BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1933-1934

Prepared in
THE LIBRARY DIVISION
by
RUTH A. GRAY

Bulletin, 1935, No. 5

UNITED STATES
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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.
INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The eighth 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
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**

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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.

EDUCATIONAL RESEARCH STUDY COMPLETED

(Fill in items applicable)

Return to
UNITED STATES
DEPARTMENT OF THE INTERIOR
Office of Education

EDUCATIONAL RESEARCH STUDY COMPLETED

(Date)

Author(s) of study

Position

Title of study

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

This report made by

(Use reverse side if necessary)

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

ABBREVIATIONS

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

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<td>Arizona</td>
<td>University of Arizona, Tucson, Ariz.</td>
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<tr>
<td>Auburn</td>
<td>Auburn Theological Seminary, Auburn, N. Y.</td>
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<td>Ball St. T. C</td>
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<td>Duke</td>
<td>Duke University, Durham, N. C.</td>
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<td>Emory</td>
<td>Emory University, Emory, Ga.</td>
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<td>Fisk</td>
<td>Fisk University, Nashville, Tenn.</td>
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<tr>
<td>Florida</td>
<td>University of Florida, Gainesville, Fla.</td>
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<tr>
<td>Fordham</td>
<td>Fordham University, New York, N. Y.</td>
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<tr>
<td>George Washington</td>
<td>George Washington University, Washington, D. C.</td>
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<tr>
<td>Georgia</td>
<td>University of Georgia, Athens, Ga.</td>
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<tr>
<td>Hartford</td>
<td>Hartford Theological Seminary, Hartford, Conn.</td>
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<td>Harvard</td>
<td>Harvard University, Cambridge, Mass.</td>
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<tr>
<td>Hawaii</td>
<td>University of Hawaii, Honolulu, Hawaii.</td>
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<tr>
<td>Howard</td>
<td>Howard University, Washington, D. C.</td>
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<tr>
<td>Illinois</td>
<td>University of Illinois, Urbana, Ill.</td>
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<tr>
<td>Indiana</td>
<td>Indiana University, Bloomington, Ind.</td>
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<tr>
<td>Ind. St. T. C</td>
<td>Indiana State Teachers College, Terre Haute, Ind.</td>
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<tr>
<td>Iowa</td>
<td>State University of Iowa, Iowa City, Iowa.</td>
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<tr>
<td>Iowa St. Coll</td>
<td>Iowa State College, Ames, Iowa.</td>
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<tr>
<td>Johns Hopkins</td>
<td>Johns Hopkins University, Baltimore, Md.</td>
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<tr>
<td>Kansas</td>
<td>University of Kansas, Lawrence, Kan.</td>
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<td>Kansas St. T. C, Emporia</td>
<td>Kansas State Teachers College, Emporia, Kan.</td>
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ABBREVIATIONS

Kansas State Teachers College, Pittsburg, Kans.

Kansas State Teachers College, Kansas, Ky.

University of Kentucky, Lexington, Ky.

University of Louisville, Louisville, Ky.

Loyola University, Chicago, Ill.

Marquette University, Milwaukee, Wis.

Marywood College, Scranton, Pa.

Massachusetts State College, Amherst, Mass.

Miami University, Oxford, Ohio.

University of Michigan, Ann Arbor, Mich.


Mills College, Mills College, Calif.

University of Minnesota, Minneapolis, Minn.

University of Missouri, Columbia, Mo.

University of Nebraska, Lincoln, Nebr.

University of New Mexico, Albuquerque, N. Mex.

New Mexico Normal University, Las Vegas, N. Mex.

New Mexico State Teachers College, Silver City, N. Mex.

New York University, New York, N. Y.

New York State College for Teachers, Albany, N. Y.

University of North Carolina, Chapel Hill, N. C.

North Carolina State College, Raleigh, N. C.

University of North Dakota, University, N. Dak.

Northwestern University, Evanston, Ill.

University of Notre Dame, Notre Dame, Ind.

Ohio State University, Columbus, Ohio.

University of Oklahoma, Norman, Okla.

Oklahoma Agricultural and Mechanical College, Stillwater, Okla.

University of Oregon, Eugene, Oreg.

George Peabody College for Teachers, Nashville, Tenn.


University of Pittsburgh, Pittsburgh, Pa.

Presbyterian College of Education, Chicago, Ill.

