A school building survey for Marion township, Franklin county, Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of master's theses, 13: 299-301)

Determines the economic and educational advisability of providing senior high school education in the township and suggests ways and means of organizing this unit so that it would coordinate with the existing elementary plant.

3200. Wilson, William Keith. Techniques for setting up a schedule of recitation rooms for New York State high schools of 400 enrollment or less. Doctor's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of doctor's dissertations, 12; 288-95)

Analyzes data secured from 404 high schools of New York State, ranging in enrollment from 14 to 494. Determines the number of recitational teacher stations required by the maximum number of daily recitations, the number of daily recitation periods, the number and variety of special classes, and the element of conflict in setting up a schedule of daily recitations. Pupil capacity of recitational teacher stations is determined by the range and distribution of class sizes of the various subjects taught, and the conflict in scheduling classes.

3201. Wrigley, Orville C. Training school plants in the State teachers colleges of Pennsylvania. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 404-10)

Analyzes the site, internal and external structure of the buildings, regular and auxiliary classrooms, special classrooms, special rooms, and service systems connected with the laboratory schools of the State teachers colleges of Pennsylvania, and finds their facilities inadequate.

JANITORS

3202. Gee, John K. An evaluation of the janitorial-engineering services in smaller Iowa schools. Master's, 1934. Iowa.

3203. Hooper, Samuel D. Training school janitors. Master's, 1934. Peabody. 83 p. ms.

3204. Joyner, Taylor McCoy. A survey of the caretaker engineering service of the Pasadena elementary schools. Master's, 1934. Southern California.

3205. Price, Charles Benjamin. The administration of custodians in high schools. Master's, 1934. Chicago.

SOCIOLOGY, EDUCATIONAL

3206. Baird, Ernest. An analysis of the formal schooling of unemployed persons in Story county, Iowa. Master's, 1934. Iowa St. Coll. 92 p. ms.

3207. Ball, Isaac. The place of museums in a program of education. Master's, 1934. California.

3208. Beason, Caroline Hearting. A sociological survey of the family, religious and recreational life of Brownell, Kansas. Master's, 1934. Southern California.

3209. *Bloch, Herbert A. The concepts of our changing loyalties: an introductory study into the nature of the social individual. Doctor's, 1934. Columbia. New York, Columbia university, 1934. 321 p.

Discusses society and personality, the process of individuation, the problem of social analysis, and the individual and political aspects of the social.

3210. †Bogardus, Emory S. Leaders and leadership. New York, D. Appleton-Century company, 1934. 325 p. (Century social science series) (University of Southern California)

Discusses the effect of heredity, social stimuli, and personality traits on leadership by analyzing leaders, and the principles of leadership.

3211. Bourgeois, Vesta Richard. A survey regarding leisure; schools an agency for developing interests. Master's, 1934. Peabody. 63 p. ms.

3212. Brown, Clyde Chestnut. A survey history of Collingsworth county, Texas. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 9)

Discusses the history, economic development, growth of the governmental organization, education, coming of the railroads, and the settlement of the county.

3213. †Busch, Henry M. Leadership in group work. New York, Association press, 1934. 305 p. (Western Reserve university)

Discusses social factors affecting group work, leisure, educational principles affecting group work, types of group leadership, educational leadership in action, suggestions for program-making, organization, group work and character, and the forms and uses of group records.

? 3214. Chau, Sherman. The province of sociology. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 42-43)

3215. †Coleman, Lee Richelieu and Trice, Fasia Davis. An economic and social survey of Spotsylvania county: a laboratory study in the School of rural economics of the University of Virginia. University, University of Virginia, 1934. 84 p. (University of Virginia record, extension series, vol. 19, no. 4. Virginia county surveys, no. 19)

Contains chapters on the county schools, and on the schools in Fredericksburg.

3216. †Counts, George S. and others. The social foundations of education. New York, Charles Scribner's sons, 1934. 579 p. (Report of the Commission on the social studies, part 9) (Teachers college, Columbia university)

3217. Cummings, Milton Curtis. Case study in educational leadership. Doctor's, 1934. Yale.

3218. Darsie, Helen M. Treatment of controversial social questions by a superintendent of schools. Master's, 1934. California.

3219. Davis, Sadie Mae. Social and economic conditions affecting education in Alabama counties of the Tennessee Valley. Master's, 1934. Flsk. 108 p. ms.

3220. Doherty, Sister Mary Michael. A study of courses in educational sociology for Catholic colleges. Master's, 1934. Southern California.

3221. Donegan, Mrs. Beatrice Cline. Materials for teaching the growth of social legislation in twentieth century Europe. Master's, 1934. T. C., Col. Univ. 54 p. ms.

Presents an annotated bibliography of materials on social legislation: minimum wage; health, old age, sickness, unemployment insurance; widows' and orphans' pensions; housing; maternity benefits.

3222. Eichler, George A. Studies in student leadership: controlled experiments in the teaching of leadership with a quantitative analysis of the components of leadership. Master's, 1934. Penn. State. 79 p. ms.

Attempts, by means of experiments conducted in the schools of Northampton, Pa., to determine if it is possible to teach leadership qualities as other subjects are taught, and to determine the components of leadership. Analyzes 11 traits of leadership by means of objective tests given to 181 pupils in the senior high school, and by means of teacher ratings. Data indicate that the 11 traits analyzed include nearly all of the components of leadership and that leadership can be taught.

3223. Glasgow, Dorothy H. A proposed course in family relationships for the upper secondary level. Master's, 1934. California.

3224. Green, Della J. Earhart. Education for marriage in Los Angeles and vicinity. Master's, 1934. Southern California.

3225. Hall, Elizabeth L. Mothers' assistance in Philadelphia, actual and potential costs: a study of 1,010 families. Doctor's, 1934. Bryn-Mawr. Hanover, N. H., The Sociological press, 1933. 117 p.

Deals directly with 312 families who were eligible for assistance, discusses conditions found in these families and the cost of giving aid.

3226. Hall, O. Milton. Attitudes and unemployment: a comparison of the opinions and attitudes of employed and unemployed men. Doctor's, 1934. Columbia. New York, 1934. 66 p. (Archives of psychology, no. 165)

Studies the attitudes of approximately 900 employed and unemployed professional engineers living in or near New York City in 1932, matched as to age, salary, nativity, education, religion, state licensing, and marital status, on 57 statements on controversial topics. Data indicate that 68 percent of the unemployed were more bitter toward employers, that 75 percent had poorer "occupational morale", and that 58 percent were more critical of religion than was the median employed man.

3227. Harap, Henry. Planning the curriculum for leisure. Journal of educational sociology, 7: 308-20, January 1934. (Western Reserve university)

3228. Harper, Evelyn S. Adams. A survey of the Eugene street development center in Los Angeles. Master's, 1934. Southern California.

3229. Hartman, George A. The influence of customs and traditional idealism on social behavior. Master's, 1934. Ohio. 125 p. ms.

Deals with the major influences that affect the individual from birth throughout his life.

3230. Herlihy, Charles Augustine (Brother Clarence). Boarding-home and institutional child life. Doctor's, 1934. Boston Coll.

3231. Irvine, James Wilson. Credit unions and their development among public-school teachers. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 135-36)

Shows the development and present status of teachers' credit unions in the United States.

3232. Jelks, Charlotté. A study of 132 transient families in which the woman is the responsible head. Master's, 1934. Michigan.

3233. †Judd, Charles H. *Education and social progress.* New York, Harcourt, Brace and company, 1934. 285 p. (University of Chicago)

Discusses the reorganization of education, the industrial system and the education of children, social forces that determine the school curriculum, the new demands for hygienic conditions, paying the costs of education, lay management and professional management of schools; the problem of integrating the units of the educational system, special problems of higher education, responsibility for the cultivation of an understanding of society, the solution of educational problems through scientific studies, and education in the future social order.

3234. Kent, Lois Rae. *The teaching of family relationships in secondary schools.* Master's, 1934. Southern California.

3235. *Kindred, Leslie W. jr. *A sociological survey of two wards in the Ann Arbor school district.* Master's, 1934. Michigan. 142 p. ms.

Analyzes the composition and growth of the population, economic and family life, case studies of pupils in the Christian Mack school, leadership, social life, conflicts, problem cases, religion, and politics of the community from which pupils of the school were drawn.

3236. †Kirkpatrick, E. L. and Boynton, Agnes M. *Is there an American youth movement?* Madison, University of Wisconsin, 1934. 47 p. (Circular 271)

Gives excerpts from replies of 75 sociologists, educators, and others who answered a form letter on the probability of a youth movement in the United States, and includes a canvass of the possibilities with special reference to the collegiate rural life clubs. Discusses youth movements in other countries.