Princeton University, Princeton, N. J.

College of Puget Sound, Tacoma, Wash.

Purdue University, La Fayette, Ind.

Rutgers University, New Brunswick, N. J.

St. Louis University, St. Louis, Mo.

St. Mary's College, Notre Dame, Ind.

Simmons College, Boston, Mass.

Smith College, Northampton, Mass.

University of South Carolina, Columbia, S. C.

Southern Baptist Theological Seminary, Louisville, Ky.

University of Southern California, Los Angeles, Calif.

Southern Methodist University, Dallas, Tex.

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


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


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


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.


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


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.

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


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.


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.


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


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


Discusses early private schools, 1854-1892; early public schools, 1882-1890; later public schools, 1890-1909; and the modern period, 1909-1930.


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


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.


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


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.


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


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.


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.


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.


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.


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.


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 vol.utions, training for physical efficiency, and social responsibility.


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.
EDUCATIONAL HISTORY


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.

34. <NAME>, 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.


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


*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.


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.


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

44. Wilson, Carl B. A history of Baptist educational efforts in Texas, 1829-1900. Doctor's, 1934. Texas.


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


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


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.


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.


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.


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.


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.


EDUCATIONAL HISTORY


CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES


Studied 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.


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


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.


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.


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.


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


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


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


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.”


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.


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 loud-speaker technique was less effective, and the printed technique had the least effect.
EDUCATIONAL HISTORY

SURVEYS


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.


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


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.


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


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


Gives a brief history of the town of Darion; a resume 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; analyses 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.


FOREIGN COUNTRIES


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.


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.


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.


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, 24.6 per cent of whom were in private schools.


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.


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.


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.


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.


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.


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.


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


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.


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


159. Loram, Joan Marion. Suggestions for a physical education and health program for Cape Province, South Africa. Master's, 1934. T. C., Col. Univ. 70 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.


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.


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.


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.


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.


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


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 employees, 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.


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.


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.


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


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.


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


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.


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.

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.


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


INTERNATIONAL EDUCATION


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.


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


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.


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


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.


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.


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; extracurricular activities; the instructional staff; the organization and control of public education; and issues in American education.


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.


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."


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


Trace the influence of such religious leaders as Mather and Edwards on the schools of the early Colonial period, the influence of Franklin and Paine 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.


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


226. Keel, 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.


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


Seeks out the different aims of education, traces their evolution from the earliest period of the history of civilization till 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.


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.


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.


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


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

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.


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.


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.


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


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.


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


SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION


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.


257. **Li, P'ai Yu.** A critical study of group instruction in American schools. Doctor's, 1934. South Carolina.

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


**HOMOGENEOUS GROUPING**


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.


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 H.** Effectiveness of homogeneous grouping combined with differential courses in general science. Master's, 1933. Chicago.


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.


271. Gustin, Margaret and Hayes, Margaret L. Activities in the public school. Chapel Hill, University of North Carolina press, 1934. 290 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 bulletin, 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.


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


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

CONTRACT PLAN


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


Describes a series of three experiments each of one semester duration, involving two equated pairs of sections of chemistry of 26, 26, 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.


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


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.


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.


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.


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.
INSTRUCTION AND ORGANIZATION


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.


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


Analyzes replies to questionnaires from city senior and 4-year high schools with enrollments of 500 or more pupils, in 29 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 avoidance, ethical, health and personal guidance.


INDIVIDUAL INSTRUCTIONS


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.


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
RESEARCH STUDIES IN EDUCATION


Describes devices 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.


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.


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 increasing 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.


METHODS OF STUDY


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.


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

Analyzed study practice of 473 students enrolled in psychology and education of the State college of Washington through a check 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.

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

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

Attempts to determine the validity 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.

Analyzes 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.


318. Spangler, Gladiss 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


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
RESEARCH STUDIES IN EDUCATION

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


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.


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.


VISUAL INSTRUCTION


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.


Studies the use of visual aids with a group of underprivileged, retarded children ranging in age from 12 to 15 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.


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.


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


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)


Describes an experiment conducted in the Opportunity school at Clemson, S. C., in which 12 Chronicles of America photoplays were shown to 189 adults whose schooling ranged from 1 to 8 years and whose ages ranged from 15 to 70.


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


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


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.


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 exceed those of their mothers.


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.


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.