3237. Laber, Maurine. *The social beliefs and attitudes of college women.* Master's, 1934. Oregon.

3238. Lambdin, Ernestine M. *A problem in the development of personality.* Master's, 1934. Colo. St. T. C.

3239. LeFevre, E. W. *Social concepts of high-school children.* Master's, 1934. Peabody. 80 p. ms.

3240. Leger, George Harlow. *The use of leisure time and its social implications.* Master's, 1934. Washington.

3241. Night, Lucile F. *Parental attitudes toward certain specific behavior problem situations.* Master's, 1934. Rutgers.

Describes an experiment in which the attitudes of more than 700 mothers to 10 behavior problems were determined.

3242. †Lundberg, George A., Komarovsky, Mirra, and McInerney, Mary Alice. *Leisure: a suburban study.* New York, Columbia university press, 1934. 396 p.

Studies the leisure behavior of persons living in Westchester county, N. Y.; as it relates to the social setting, organization of leisure, amount and uses of leisure, suburban organization and leisure, the suburban family and leisure, the church and leisure, the suburban school, and training for leisure, arts and leisure, adult education and reading, and community recognition of the problems of leisure.

3243. †Ehlen M. *The junior placement bureau of the Los Angeles public schools: a study of a project in social education.* Master's, 1933. Southern California.

3244. Murray, Mary A. *The relation of intelligence and achievement to the social-economic status of pupils in a congested city environment.* Master's, 1934. N. Y. St. Coll. for Teach.

3245. Nelson, Josephine. *A comparative study of female leaders and non-leaders in juvenile hall, Los Angeles, California.* Master's, 1934. Southern California.

3246. Nolan, Mary Adelia. Social legislation as proposed and/or passed in the 1933 Ohio legislature, regular session: definition, classification, interpretation. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 13: 199-200).

Shows that the most important and difficult problems before the legislators were those of formulating an adequate program for raising funds for poor relief and of formulating an adequate program for the financing of educational institutions.

3247. *Partridge, Ernest DeAlton. Leadership among adolescent boys. Doctor's, 1934. T.C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 109 p. (Contributions to education, no. 608)

Develops a technique for the identification of leaders within a group, studies the characteristics of leaders as compared with those they lead, and studies leaders in action to determine what their actual influence is upon the group, their methods of influence and how they use them. Data were based on a preliminary study of 27 Boy Scouts in a town near New York City, a study of 143 boys in a summer camp, and a more extensive study of 226 boys in 6 Boy Scout troops in and around New York City.

3248. Pierson, George Arthur, jr. A socio-psychological study of the attitudes of high-school pupils toward war. Master's, 1934. Utah. 99 p. ms.

3249. Randall, Louise Marguerite. A study of welfare work in the high schools of California in 1932-33. Master's, 1934. Southern California.

3250. †Reisner, Elizabeth Johnson. Parents and purse strings: a symposium by parents of children in the Horace Mann schools and Lincoln school. New York, Teachers college, Columbia university, 1934. 59 p.

Presents concrete home experiences on the parent-child relationships with money.

3251. †Robbins, Charles L. The small town and its school. Iowa City, University of Iowa, 1934. 74 p. (University of Iowa extension bulletin. Bulletin no. 348. College of education series, no. 33)

Discusses the economic background, the homes, churches, recreation, community leaders, adult education, and the relation of the community to the school in a number of small towns in Iowa and Illinois, situated near Iowa City.

3252. Roberts, Elizabeth Mary. Residential shifts of occupational classes by grade school districts in Cedar Rapids, Iowa. Master's, 1934. Iowa.

3253. Rustemier, Sister Mary Sebastian. The changing concept of the preparation for leisure as an objective in education. Master's, 1934. Illinois.

3254. *Sanders, Barkev S. Environment and growth. Doctor's, 1934. Columbia. Baltimore, Warwick and York, 1934. 376 p.

Discusses heredity and environment, differential growth in socio-economic groups. Contends that the role of environment cannot be overlooked in view of the evidence that differences found in children of different socio-economic classes are of environmental origin, and if environmental differences are important enough to affect physical growth, they probably affect psycho-social adaptations and behavior.

3255. *Schooley, Mary. Personality resemblances among married couples. Master's, 1934. Penn. State. 35 p. ms.

Analyzes the physical characteristics, broad mindedness, temperament, appearance, socio-economic standing, educational achievement, intelligence, memory, the importance of various aesthetic, political, and religious values to 80 married couples, 40 of whom had been married from 1 to 4 years, inclusive, the remainder had been married from 5 to 20 years. Data indicate a marked tendency for men and women of similar personalities to marry one another, and that they are able to judge whether or not they are similar in personality.

3256. †Sherman, Mandel. The development of attitudes: a study of the attitudes of mountain children. New York, The Payne fund, 1933. 54 p. (University of Chicago)

Studies the factors influencing the development of attitudes in children living in four small mountain communities, in hollows, in the Blue Ridge mountains, Colvin, Needles,

Oakton, and Rigby, and in Price, Utah. The 116 children in the mountains, and the 100 children in Price, Utah, ranged in ages from 6 to 17.

3257. Snyder, Harvey B. Sociology and modern education: a study of some representative textbooks in educational sociology. Master's, 1934. Southern California.

3258. Sollenberger, Richard Talbot. The responses of isolated mountain children to unusual stimuli. Master's, 1934. Virginia.

3259. *Spilman, Carl J. A comparative critical analysis and evaluation of youth and its problems. Doctor's, 1933. New York. 191 p. ms. Supplement, 117 p. ms.

Attempts to determine the problems involving primarily physical characteristics, psycho-physical, intellectual-mental, emotional, volitional, social, ethical-moral, spiritual, pathological-medical, and legal characteristics; and to study education and its relation to a study of youth.

3260. Steggert, J. Albert. Social adequacy through education: an educational program for the prevention and control of certain types of social inadequacy. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 318-24)

Deals primarily with the normal individual with the view to keeping him normal and of strengthening and confirming him in his social sense and adaptability.

3261. †Stephens, John M. The influence of the school on the individual. Ann Arbor, Mich., Edwards brothers, 1933. 106 p. ms. (Johns Hopkins university)

Investigates the influence that attendance, school cost, size of school, rating by accrediting agencies, incompletely trained teachers, ability grouping, class size, junior high schools, excellence of the teacher, and methods of instruction have on the pupils.

3262. †Sullenger, T. Earl. Studies in urban sociology. Omaha, Nebr., Bureau of social research, Municipal university of Omaha, 1933. 157 p. (Municipal university of Omaha)

Discusses intra-urban mobility; modern youth and the movies; recipients of mothers' pensions; relation of juvenile delinquency to outdoor relief; some aspects of the urban playgroup; divorce as an urban maladjustment; the Negro in Omaha; the immigrant in Omaha; social factors in school nonattendance and truancy; some aspects of the urban crime situation; the migratory child; and the neighborhood—a study of ward 7.

3263. Sunley, Emil. Community forces that contribute to the development of rural social work. Master's, 1934. Iowa.

3264. †Swanson, C. G. Social backgrounds of the lower West side of New York city. Doctor's, 1934. New York. 2 vols.

Investigates the social backgrounds conditioning the development of the schools in the lower west side of New York city. Surveys land and real estate, business, housing, traffic, transportation and zoning, natural areas, agencies of social welfare, health, recreation, the child's world, delinquency and crime, the school population, agencies of education, and Greenwich village.

3265. Sweeney, Rev. Luke. The educational activities of the American legion. Master's, 1934. Catholic Univ.

3266. *Thompson, Horace B. A study of the sociological background of Manhasset Valley school children. Doctor's, 1933. New York. 249 p. ms.

Studies the history and development of Manhasset School District, the churches, civic organizations, schools, family backgrounds of 112 children, and the social problems of the community.

3267. Weber, Irvin M. The preparation of teachers of sociology. Master's, 1934. Colo. St. T. C.

3268. **Wheeler, Lester R.** A comparative study of the physical status of east Tennessee mountain children. *Human biology*, 5: 706-22, December 1933. (State teachers college, Johnson City, Tenn.)

Compares the height and weight of 1,475 mountain children ranging in age from 6 to 17 years, with the height and weight of unselected groups in different parts of the country, and finds that the mountain children compare favorably with the other children.

3269. ——— A study of the remote mountain people of the Tennessee Valley. *Tennessee academy of science*, 9: 33-37, January 1935. (State teachers college, Johnson City, Tenn.)

Investigates 428 mountain families in remote areas of east Tennessee, eastern Kentucky, and western North Carolina, and compares the living conditions, economic status, methods of farming, transportation and marketing, religious life, and social activities and customs of these families with living conditions of families in 1910.

3270. **Wilson, Edwin Winter.** An analysis of leadership-training as related to boys' physical education activities in the junior high school. Master's, 1934. Southern California.

3271. ***Wood, Margaret Mary.** *The stranger: a study in social relationships.* Doctor's, 1934. Columbia. New York, 1934. 298 p.

Attempts to translate social experience into terms of social theory by showing the reaction of various groups to the stranger in an attempt to determine the rightful subject matter of sociology and the methods best adapted for the study of social phenomena.

3272. ***Wooden, Ethel.** The development of social intelligence through part-time education: a study made for the Committee on part-time education of the American vocational association. Master's, 1934. Michigan. Washington, United States Government printing office, 1934. 67 p. (Office of education. Vocational education bulletin, no. 173. Trade and industrial series, no. 51)

Attempts to determine what is being done in the various types of part-time education to meet the needs of employers and the social contacts of young workers, compares the programs and organizations of the contributing schools as to their aims and their development of attitudes. Traces the effect of the National Recovery Act on part-time education.

RACIAL GROUPS, EDUCATION

3273. **Azcueta, F. A.** The development of secondary education in the Philippines under American rule. Master's, 1934. Iowa.

3274. **Branstator, Hilda Goerig.** A study of the Finnish children in Astoria. Master's, 1934. Stanford.

3275. **Broadlick, Robert Charlton.** A study of the vocational success of 123 graduates of Sherman institute: a vocational high school for Indian youth, Riverside, California. Master's, 1933. Kans. St. T. C., Pittsburg.

3276. **Brodahl, Meinick A.** The test performance of the Fort Peck (Montana) Indians. Master's, 1934. North Dakota.

3277. **Caulkins, Glenn Whitman.** Public education in Mindanao, Sulu, Philippine Islands, under the American regime. Master's, 1934. Washington.

3278. **Christenson, Edith Julia.** English difficulties of Chinese pupils in the Haines elementary school, Chicago. Master's, 1934. Chicago.

3279. **Coles, Margaret Juléff.** A study of the English departments of private secondary schools in the Territory of Hawaii. Master's, 1933. Hawaii.

3280. **Colglazier, Pearl W.** The contribution of home economics in the promotion of desirable parent-child relationships among Oklahoma Indian families. Master's, 1934. Okla. A. and M. Coll.

Attempts to determine the type of child care and training instruction most needed by Indian parents in Oklahoma.

3281. †Eells, Walter Crosby. Educational achievement of the native races of Alaska. *Journal of applied psychology*, 17: 646-70, December, 1933. (Stanford university)

Presents the results of an effort to measure the actual success of the children of the Eskimo, Aleut, and Indian races in the curriculum of the schools provided for them by the United States Government.

3282. Fraser, Robert Stuart. Studies in race intelligence of Indian pupils at Sherman institute, Riverside, California. Master's, 1934. Denver. 88 p. ms.

Analyzes the age distribution, the intelligence, educational and achievement quotients, and the influence of social status on 158 boys and 190 girls in the fourth to the eighth grades at Sherman Institute.

3283. Guiang, Pedro Garaza. The service load of secondary school teachers in the Philippines. Doctor's, 1934. Washington.

3284. Hotchkiss, Lyle Edward. Comparison of social characteristics of nationalities in the Salina school district, Dearborn, Michigan. Master's, 1934. Mich. St. Coll.

3285. Isidro, Antonio. The development of written English expression of Filipino children. Doctor's, 1934. Chicago.

3286. Kono, Ayako. The effect of language handicap on the achievement of Japanese students of junior high school age. Master's, 1934. Hawaii.

3287. *McCaskill, Joseph C. The boys' adviser in the government boarding schools for Indians. Doctor's, 1934. T. C., Col. Univ. Lawrence, Kans., Haskell institute, 1934. 120 p.

Discusses the duties, educational qualifications, and personal characteristics of the boys' advisers in the 76 boarding schools for Indians, of which 38 are reservation schools, 28 non-reservation schools, and 12 sanatorium schools.

3288. †Manuel, H. T. The Mexican population in Texas. *Southwestern social science quarterly*, 15: 1-22, June 1934. (University of Texas)

Discusses the distribution of population, scholastic population, home language and the scholastics, illiteracy, health, and assessed valuation of property.

3289. Murray, Eloise. Contribution of the American Indian to leisure time. Master's, 1934. Peabody. 108 p. ms.

3290. Peters, Gladys Arlene. A study of certain interests and their relation to vocabularies in Indian high-school students. Master's, 1934. Kansas.

3291. Robinson, Ruth V. The social and industrial effects of adult education on the Blackfeet Indian reservation in Montana. Master's, 1934. Colo. St. T. C.

3292. *Ruby, Philip. A study of adjustment at the Hebrew sheltering guardian society, 60 cases. Master's, 1934. New York. 49 p. ms.

Attempts to determine related facts in a child's history, experience, or personality which may be correlated with his success or failure in adjusting to the environment at the Hebrew sheltering guardian society at Pleasantville, N. Y., a cottage-plan institution, taking children ranging in age from 7 to 16, and in school grades from 2B to 10B.

3293. Sánchez, George Isidore. The education of bilinguals in a state school system. Doctor's, 1933. California.

3294. Treff, Simon Ludwig. The education of Mexican children in Orange county. Master's, 1934. Southern California.

3295. *Vincent, Henrietta Hathaway. A study of the performance of Spanish-speaking pupils on Spanish tests. Master's, 1933. N. Mex. St. T. C. 93 p. ms.

Data, based on tests given to Spanish-speaking children in three high schools in El Paso, Tex., and in four high schools in New Mexico, indicate that Spanish-speaking

pupil's performance on standardized Spanish tests is much above the norms established on these tests; that their vocabulary performance is high; that errors in spelling are on the use of a few letters producing identical or similar sounds; that errors in grammar are caused by carrying over of the English construction into Spanish and a lack of discrimination between different tenses.

3296. *Wang, Fung Chial. An experimental study of eye-movements in the silent reading of Chinese. Doctor's, 1933. Chicago. Chicago, Ill., University of Chicago libraries, 1934. 33 p.

Attempts to determine the differences in the reading of literary and vernacular Chinese, differences in the reading of fiction and essay material, and the characteristics of rapid, normal, and careful reading. The 71 subjects used in the investigation were students in American universities.

3297. West, Guy A. Racial attitudes among teachers of New Mexico. Chico, Calif., State teachers college, 1934. 20 p. ms.

Compares the attitudes of American and Spanish teachers toward pupils of the Anglo-Saxon and Spanish races with special attention to the problem of pupil segregation. Shows strong evidence of racial prejudice, the Spanish teachers showing a desire for equality, while the American teachers are sympathetic toward the Spanish child but recognize handicaps which the Spanish teachers refuse to face.

3298. Yarbrough, Dean Scruggs. Racial adjustment in small communities. Doctor's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 411-21)

Studies the housing, health, education, employment, delinquency, recreation, and dependency of Negroes in 29 cities in New York, New Jersey, and Ohio.

3299. Zimmerman, Harry Earl. The Indian's ability to learn mathematics (algebra and geometry) according to degree of Indian blood. Master's, 1934. Kans. St. T. C., Pittsburg. 57 p. ms.

Studies the marks in algebra and geometry given to 525 pupils in the Indian School at Flandreau, S. Dak., by several teachers over a period of years, and finds that individual differences in Indian pupils cannot be cared for by grouping them according to degree of blood.

NEGROES, EDUCATION

3300. Byrd, Hazel Mae. Way of living in 100 families in Harlem in 1932. Master's, 1933. T. C., Col. Univ. 141 p. ms.

Studies 100 Negro families in the central Harlem health district, New York City.

3301. *Chambliss, Rollin. What Negro newspapers of Georgia say about some social problems. Master's, 1934. Georgia. Athens, 1934. 117 p. (Bulletin of the University of Georgia, vol. 35, no. 2. Phelps-Stokes fellowship studies, no. 13)

Presents the Negro's point of view towards the court, ballot, new deal, lynching, segregation, discrimination, National Association for the Advancement of Colored People, communism, churches and schools, and his future.

3302. Chavis, Jordan Douglass, Jr. A history of the preparation and professional training of Negro secondary school teachers in Tennessee. Master's, 1933. Fisk. 76 p. ms.

3303. *Clark, Felton G. The control of state-supported teacher-training programs for Negroes. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college. Columbia university, 1934. 107 p. (Contributions to education, no. 605)

Ascertaines the existing plans of control for state-supported teacher-training programs for Negroes, discovers the practices associated with the different plans of control, evaluates existing plans of control with particular reference to Negro education, and determines the most desirable scheme of control for State-supported teacher-training programs for Negroes.