Determines the relative roles of group play and quarreling 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 quarreling among preschool children. Child development, 4: 302-307, December 1933. (University of Minnesota)


Contents: (1) Differential variations in the amount of activity of newborn infants under continuous light and sound stimulation, by LaBerta A. Weiss, p. 57-83; (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 polytaph findings, by Oriis 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 Oriis C. Irwin and LaBerta A. Weiss, p. 151-84; (5) The effect of darkness on the activity of newborn infants, by Oriis C. Irwin and LaBerta A. Weiss, p. 185-75.


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


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.


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.


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.


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.


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


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


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.


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.


SEX DIFFERENCES

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


TESTS AND TESTING

PSYCHOLOGICAL TESTS


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


Analyses the grades of 151 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. Brees, Clara. Study of mental growth as revealed by re-tests on Terman group test of mental ability. Master's, 1934. Southern California.

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 220 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.


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


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 465 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.


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.


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


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.


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.


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.


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.


Tests the reliability of rewritten forms of a psychological examination.


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, 1938. California.


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 retests of high-school pupils. Data indicate that a pre-college guidance program can be instituted at the tenth grade level.


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.


*Analyses a representative verbal, numerical and pictorial or spatial elements constituting group tests designed to measure the general intelligence of 189 boys and 203 girls, nine years of age, of Jewish parentage, in the third and fourth grades of Public school no. 225, Brooklyn, N. Y.


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


SOCIAL INTELLIGENCE—TESTS AND SCALES


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


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.

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.


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.


Describes an experiment conducted with 150 pupils (30 per group) 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.


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.


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


Describes an experiment conducted with 16 age-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.


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.


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.


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.

Studies several selected incentives or motivating situations which might have a bearing on the amount of frankness and disimulation 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.


EDUCATIONAL MEASUREMENTS—TESTS AND SCALES


Evaluates critically 106 tests, and finds that 80 percent of the tests had expressed reliability coefficients, which ranged from 0.35 to 0.980. Shows the need for a more critical evaluation of tests with a view to their use in the schoolroom and in research.


Describes an experiment conducted in the Jeannette high school during the school year 1933-34, in which two equivalent groups of 150 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.


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


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.


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 precise questions and vocabulary tests on Silas Marner and Marmion, and tests children in grades 8 through 12, 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.


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


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.


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 test.


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.


Describes an experiment conducted with 50 boys and 50 girls on the sixth grade level, whose IQ's ranged from 67-137. 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.


490. Gray, Hob and Votaw, David E. 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 B. 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.


Describes an experiment conducted with 134 children between the ages of 2 and 5½ years in which a series of picture completion tests was given them in an attempt to standardize the series.

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.


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.


500. Hubertz, Loretta C. The relative validity of two representative standardized tests in high school 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.


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.


Describes an experiment in which a specially constructed test containing 170 items, and covering common difficulties with verbs and pronouns, was given to 439 pupils in 5 schools. The results showed which items needed remedial teaching in each school.


Reviews developments in educational tests for the year 1933.


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.


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.


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.


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


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


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.


Describes an experiment in which 158 statements concerning teaching were given to 190 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.

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.


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

Demonstrates misuse 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.


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


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.


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.


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.

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.


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


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.


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 judgements.


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.

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

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

520. 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.


522. ———. 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.


.... 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.


.... 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

531. 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.


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.


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 Brack motor ability test was given to 348 boys ranging in age from 12 to 19, whose records were later studied.


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.


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.

581. 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


Describes and illustrates certain elementary issues related to the task of making a dependable social study.


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 Macedo Espinosa, pp. 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.


Analyzes 67 textbooks, classifies the most frequently used terms in educational research, and shows the need for standardization.

REPORTS


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)


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)


Abstracts these 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. 30 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.


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)


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)


Gives abstracts of 52 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.


CURRICULUM STUDIES


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 by his student readers are, in general, those which were predominant in his life.


shows that new developments and changes in guidance, admission procedures, adjustment of freshmen to college and its curriculum to its students, give promise of better adjustment and better education than formerly.


A summary was published under the title: Curriculum revision to meet the needs of high school pupils. School science and mathematics, 34: 630-42, June 1934.


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.


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.


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.


READING


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.


Compiles a list of words occurring in 10 sixth-grade reading books and compares this list with standardized lists.


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.