3304. *Davis, William Riley. The development and present status of Negro education in east Texas. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 150 p. (Contributions to education, no. 626)
- Studies the education of Negroes before emancipation and during the reconstruction period, under the community system of public-school organization from about 1870 to 1905, and under the existing district system, from 1905 to date.
3305. Garrison, Nina Elizabeth. A study of Negro well-baby clinics, Nashville, Tenn., 1928-1932. Master's, 1934. Peabody. 69 p. ms.
3306. Gorman, Gwendolyn Cecelia. A study of the occupational adjustments of a selected group of colored high-school graduates. Master's, 1933. Catholic Univ.
3307. Grant, Edmonia White. Some conditioning factors affecting the elementary school achievement of Negro children. Master's, 1933. Fisk. 83 p. ms.
3308. *Green, Matthew Jeremiah. A problem of Negro education with respect to withdrawals and a curriculum for vocational fitness. Master's, 1934. Boston Univ. 70 p. ms.
- Sets forth the status of the Negro in the world of work, considers the school as an agency for serving the social and economic needs of the Negro, assembles data relative to 100 withdrawals from a Negro school in eastern Virginia, and offers a curriculum in keeping with their occupational opportunities.
3309. Griffin, William Ernest. A study of extraversion-introversion among Negro adolescents. Master's, 1934. Kansas. 98 p. ms.
3310. Hill, Patton Joseph. Vocational education in the Negro senior high schools of West Virginia. Master's, 1934. Indiana. 315 p. ms.
3311. *Holmes, Dwight O. W. The evolution of the Negro college. Doctor's, 1933. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 221 p. (Contributions to education, no. 609)
- Discusses the Federal Government and the freedmen; the emergence of the college; and progress from 1922 to 1932.
3312. Hyte, Charles Thomas. Occupational choices of Negro boys in Indiana and Kentucky high schools. Master's, 1934. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1934: 35)
- Studies the occupational choices of 1,218 Negro boys in 12 secondary schools in Indiana and Kentucky having similar educational conditions. Finds that their choices were concentrated in a few narrow occupational divisions, with 663 choosing occupations in the professional field, and shows an urgent need for occupational information and guidance.
3313. Jackson, Reid Ethelbert. Reorganized secondary schools for Negroes in Kentucky. Master's, 1934. Ohio. 145 p. ms.
- Studies the external control, internal administration and supervision, teaching staff, program of studies, housing and equipment of two senior high schools, three junior high, and five conventional high schools for Negroes in Kentucky. Only five secondary schools reported to the State department of education as either junior or senior high schools. They enrolled 3,182 pupils and employed 127 teachers. They are doing effective work in the recognition of individual differences, but need to be improved along the lines of articulation and in providing a well-developed guidance program.
3314. Johnson, Julia Mae. The standard of living of 100 Negro families in Nashville. Master's, 1933. Fisk. 70 p. ms.
3315. Mathews, Rev. Samuel J. Religious communities of women and Negro education in the United States. Master's, 1934. Catholic Univ.

3316. **Norris, Ernest Michael.** Determining implications for vocational education from certain characteristics and trends of the Negro population in Kentucky. Doctor's, 1934. Cornell. 399 p. ms.

Shows that vocational education becomes a means of conserving human resources; unemployment takes a heavier toll from the unskilled classes; vocational education prevents vocational shifting.

3317. **Offutt, Georgia P.** A study of the effectiveness of public playgrounds on juvenile delinquency areas in Negro communities of Indianapolis. Master's, 1933. Ind. St. T. C. 61 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 228, July 1934)

Finds that playgrounds did not decrease delinquency in the communities studied.

3318. **Oldham, Ernestine Vivian.** The relationship between social and economic status and some aspects of personality of adolescent Negro girls. Master's, 1934. Chicago.

3319. **Pannell, Hazel J.** Social diseases among Negro children of high-school age in Nashville, Tenn. Master's, 1934. Fisk. 62 p. ms.

3320. **Peterson, Gladys Tignor.** The courts and the Negro public school. Master's, 1934. Howard. 114 p. ms.

Studies all of the court (higher) decisions and legislation relative to separate schools for Negroes or other racial groups to determine to what extent the courts may be used as a means of remedying the present inequitable provision of school facilities for Negroes in the separate school.

3321. **Pettigen, Enolia Virginia.** Factors affecting secondary education among Negroes of Maryland (excluding Baltimore). Master's, 1933. T. C., Col. Univ. 50 p. ms.

3322. **Powell, P. R.** Status of the Negro high-school teacher in Missouri. Master's, 1933. Ind. St. T. C. 78 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 220-21, July 1934)

Studies the personal and social status, academic and professional preparation and training, experience and tenure in teaching, conditions governing the work done, and the salary and economic status of the Negro teachers of Missouri.

3323. **Powell, Vera Ford.** Language attainments of West Virginia Negro high-school pupils. Master's, 1934. Chicago.

3324. **Roberts, Herbert Collin.** Sentiment of Congress toward the education of Negroes from 1860-1890. Master's, 1933. Fisk. 26 p. ms.

3325. **Shannon, Irwin V.** Negro education and the development of a group tradition. Doctor's, 1934. Vanderbilt.

3326. **Shepherd, Charles L.** A study of the educational status of the Negro in Kansas. Master's, 1934. Kans. St. T. C., Emporia. 89 p. ms.

3327. **Terwilliger, A. Janet.** A study of Negro children of IQ above 125. Master's, 1934. T. C., Col. Univ. 51 p. ms.

3328. **Thompson, DeWitt Mansel.** A survey of Negro education in Alabama. Master's, 1933. Arizona.

3329. **Wilson, Atwood Sylvester.** The vocational opportunity and education of colored pupils at Louisville. Master's, 1934. Chicago.

EXCEPTIONAL GROUPS

GIFTED

3330. Hall, Marion I. R. Ten years after: a follow-up study of 120 superior children. Doctor's, 1934. Pennsylvania.

3331. Mayer, Josephine Eleanor. A short-time study of 33 superior children with reference to parental attitudes and school adjustment. Master's, 1933. Smith.

3332. Miles, Anabel McClellan. An analysis of the achievements of the superior group of students in a four-year high school. Master's, 1934. Southern California.

3333. Reed, Jennie Mabel. An empirical study of gifted children. Doctor's, 1933. Washington.

PHYSICALLY HANDICAPPED

3334. Marnhill, Mrs. Katherine (Peeler). The facilities necessary for rehabilitation service to those physically handicapped. Master's, 1934. Tennessee. 151 p. ms.

3335. *Crayton, Sherman Gideon. A proposed program for the care and education of Kentucky's handicapped children, based upon current practice and philosophy within the state and throughout the United States. Doctor's 1933. Indiana. Lexington, University of Kentucky, 1934. 268 p. (Bulletin of the Bureau of school service, vol. 7, no. 1)

Studies the care of the blind and partially seeing, crippled, cardiac and tubercular, deaf and hard-of-hearing, socially maladjusted, feeble-minded children in Kentucky and the United States, and offers suggestions for the reorganization of Kentucky's program for the care and education of these children.

3336. Hughes, Agnes E. The effect of a physical handicap on personality. Master's, 1934. N. Y. St. Coll. for Teach.

3337. Hughes, Anna M. A study of the adjustment made by physically handicapped children who had special instruction in the city of Albany, N. Y. Master's, 1934. N. Y. St. Coll. for Teach.

3338. *Metcalf, Harlan G. The establishment in the public schools of educational procedures for children with physical defects. Doctor's, 1934. New York. 2 vols.

Aims to set up educational procedures which can be incorporated into the school program in order to improve the condition of children physically handicapped.

BLIND AND PARTIALLY SEEING

3339. Cole, Ethel C. Case studies of 19 Negro children in a sight-saving class. Master's, 1934. Cincinnati.

3340. Degnan, Walter J. A health education program for blind boys in the high school of the City of New York. Master's, 1934. Coll. of the City of N. Y. 118 p. ms.

Recommends types of procedures, materials and activities needed for adapting procedures used with normal children to the blind, and suggests standards by which teachers of the blind may be selected and by means of which those already teaching the blind may be guided.

3341. *Doraiswamy, Chinnish. An analysis of reading difficulties among the blind children in primary grades. Master's, 1934. Boston Univ. 63 p. ms.

Analyzes the reading difficulties of primary grade children in the Perkins Institution and Massachusetts school for the blind at Watertown, by means of the results obtained from tests adapted and transcribed in Braille for the first three grades.

3342. George, Weldon Duane. Binaural localization of sound by the blind and the seeing. Master's, 1934. Southern California.

DEAF AND HARD-OF-HEARING

3343. Clark, Howard Elton. An investigation of the incidence of hearing loss in schools for those with severe visual defects. Master's, 1934. Minnesota.

3344. †Meyer, Max F. Fitting into a silent world the first six years of life. Columbia, University of Missouri, 1934. 106 p. (University of Missouri studies, vol. 9, no. 2)

Discusses the training of the totally deaf child to live in a hearing world.

3345. Miller, Malinda K. The status of the preschool deaf child. Master's, 1934. George Washington. 61 p. ms.

3346. Taylor, Norman McKinley. An analysis of the functions of a state school for the deaf. Master's, 1934. Ohio. 75 p. ms.

Analyzes the vocational functions of the state school for the deaf through the follow-up of former students.

3347. *Whildin, Olive A. The selection of hard-of-hearing children for special education. Doctor's, 1934. Johns Hopkins. 189 p. ms.

Discusses methods of detecting hard-of-hearing children, investigates the adequacy of the 4-A audiometer as a means of discovering hard-of-hearing children, discusses factors used in the selection of hard-of-hearing children for special education, and school achievement and social adjustment of the children selected for special education.

CRIPPLED

3348. Capretto, John Paul. An adapted program of physical education for the Third street school for crippled children, Columbus, Ohio. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 39-40)

Surveys schools for crippled children throughout the United States to determine the extent to which physical education was being taught. Sets up criteria for a physical education program for crippled children, and discusses the program which was put into effect in the school.

3349. Hickox, Louisa S. An appraisal of educational provisions for the crippled child in Berkeley, Oakland, and San Francisco, California, on the basis of the findings and recommendations of the White House conference. Master's, 1934. California.

3350. Smith, Fred W. The education of crippled children in the United States. Master's, 1934. South. Methodist. 95 p. ms.

SPEECH DEFECTIVE

3351. *Berman, Abraham Boyd. An investigation of the behavior reactions of high-school boys who stammer or stutter. Doctor's, 1934. New York. 154 p. ms.

Compares 100 boys with speech defects in the Boys High School, Brooklyn, N. Y., with 100 boys in the same school who had no speech defects, as to place of birth, race or color, religion, language heard spoken at home by the parents, age, and school records. Data were secured from school records, by personal interviews and from the results of the Pressey X-O tests, Downey individual will-temperament tests, and the Otis self-administering tests of mental ability.

3352. Bullwinkle, Elizabeth. A study of the treatment of speech disorders by a child guidance clinic. Master's, 1933. Smith.

3353. Downton, William. Breathing during stuttering in experimentally controlled speech situations. Master's, 1934. Iowa.

3354. Finley, Grace Silknitter. Case study investigation in problems of organization and method in public-school speech-correction work. Master's, 1934. Southern California.

3355. Hearn, Erma. A comparative study of the handedness of stutterers and non-stutterers. Master's, 1933. Chicago. 52 p. ms.

3356. Julian, Rhoda W. A study of speech and language handicaps in the rural elementary districts of Ventura county, May 1933. Master's, 1934. California.

3357. Kirkpatrick, Nita Louise. History and present status of the correction of stuttering. Master's, 1933. Southern California.

3358. Moser, Henry. A study of the eye spasms of stutterers during stuttering. Doctor's, 1934. Iowa.

3359. Norris, Marian. X-ray studies of vowel production particularly as it is related to voice and speech defects. Master's, 1934. Iowa.

3360. Peters, Clarence. A study of the phenomena of facility in mirror reading of speech defectives and normal speakers. Master's, 1934. Iowa.

3361. Steer, Max. A study of the breathing and vocal disturbances in very young stutterers. Doctor's, 1934. Iowa.

3362. Van Riper, Charles. The experimental investigation of laterality in stutterers and normal speakers. Doctor's, 1934. Iowa. (Abstract in: University of Iowa studies. New series, no. 287. Series on aims and progress of research, vol. 45. 1 p.)

Describes experiments conducted with groups of extremely right-handed, left-handed, ambidextrous, and stuttering subjects selected from freshman classes at the Universities of Iowa and Minnesota on the basis of a handedness questionnaire. Finds that stutterers presented marked confusion in laterality as shown by these tests.

3363. Waddle, Elsie L. A comparison of the speech defects of colored and of white children. Master's, 1934. Iowa.

DELICATE

3364. Bennett, Birdenia Catherine. Comparative progress of underweight children in a nutrition class, a fresh-air room and control group. Master's, 1934. Southern California.

3365. *Burhoe, Beulah Weldon. The social rehabilitation of the tuberculous in the United States. Doctor's, 1934. New York. 98 p. ms.

Studies existing extra-sanatorium facilities for social rehabilitation such as sheltered workshops, after-care institutions and employment bureaus, and occupational therapy, adult education and employment opportunities in the sanatorium.

3366. Newman, Joseph. The care of cardiac children in New York city public school. Master's, 1934. Coll. of the City of N. Y. 104 p. ms.

Finds a lack of a practical, comprehensive plan for rehabilitating these children for useful places in society.

MENTALLY RETARDED

3367. **Berkman, Tessie.** Some factors in the childhood and adolescence of manic depressive and dementia praecox patients: part 2. Master's, 1933. Smith.

3368. **Davis, Mary Inzer.** Some factors in the childhood and adolescence of manic depressive and dementia praecox patients: part 3. Master's, 1933. Smith.

3369. **Flory, Charles David.** The physical growth of mentally deficient boys. Doctor's, 1933. Chicago.

3370. **Hayes, Marian Perrin.** The personality traits of children one of whose parents has been diagnosed as manic-depressive. Master's, 1933. Catholic Univ.

3371. **Jacobs, Esther.** Some factors in the childhood and adolescence of manic depressive and dementia praecox patients: parts 1 and 5. Master's, 1933. Smith.

3372. **Kepler, Helen.** Some factors of aggressive and submissive behavior in 200 mental hygiene clinic cases. Master's, 1933. Smith.

3373. †**LaBrant, Lou L.** A study of certain language developments of children in grades 4 to 12, inclusive. Genetic psychology monographs, 14: 387-491, November, 1933. (Northwestern university)

Analyzes the written composition of 1,007 persons, ranging in mental age from 101 months to superior adult level, and classifies the total number of clauses used by each individual.

3374. **Lenart, Elta.** Some factors in the childhood and adolescence of manic depressive and dementia praecox patients: part 7. Master's, 1933. Smith.

3375. **Orr, Charles H.** Certain differences in the responses of normal and subnormal adolescent children to picture puzzles. Master's, 1934. Kansas.

3376. †**Page, Marjorie Lou.** The mechanical ability of subnormal boys. Journal of applied psychology, 17: 164-80, April 1933. (University of Minnesota)

Describes an experiment with 100 subnormal boys from special classes in St. Paul, who were tested with the Minnesota spatial relations test, and who were compared with 100 seventh-grade boys. Data show a significant inferiority on the part of the subnormal subjects with respect to test performance. Performance was closely related to mental age and showed only a slight relationship to IQ.

3377. **Sieker, Elise J.** Some factors in the childhood and adolescence of manic depressive and dementia praecox patients: part 8. Master's, 1933. Smith.

3378. **Simmons, Blanche Ethyl.** A study of the mechanical aptitudes of subnormal boys. Master's, 1934. Southern California.

3379. **Stone, Helen M.** Some factors in the childhood and adolescence of manic depressive and dementia praecox patients: part 4. Master's, 1933. Smith.

3380. **Stotts, Anna.** Educational problems of mentally exceptional children. Master's, 1934. Okla. A. and M. Coll.

Compares a group of subnormal children with a group of superior children and tries to evaluate the agencies contributing to their retardation and acceleration.

3381. Weiler, Gertrude Witkin. A critical study of the literature dealing with retardation in the elementary school. Master's, 1934. Coll. of the City of N. Y. 87 p. ms.

Analyzes critically all investigations dealing with the problem of retardation in the public schools of New York City.

3382. West, Arthur E. The mentally deficient in Cincinnati with special reference to Seguin public school. Master's, 1934. Cincinnati.

3383. Yaeger, Muriel J. Later adjustment of child guidance clinic patients diagnosed as possibly suffering from dementia praecox. Master's, 1933. Smith.

SOCIALLY MALADJUSTED

3384. *Beard, Belle Boone. Juvenile probation: an analysis of the case records of 500 children studied at the Judge Baker guidance clinic and placed on probation in the Juvenile court of Boston. Doctor's, 1933. Bryn Mawr. New York, American book company, 1934. 219 p.

Studies the problems of 500 delinquent children, and discusses probation in relation to their home life, physical and mental health, companionship, recreation, work, and education.

3385. Berry, Kitty. A study of 52 dependent and 30 delinquent girls at Ormsby village who were placed in foster homes, and a record of their successes and failures. Master's, 1934. Kentucky. 51 p. ms.

Finds that the child's background is one of the greatest factors in delinquency and dependency, that most of the girls at Ormsby village are subnormal in intelligence, that they go into their foster homes insufficiently trained in the duties which they are to perform, and that they fail due to their attitudes and inability to make adjustments.

3386. Bown, Norma Gertrude. An analytic study of the multiple factors in juvenile delinquency. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 27-29)

Attempts to show the importance of delinquency combinations, and the relation of the intelligence quotient and the life age to delinquency. Data were secured from case records of 380 inmates of the Boys' industrial school at Lancaster, Ohio, who ranged in age from 10 to 18 and whose IQ levels were between 60 and 128.

3387. Callaghan, Sister M. Edward. Analysis and remedies of maladjusted high school girls. Master's, 1933. Villanova. 60 p. ms.

3388. Cheney, Wayne La Salle. A comparison of the mental and physical ability of delinquent boys assigned to special schools. Master's, 1934. Southern California.

3389. Cole, Clyde Louis. A study of truancy in the Booker T. Washington elementary school of Tulsa, Oklahoma. Master's, 1933. Kans. St. T. C., Pittsburg.