635. Booker, Ivan Albert. The measurement and improvement of silent reading among college freshmen. Doctor's, 1934. Chicago.


Analyzes the results of the Darrell 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


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.


Describes the use of a constructive reading program involving diagnostic and remedial work in improving the reading ability of high-school pupils.


Compares the chronological age, mental age, IQ, and reading achievement of the two groups of children.


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.


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.


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.


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.


672. Stoops, Emery. The place of extensive reading in modern high-school procedure. Master's, 1934. Southern California.


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.


Compared 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.


HANDWRITING


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.


Showa, 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.


SPELLING


692. Eads, Mabel Louise. Two methods of teaching spelling in grades two and three. Master's, 1934. Chicago.


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.


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.


Serves as a basis for: Teaching spelling in rural schools. Nation's schools, 14: 21-23, December 1934.


**ENGLISH LANGUAGE GRAMMAR AND COMPOSITION**


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.


713. Carsley, Celia. The importance of certain variations in comma 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.


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 superi-er 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 departure 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.


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.


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.


Analyses 738 letters written spontaneously by fifth-grade children outside the school, and finds a total of 9,062 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.


725. Goldenberg, Bernard. The influence of the teaching of word elements on the ability of 691 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 roots that they have studied to discover the correct definitions of new words.


Studies the evolution, use, content, and value of English grammar as a high-school subject.


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-Brewer 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 6A level in eliminating language errors.


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 then fell to a lower position.


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.


Describes an experiment conducted with 901 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.


Presents the results of experimental research in the teaching of spelling, handwriting, and composition.


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.

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.


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.


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.


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.


Presents tables showing the relative difficulty of 208 test items on the technical aspects of writing and speaking.


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.


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.


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.


Finds that most of the professional literature for the teaching of English has not kept abreast of the times.


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.


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.


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.


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.


Describes the family history, health history, educational record, intelligence tests results, diagnosis, remedial instruction, and the results of the remedial instruction of these pupils.


LITERATURE


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.


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.


Gives a brief introduction to several authors and their poems in an attempt to arouse teachers' interest in poetry.


Describes an experiment conducted in the secondary schools of Jersey City, N. J., in which pupil preference for 100 poems were determined.


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 ancien 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.


806. McWilliams, Mona. Enter the ghost: a study of Shakespearean spectres. Master's, 1934: Boston Univ. 85 p. ms.

Studies Shakespeare's use of the ghost in Julius Caesar, Richard III, Macbeth, Cymbeline, and Hamlet.

Studies line by line all content intervening between crisis and catastrophe in Julius Caesar, Hamlet, Coriolanus, Lear, Timon of Athens, Othello, and Antony and Cleopatra.


809. Mims, Mary V. An arrangement of Norse myths for fourth grade. Master's, 1934. Colo. St. T. C.


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.


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.


Studies the use of the pastoral atmosphere in As you like it, Cymbeline, and the Winter's tale.


- Compares the characteristic elements of the personal essay as treated by contemporary American essayists with those of Lamb, Hazlitt, and Hunt.


Attempts to determine the factors that influence the teaching of Chaucer in the high school; the methods best suited to teaching this unit; placing and justification of the poetry; methods and techniques to be employed in securing the best results.

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.


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.


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.


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.


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.


Analyzes the figures of speech found in 5 representative secondary school texts.


Finds that the magazines studied were helpful in teaching constructions in the first 2 years, but were of no value in teaching vocabulary.


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.


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.


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.


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.


Compares the interpretations of Heyne, Conrad, and Heinze, and reconstructs the chronology of the action of the poem.


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.


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


Traces the history and development of the teaching of modern foreign languages in Denver since the earliest schools were established, and emphasises 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.


Traces the development of the teaching of French, Spanish and Italian from 1847 to 1933.


Attempts to determine whether students of average or below average ability would understand thoughts containing certain grammatical points without formal teaching of these points.


Part 1: Spanish literature in Mexican languages; part 2. Spanish pronunciation as revealed in the orthography of the Indian languages of Mexico.


861. Dukás, Francis Johnson. Modern languages at the University of Virginia, 1825-1904. Master's, 1933. Virginia.


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.


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.


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.


Studies the teaching of French in 65 junior high schools.

Finds that the study of sources enriches and strengthens a modern language course, even in high school, if carefully limited to students’ needs.


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 25 criteria were used as measures of achievement, and 15 measures were used in the prediction battery.