3390. Concannon, Winifred. The problem of girl delinquency, as dealt with by three St. Louis agencies. Master's, 1933. St. Louis.

3391. Eberhart, John Carol. The nature and development of attitudes toward certain property offenses. Doctor's, 1934. Northwestern. (Abstract in: Northwestern university. Summaries of Ph. D. dissertations, 2: 259-67).

Describes an experiment conducted with 737 boys distributed evenly in the eight grades from the fifth through the twelfth in three schools in one area in Chicago; 114 delinquent boys from the St. Charles school for boys, taken from grades 5 through 11; and 32 young men from an educational institute for the unemployed, in which their reactions to 20 property offenses, and the change in their moral attitudes between the ages of 6 and 20 were studied.

3392. *Fisher, Mildred Louise. Problem children in a public-school system: a study of the differences between problem and non-problem children in the ele-

mentary and secondary schools of South Orange and Maplewood. Doctor's, 1934. New York. 210 p. ms.

Compares the intelligence, socio-economic status, behavior ratings, psycho-neurotic personality traits, home background, school records, health history, vocational and school activities' experience of the children in nine elementary, two junior high, and one senior high schools, to determine the differences between problem and non-problem children.

3393. Forsythe, Jean Lampenfeld. A study of such factors as race, age, court, and sentence of the prisoners at the Ohio reformatory for women during 1920-24. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 82-83)

Studies the physical environment, personnel and administrative policies and admission of the prisoner, daily routine life, recreational and educational facilities of the reformatory.

3394. Frederich, Faye Thomas. An investigation of selected cases of maladjustment in a Los Angeles elementary school. Master's, 1934. Southern California.

3395. Glickman, Esther Freda. A descriptive study of the treatment of problem children manifesting schizoid tendencies. Master's, 1933. Smith.

3396. Hamilton, Herbert H. A study of truancy in the junior high schools of Muncie, Indiana. Master's, 1934. Ball. St. T. C. 88 p. ms.

Studies 20 truants objectively with the view to classifying various factors involved in the local situation.

3397. Hicks, Troy Johnson. Organization and administration of juvenile reformatories and training schools of the United States. Master's, 1934. Okla. A. and M. Coll.

Describes the organization, course of study, qualifications of teachers, placement of boys, methods of discipline, extracurricular activities, religious and moral training given in the training schools and reformatories for boys in the United States.

3398. Hill, George Edward. Factors associated with delinquency among young male offenders with special emphasis on educational backgrounds. Doctor's, 1934. Northwestern. (Abstract in: Northwestern university. Summaries of Ph. D. dissertations, 2: 57-65)

Analyzes the records of the Illinois State reformatory on 1,500 inmates who were committed between June 30, 1930, and January 1932, as shown by their responses to questionnaires, and by test results. The boys ranged in age from 16 to 26. Data indicate that the Negro offender presents a different problem from the white offender. Retardation, poor achievement, and failure in school work seem to be related to delinquency. The typical offender tends to show definite problems of social and educational adjustment while still in school.

Bases the following studies on this dissertation: Cheating among delinquent boys. Journal of Juvenile Research. Ethical knowledge of delinquent boys. Journal of Social Psychology.

3399. Howell, Alice Egbert. The approach to behavior problems in elementary schools. Master's, 1934. Yale.

3400. Huff, Mary La Verta. Juvenile delinquency among Negroes in Nashville, Tenn. Master's, 1933. Fisk. 84 p. ms.

3401. Jack, Barbara B. A comparison of 30 delinquent with 30 non-delinquent cases, with special reference to the importance of family attitudes in the etiology and treatment of the problems: part 1. Master's, 1933. Smith.

3402. *Kaplan, Albert J. A study of the behavior problem pupil in a secondary school. Doctor's, 1933. Temple. Philadelphia, Temple university, 1933. 187 p.

Comprises three distinct studies which aim to compare the delinquents with the non-delinquents, in a Philadelphia high school, with respect to intelligence and progress in

school, with respect to the incidence among them of certain hereditary and environmental characteristics, and to focus attention upon teacher attitudes as a possible factor contributory to delinquency.

3403. **Kenworthy, Ruth Gill.** Handicapping conditions in the life situations of neurotic children. Master's, 1933. Smith.

3404. **Keogh, Cornelia Russell.** A study of runaways at a state correctional school for boys. Master's, 1934. Claremont. 68 p. ms.

3405. **Knoer, Rev. Bernard William.** The treatment of juvenile delinquency. Master's, 1934. Catholic Univ.

3406. **Lane, Howard Augustus.** The social and educational backgrounds of young delinquent boys. Doctor's, 1934. Northwestern. (Abstract in: Northwestern university. Summaries of Ph. D. dissertations, 2: 66-73).

Studies the home and school background, mental ability, educational attainment, attitudes toward school subjects and activities, vocational experiences, and interests in leisure-time activities and vocations of 726 boys in the St. Charles school for boys in March 1932. Data indicate that in ability and experience, the boys at St. Charles are more heterogeneous than members of any public school, and that in intelligence, they are as variable as public-school children. Schools must provide each child with interesting, worthwhile tasks at the level of his ability.

3407. **Lehman, David E.** A study of the geographic distribution of juvenile delinquents in Youngstown, Ohio. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress; and bibliography of publications, 10: 485-86)

Analyzes the areas of greatest juvenile delinquency, the offenses in each area, the reasons for the delinquency, parental status of the families of the offenders, and recommends the making of case studies of the delinquents, socializing the junior high school program, integrating the school and home life, and providing supervised leisure activities.

3408. ***Lincoln, Elisabeth Meriam.** Study of 128 cases of juvenile delinquency in Leominster, Massachusetts. Master's, 1934. Boston Univ. 42 p. ms.

Attempts to determine whether a school program planned to provide success for more pupils will influence delinquency. Data indicate a marked decrease in the number of cases of delinquency in the juvenile court records starting the third year after a special school program was instituted for retarded, dull pupils 12 or more years of age. Overage pupils who had had at least 2 years of special education were causing almost no delinquency, those who did not have the special program contributed a large percentage of the cases of delinquency.

3409. **McConnell, A. Harrison.** A study of juvenile delinquency, Peoria county. Master's, 1934. Iowa.

3410. **Matthews, W. Mason.** Emotional maladjustment underlying criminal behavior. Master's, 1934. Iowa.

3411. **Mish, Arnold F.** A personnel study of boys at the National training school. Master's, 1933. George Washington. 35 p. ms.

3412. **Mullins, Helen Louise.** The attitude of teachers toward the problem children. Master's, 1934. Catholic Univ.

3413. **Munro, Marian.** A study of 34 delinquent boys. Master's, 1933. Smith.

3414. **O'Harra, Frances L.** A study of a group of problem children: records of school progress and social adjustment. Master's, 1934. Ohio. 91 p. ms.

Studies 31 problem children over a period of 3 semesters, and finds that there is no close correlation between school progress and mental age, nor mental age and social adjustment, in a problem group.

3415. **Passage, Victor C.** A study of the disposition of 300 criminal cases in the Westchester county court. Master's, 1933. New York. 43 p. ms.

Studies the nature of the offense, type of criminal, previous criminal record, number of associates, type of employment, whether employed at time of criminal act, previous work record, mobility, neighborhood, size of residential area, social type, nationality of father, age, church attendance, marital status, race, average wage per week, education and habits of 300 criminal cases brought into the Westchester court for disposition during 1930-32.

3416. **Peabody, Vivian.** A systematic analysis of 20 cases of delinquency. Master's, 1934. Iowa.

3417. **Prutman, J. G.** A technique in the use of pictures in diagnosing problem children. Master's, 1934. T. C., Col. Univ. 44 p. ms.

Attempts to determine whether the free association responses to pictures of problem children are more emotional than the responses of normal children.

3418. **Schmitt, Lorainé Mary.** A study of the phantasy life of an unselected group of problem children. Master's, 1933. Smith.

3419. **Semans, Catherine Berg.** A comparative study of the social maturity of delinquent and non-delinquent boys in relation to socio-economic status. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 222-23)

Attempts to determine the relationship between the social maturity of 412 delinquent and 856 non-delinquent boys, the cultural level of their homes, and the importance of these factors in delinquency.

3420. **Senderling, Ellwood W.** A manual of clinical questioning for the problem of juvenile delinquency. Master's, 1934. Ohio. 38 p. ms.

Constructs a questionnaire on stealing, truancy, sex, and incorrigibility for use in dealing with particular problems.

3421. **Sletto, Raymond F.** Sibling position and juvenile delinquency. American journal of sociology, 39, 657-69, March 1934. (University of Minnesota)

Studies 939 delinquent children in the Minneapolis schools, of whom 786 were boys and 153 were girls. Data indicate that delinquency ratios are high for children who are in sibling positions involving the presence of younger siblings of each sex and low in positions involving the presence of elder siblings of each sex.

3422. **Slykhous, Merle Albert.** Geographic distribution of problem cases in the Compton secondary school district. Master's, 1934. Southern California.