869. Kayewitz, Samuel. The extent of teaching methods 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. 116 p. ms.


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. (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. 243-31)


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.


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.


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 muchrealia material on all Hispanic countries.

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.


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.


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.


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. Billir, 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.


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 on 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.


Attempts to determine the value of mathematical knowledge to home managers, 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 subject-prerequisite to it in the high-school curriculum.


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.


Develops a statistical slide rule adapted to the computations involved in educational and psychological statistics.


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.


897. Gerberich, J. R. The requirement of problems in engineering mechanics. Fayetteville, University of Arkansas, 1933. 8 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.


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.


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 6 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.


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.


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.


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.


910. Relihl, Alice May. The development of mathematical concepts with pupils of low intelligence in junior high school. Master's, 1934. Southern California.


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, vocabulary, illustrations, and compares old textbooks with the modern.


915. Walker, Cilena Grace. Results obtained with secondary mathematics in grades seven and eight and in junior high school. Master's, 1934. Chicago.


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.


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 666 pupils taught in the ordinary way.

**ARITHMETIC**

919. Bedker, Romeo Robert. Investigation on how well a student can read a ruler with 1/16 divisions. Master's, 1934. Wisconsin.


Provides professional materials and suggests subject matter that will train arithmetic teachers to better meet the demands made on them by the schools.


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.


Traces the cause 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.


Describes an experimental study with white and Negro children in third grade.


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. Cites, Myron S. Successful and unsuccessful problem solving in relation to certain somatic activities. Doctor's, 1934. Indiana.


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.


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.


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.


Data, based on test results, indicate that knowledge of series relationships of abstract numbers increased from grade to grade.


Finds that the achievement of the group was comparable to that of an average group of the same mental age.


Lindenmeier, Lee C. Distribution of drill for quadratic equations. Master's, 1934. Colo. St. T. C.

McNeal, Fred R. Type difficulties in multiplication and division of fractions. Master's, 1934. Iowa.

Mercer, Margaret. Analysis of a problem seventh grade division; a study in group psychology. Master's, 1934. Penn. State. 35 p. ms.


Nigh, Mrs. Edna. Analyses of practice in subtraction of fractions and mixed numbers. Master's, 1934. Iowa.


Settle, Margery Lucille. The difficulties in eighth-grade arithmetic and the frequency of their appearance in work books. Master's, 1934. Kentucky. 190 p. ms.

Shedd, Jesse E. A critical analysis of the errors made by seventh-grade pupils in the division of decimals. Master's, 1934. Iowa.

Shrum, Edmund J. Diagnostic and remedial versus traditional procedure in the teaching of arithmetic in the intermediate grades. Master's, 1934. North Dakota.


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 410 junior high school girls, and finds no significant relationship between the factors studied and achievement in algebra.


Pairs boys and girls in the freshman class of the Curwenville, Pa., high school on the basis of IQ, aptitude for learning algebra, and algebra achievements. Shows that when the children were matched on intelligence, the boys were superior to girls in graph-solving; that the boys were superior according to the Notz test; and that the boys' superiority was greater when matched on intelligence than when they were matched on aptitude.


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.


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 121 tenth-year pupils in the senior high school at Joplin.


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 Breseich algebra survey test form A were given to 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.


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.


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.


976. Pogue, W. R. The relation of class time spent on theorems and on exercises to achievement in plane geometry. Master's, 1934. Iowa.


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.


CURRICULUM STUDIES


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


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.


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.


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.


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 6,000 terms occur, the majority less than five times. Suggests that 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.


Analyzes child and adult life jobs, pastimes, activities, and interests as a basis for a course of study.

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.


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)


998. Littelle, Glenn P. Principles and applications in general science. Master's, 1934. Iowa.


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.


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.


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.


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)

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.


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.


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)


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.


Develops and validates a course of study in biology to meet the needs of the ninth-grade pupils in rural high schools.


Studies the parasitic habits of birds and insects.


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.


1024. Merriam, Spencer 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; that work in physical and chemical sciences should be included in the elementary science curriculum.


1030. Tilley, Winthrop. The literature of natural and physical science in the American colonies from the beginnings to 1765. Doctor’s, 1933. Brown.


**CHEMISTRY AND PHYSICS**


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.


1044. Buckham, W. Bayard. To determine what high-school chemistry is expected to contribute toward success in college work. Master's, 1934. California.