3423. **Sprinkle, Judson E.** Educational history and attitudes of selected inmates of Ohio penal institutions for women. Master's, 1934. Cincinnati.

3424. **Stanton, Sylvia G.** A follow-up study of 25 truants: some factors related to social adjustment. Master's, 1933. Smith.

3425. **Steig, Milan Bernie.** A study of the inmates of the State training school and State penitentiary of North Dakota. Master's, 1934. North Dakota.

3426. **Stemsrud, Alice L.** A comparative study of socially well-adjusted children with their maladjusted siblings: part 2. Master's, 1933. Smith.

3427. **Switzer, Charles Z.** A study of the causes of delinquency with special reference to the boys at the Indiana boys' school. Master's, 1933. Ind. St. T. C. 57 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 243-44, July 1934)

Finds the chief causes of delinquency to be: low IQ's, drinking parents, broken homes, poverty, migration, unfavorable or degrading community conditions.

3428. Taylor, Ruth Elizabeth. A study of the distribution of juvenile delinquency by race and sex in Washington, D. C. Master's, 1934. Catholic Univ.

3429. Trenchak, Marie Julitta. Methods of parental correction of problem and non-problem children: the factor of punishment. Master's, 1934. Catholic Univ.

3430. Waller, Evangelia H. A comparison of 30 delinquent with 30 non-delinquent cases, with special reference to the importance of family attitudes in the etiology and treatment of the problems: part 2. Master's, 1933. Smith.

3431. Ward, Herman J. A study of 1,000 problem children of the elementary schools selected by their teachers as problem children. Master's, 1933. Ind. St. T. C. 45 p. ms. (Abstract in: Indiana State teachers college. Teachers college Journal, 5: 249-50, July 1934)

Attempts to determine the way teachers classified problem cases, and the effect of various factors to the number of problem cases.

3432. Wardwell, Sibyl H. A comparative study of socially well-adjusted children with their maladjusted siblings: part 1. Master's, 1933. Smith.

3433. Wheeler, Lester B. The young criminal. Tennessee teacher, January, 1935. (State teachers college, Johnson City, Tenn.)

Compares the cost of caring for the average delinquent with the costs of keeping a child in school in the State of Tennessee and in the United States as a whole; analyzes the principal causes of delinquency; and offers suggestions for dealing with the delinquent in the school and community.

LIBRARIES

3434. Anderson, Katherine Eva. A survey of book selection methods and policies in representative public libraries of the Pacific Coast, followed by the outline of a course based upon observed practices. Master's, 1933. California.

3435. Bartlett, Margaret Janet. College library reports as source material. Master's, 1933. Columbia.

3436. Bendure, Delbert Ray. The Brumbach library of Van Wert county, Ohio; its influences as an educational factor. Master's, 1933. Ohio. (Abstract in: Ohio State university. Abstracts of masters' theses, 12: 20)

Discusses the library laws of Ohio, the various kinds of libraries in Ohio, the growth and function of the county library, the origin and history of the Brumbach library, stressing particularly the value of the school department to the educational system of the county.

3437. Branstator, Hope Virginia. An analysis of the needs of high-school students in library instruction, together with suggested units of training. Master's, 1934. Stanford.

3438. Bridgers, Lucille. An outline and syllabus for a course in simplified cataloging. Master's, 1933. California.

3439. Canova, Madeline Frances. A study of the circulation departments in a selected group of university libraries with special emphasis given to the division of duties between professional and clerical assistants. Master's, 1933. California.

3440. Compton, Margaret Work. An investigation of libraries in selected elementary schools of Oklahoma. Master's, 1934. Oklahoma. 122 p. ms.

3441. *Deahl, Martha Kline. A study of the library facilities in the schools and in the homes of Union district, Monongalia county. Master's, 1934. West Va. 43 p. ms.

Describes the district, the area, population, topography, wealth, chief industries, and surveys the books and periodicals found in the homes and the schools. Finds that the schools are not keeping pace with the homes in providing reading material for the development of the children, and that the school libraries are inadequate and the books are often shabby and neglected in appearance.

3442. Diggs, Eva Marie. A critical survey of the rural school libraries of Lyon county, Kansas. Master's, 1934. Kans. St. T. C., Emporia. 105 p. ms.

3443. Emich, Mary Caroline. A comparative study of senior high school libraries. Master's; 1933. Chicago.

3444. †Fair, Ethel M. Countrywide library service: a compilation of articles on service organized by counties and other large units. Chicago, American library association, 1934. 208 p. (New Jersey college for women)

Discusses library service over wide areas, the need for books, the structure of the community, promotion of libraries, measuring and meeting the cost of service, service to populous areas, communication and transportation, and conditions to guard against in larger units.

3445. Gillette, Gladys Geraldine. A course of study in library instruction for the junior high school. Master's, 1934. Iowa.

3446. Haggerty, M. Adelaide. A study of the organization and administration of professional educational libraries maintained by city boards of education. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 466-67)

Shows that 26 of the largest cities maintain professional libraries which are housed with the administrative offices of the school system and cater to teachers and administrators, that the person in charge of the library has training and experience in teaching and in library work; that the materials in the library include not only literature in educational and allied fields, but such collections as pictures, posters, lantern slides, files of units of work, of educational projects, of professional examinations, and collections which signify the library's contact with the various school programs and the teachers' problems; and that the service rendered is increased by cooperation with local and out-of-town public and special libraries.

3447. *Harris, Mabel. Non-professional library instruction in teachers colleges. Master's, 1934. Peabody. Nashville, Peabody library school, 1934. 9 p. (Peabody contributions to librarianship, no. 3) (Reprinted from the Peabody journal of education, 12: 86-95, September 1934)

Gives the history of non-professional library instruction, its present status in accredited state teachers colleges, formulates principles for establishing instruction in teachers colleges, and gives a plan illustrating these principles.

3448. Lee, Margaret Irene. A study of school library reports. Master's, 1933. Columbia.

3449. LeFevre, Alice Louise. Suggested plans for a survey by a public library before organizing special service for intermediates. Master's, 1933. Columbia.

3450. McClenahan, Stella. Growth of school libraries in America. Master's, 1934. Colo. St. T. C.

3451. †McCrum, Blanche Prichard. An estimate of standards for a college library: planned for the use of librarians when presenting budgets to administrative boards. Lexington, Va., Washington and Lee university, 1933. 78 p.

Discusses changing opportunities and responsibilities of a college library; its book collection, staff, budget, catalogue, faculty relations, and building.

3452. **Mullinix, William Day.** High-school libraries in Maryland. Master's 1933. Chicago.

3453. **Nilson, Artha V.** The conduct of outside readings, with reference to the library facilities of rural schools in Weld county. Master's, 1934. Colo. St. T. C.

3454. **O'Connell, John J.** Horace Mann's influence on school libraries in Massachusetts. Master's, 1934. Mass. St. Coll.

3455. **Plum, Dorothy A.** Bibliography of American college library administration, supplement, March 1931-July 1933. Poughkeepsie, N. Y., Vassar college library, 1933. 42 p.

3456. **Schafer, R. J.** A survey of the industrial arts shop libraries in the public junior and senior high schools located in the western half of Wisconsin. Master's, 1934. Iowa St. Coll. 87 p. ms.

3457. **Schmidt, Elsie Florence.** The service of organized teachers' rooms of public libraries in cities of over 100,000 population. Master's, 1933. Columbia.

3458. **Seeley, Winifred.** Study of the junior college library service in relation to the educational program of the junior college. Master's, 1933. California.

3459. ***Shores, Louis.** Origins of the American college library, 1638-1800. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 290 p. (Contribution to education, no. 134)

Discusses the history of the nine colonial college libraries, book collecting and selecting, library benefactors, and the library in colonial higher education.

3460. **Stewart, Isaac Daniel.** The effect of library instruction upon silent reading ability of sixth-grade children. Master's, 1934. Utah. 100 p. ms.

3461. **Watson, Dorothy Storey.** Certification of secondary school librarians. Master's, 1933. California.

3462. **Weeks, Wesley Dale.** The organization, present status, and possible future development of county libraries in Texas. Master's, 1933. Agr. and Mech. Coll. of Texas.

3463. **†Wilson, Louis R.** Promoting abilities and interests through the school library. Elementary school journal, 34: 737-48, June 1934. (University of Chicago)

BOOKS AND PERIODICALS

3464. **Baker, Marian Elizabeth.** A study of magazine articles on the physical education program. Master's, 1934. Peabody. 137 p. ms.

Analyses articles in the Journal of Health and Physical Education, 1930-1933.

3465. **Brewton, J. E.** The functions of the state education association journals. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 148 p. (Contribution to education, no. 125)

Presents a general picture of the present status of state education journals in the United States, evaluates their functions, analyzes their content in order to determine the relative emphasis given to these functions in actual practice, classifies the contributors to the journals according to sex, residence, professional group in order to ascertain practice in the functioning of association journals as integrating factors in the state.

3466. **Bunting, Theresa Viola.** An analysis of "World's work" for instructional materials in the social sciences. Master's, 1933. Chicago.

3467. **Carson, Mayme Storey.** Adolescent problems as reflected in current periodical literature. Master's, 1934. Oklahoma. 164 p. ms.

3468. Conant, George Salzman. Stories for the two-year-old child. Master's, 1934. Iowa.

3469. Cool, Mary Anita. Selected literary readings for the junior high school. Master's, 1934. Stanford.

3470. Fischer, Mary. The influence of children's literature on the aesthetic sense of the child. Master's, 1934. Claremont. 92 p. ms.

3471. Foster, Flossie Marie. Evaluation of children's books by book reviewing periodicals and by children's librarians. Master's, 1933. Columbia.

3472. Gray, Rolland O. The literature of industrial arts education as determined by a survey of the libraries of seven teacher training institutions of the Middle West. Master's, 1934. Iowa St. Coll. 173 p. ms.

Finds that the libraries examined vary greatly in the possession of the 1,500 books on industrial arts education on the check-list.

3473. Greenberg, Louis M. The physics and mathematics involved in the understanding of articles on popular science. Master's, 1934. Coll. of the City of N. Y. 38 p. ms.

Analyzes the contents of five popular science magazines, widely read by high-school students, for the principles of physics and mathematics necessary for the understanding of the articles.

3474. Herrmann, E. Adele. Books and their ancestors. Master's, 1934. T. C., Col. Univ. 34 p. ms.

3475. Hill, Gladys Iona. A survey of educational publications bearing on the project in home economics teaching in schools of less than college grade. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 469)

Discusses the classification of projects, and the steps essential to the completion of successful projects, and determines that the project method is the best method for teaching home economics.

3476. Howe, Elizabeth G. A study of children's picture books from 1600 to 1900. Master's, 1934. Smith. 130 p. ms.

3477. Kreuzer, James B. Contemporary novels suitable for use as required reading material in secondary schools. Master's, 1934. Coll. of the City of N. Y. 67 p. ms.

Presents a list of 14 novels validated on the criteria of teachability and literary merit and suitable for use as required reading material for the fourth year of the secondary school.

3478. McAtee, Vera Mae. The biological principles in five current magazines. Master's, 1934. Chicago.

3479. Markland, Martha Agnes. Scientific principles in popular books on biology. Master's, 1933. Chicago.

3480. Morse, Frances Hampton. An analysis of the dialogic content of two children's books. Master's, 1934. Peabody. 178 p. ms.

3481. Naylor, Hazel Gertrude. An analytical study of children's periodicals. Master's, 1933. Chicago.

3482. Ostrander, Laura M. An annotated list of available books. Master's, 1934. N. Y. St. Coll. for Teach.

3483. Robinson, Blanche. Reading lists for the pupils of the Charles F. Brush high school evolved from a study of the mutual materials and goals of the English and social studies. Master's, 1934. Ohio. 98 p. ms.

3484. **Taggart, Goldie.** A study of the book review and its value as a guide in choosing books with special reference to state educational journals. Master's, 1934. Whitman. 40 p. ms.

3485. **Wadsworth, Everett D.** An analysis of the professional literature relating to the supervision of instruction in secondary schools. Master's, 1934. Southern California.

3486. ***Whitney, Howard Parker.** The novels of Mary Webb. Master's, 1934. Boston Univ. 83-p. ms.

Describes, briefly, Mary Webb's life, gives a resume of each of her five complete novels, and relates the novels to her life, analyzes and compares the novels.

3487. **Williams, Velda Mae.** An annotated bibliography of books and stories suitable for first-grade children listed according to units of work. Master's, 1933. Kans. St. T. C., Pittsburg.

READING INTERESTS

3488. **Alman, W. Herbert.** A study of the voluntary reading activities of the boys and girls of Terre Haute, Indiana. Master's, 1934. Ind. St. T. C. 295 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 5: 255-56, July 1934)

Analyzes the voluntary reading of 190 Boy scouts, and 5,555 school children in grades 2-9 on the basis of a development age grouping.

3489. ***Bueschen, Jessie Stuber.** The relationship of an adolescent child's vocabulary to his recreational reading interests. Master's, 1934. Michigan. 42 p. ms.

Describes the construction of 9 tests known as the Rellly-Stuber tests to measure the adolescent child's vocabulary and its relation to his recreational interests. Finds that general vocabulary mastery increases with the amount of reading done, and that vocabulary mastery of comic and gangster vocabularies is greater in the adolescent child than mastery of travel and exploration, science, and motion-picture vocabularies.

3490. ***Cain, William R.** A study of the books read by a group of senior high school pupils in their free reading time. Master's, 1934. New York. 48 p. ms.

Attempts to determine the quality of the books read by the pupils during their free reading time, and to determine whether there is any change in the discriminatory ability of the group of pupils studied over a period of 3 years spent in senior high school.

3491. **Carney, Elizabeth.** Can high-school students read more intelligently? Greeley, Colorado State teachers college, 1934.

Studies the books read by high-school students in Greeley, as shown by the books sold at book stores, and borrowed from drug stores, pool-halls, and bought from the five-and-ten-cent stores.

3492. ***Devestern, Dorothy E.** The extent to which 243 high school seniors of Queens county, New York, have read the type of book found in the circulating libraries. Master's, 1934. New York. 148 p. ms.

Finds that considerable reading is being done by high-school pupils from circulating libraries, that the literary level of the books offered is a mediocre, and in many cases, low grade.

3493. **Doherty, Sister Mary Edna.** A study of the reading interests of students in a Catholic junior high school. Master's, 1934. Southern California.

3494. **Donlon, Thomas Weller.** A study of free reading among foreign-born children. Master's, 1934. Southern California.

3495. **Dumbacher, Sister M. Joseph.** A critical survey of the professional reading of Catholic teachers. Master's, 1934. Catholic Univ.

3496. **Hendrickson, Emma.** An analysis of the reading interests of pupils of University high school and John Marshall high school in Minneapolis. Master's, 1934. Minnesota.

3497. **Houkom, Alf.** The reading interests of educated people. Master's, 1933. Illinois.

3498. **Iversen, Ida Christine.** Professional reading done by teachers and principals. Master's, 1934. Southern California.

3499. **McAdams, Mary Ann.** The effect of guidance on the reading interests of tenth-grade pupils. Master's, 1933. Chicago.

3500. **McCurdy, Hilda Flowe.** A study of the extent and nature of teachers' reading during a summer school of the University of North Carolina apart from the required reading of classroom assignments. Master's, 1934. North Carolina. 80 p. ms.

Attempts to determine the relation of the unassigned professional reading of teachers enrolled in a summer school session of the University of North Carolina to courses taken by the teachers, present or desired occupational positions of the teachers, and their classroom problems, based upon returns from 107 questionnaires distributed to teachers enrolled in the School of Education of the University of North Carolina (summer school of 1932). Data indicate that teachers choose and read unassigned professional books more closely related to their summer school courses and to their present or desired positions than to their classroom problems. Occupational status, sex, teaching experience, and environment appear to be factors influencing the selection of unassigned professional reading of teachers enrolled in summer school.

3501. ***Murdock, Evelyn Louise.** Magazines over the counter: a survey of magazine sales at magazine stands in and around Boston. Master's, 1934. Boston Univ. 156 p. ms.

Studies the magazines sold at 17 magazine stands in and near Boston. In a study of the uses of leisure time.

3502. **Payne, Nellie Angeline.** Reading interests of high-school seniors of the District of Columbia. Master's, 1934. George Washington. 47 p. ms.

3503. ***Reilly, Ellen Maclean.** The effect of certain forces within and outside the school upon a child's vocabulary. Master's, 1934. Michigan. 35 p. ms.

Attempts to determine the relationship between a pupil's intelligence and his recreational reading vocabulary as determined by the Reilly-Stuber tests, whether his vocabulary acquired from recreational reading exceeds his general word knowledge as determined by the Sangren-Woody test, whether the classroom offers material apart from the child's life interests, whether the child's vocabulary is influenced by his environment, and whether slow pupils comprehend subject matter within his field of interest with as high a degree of comprehension as a pupil with normal intelligence.

3504. **Sutton, Irma J.** Short story reading in the Aliquippa high school. Master's, 1934. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 10: 522-23)

Analyzes the short story reading interests and practices of pupils, their appreciation, reading taste and attitude toward the short story as a type of reading.

3505. **Thompson, Arthur E.** Testing acquaintance in free reading preferences in the secondary school. Master's, 1934. Colo. St. T. C.

3506. ***Winkler, Marian Lee.** The newspaper reading interests of children (grades 4-12). Master's, 1934. Boston Univ. 123 p. ms.

Studies the types of newspapers, trends of interests, extent of daily and occasional reading, sections of newspapers read, the special writers whose articles are read, comic strips, and the response to "picture appeal" of school children.

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