1047. Clarke, Oliver French. The distribution of presentation time for topics in chemistry and general science. Master's, 1934. Stanford.


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.


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.

Traces the development of chemical education in the secondary schools of New York State from its inception in 1813.


Demonstrates the possibilities of the automobile for teaching the principles of physics in high school.


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.


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.


Formulates objectives for high school chemistry instruction and a course of study with experiments to be performed with each unit.

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.


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.


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.


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.


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.


1072. Peterson, Lawrence Frederick. Achievement in high-school physics as related to ability in mathematics. Master's, 1933. Chicago.

1073. Radcliffe, 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: 40-11.

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 procrastination.

1074. Ralya, Lynn L. Specific weaknesses in achievement in high-school physics. (A study based on diagnostic testing.) Madison, University of Wisconsin, 1934. 34 p. ms.

Analyzes the weaknesses shown in an investigation of high-school physics accomplishment by diagnostic and summative tests given by more than 30 physics teachers during the past 3 years.


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.


Finds that frequent testing has a decided and desirable effect on achievement in high-school physics.


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.


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-Cherry 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.


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.


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.


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

Finds no conclusive evidence of the superiority of either curriculum over the other.


1009. 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.


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.


Sets up a proposed program for improving instruction in social studies in Florida high schools.


1108. Wahquist, Gunnar Linné. The social studies as a means for the individual development of pupils in secondary schools. Master's, 1934. Southern California.


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.

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.


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 155 studies made between 1898 and 1934, and indicates the present trend of research in geography and the possibilities for research in the future.


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.


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.


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.


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. Peabody, N. Y. St. Coll. for Teach.

Describes experiments conducted with 184 eighth-grade American history pupils, three experiments with 174 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.


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.


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.


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.


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.


1142. Litz, Helen O. Course study in history of Iowa for grade 6 in the Dubuque public schools. Master's, 1934. Iowa.


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 history and practice during the course of the Herbartian movement from 1890 to 1911.

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.

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.


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.


Describes an experiment conducted in Evanston township high school during the school year 1932-33 in which 88 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.


Presents a critical analysis of the impeachment to illustrate the teaching of a controversial issue in the high school.


CIVICS


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.


Examines the content of instruction in distribution, consumption, and economic control and planning; develops a classification for evaluating the provisions of the program.


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).


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.


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.


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.


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


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.


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.


Studies 1,344 pupils from grades 3-9, and from 1. 2. 3., to 5t and 6t or more-teacher schools.


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.


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.


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, retenitivity, and several non-memory tests were given in order to differentiate retenitivity from other mental abilities. Data indicate a fundamental communality of function between simple retenitivity and intelligence as shown and measured in young children.


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. Delvin, William Joseph. Intrusion of the formation of the concept and the judgment process through word-association and the education of relations. Master's, 1933. St. Louis.


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.


Shows that previous courses in general psychology apparently contribute noticeably to achievement in educational psychology.


Contains a number of minor studies in the psychology of tone and music.


Studies the size of family, I.Q of child, education of each parent in years, and occupational status of the father for 719 families.


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 96 college sophomores.


Studies the nature and extent of variations in intelligence and special abilities.


Studies the nature of difficulty 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.


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.


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.


Analyzes the superstitious beliefs of 208 Negro boys and 224 Negro girls in the fifth and sixth grades of the elementary school.


Compares the whole with various part methods in the learning of maze patterns, and shows that the whole method proved consistently superior.


1207. Harrower, Mary. Organization in higher mental processes. Doctor's, 1934. Smith


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 Rohrs. The effect of early and delayed practice on memory and motor performances studied by the method of co-twin control. Genetic psychology monographs, 14: 463-567, 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.


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, Spaltungsfahigkeit test, cancellation tests, and tests of incidental memory. A similar study was conducted with 175 women students, freshmen and sophomores at Barnard college.


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.


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.


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.


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.


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 pupil, sex belief in indoctrination and shift in attitude during the experiment.


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.


Analyzing data concerning both mother's and father's education in years, and the IQ's of six groups of children.


1239. 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.


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-handed 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.

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.


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.


Describes an 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.


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.


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.


Explains the meaning of technical terms met in psychological literature.


1255. Winkler, Pauline Katharine. The psychology of listening. Master's, 1934, N. Y. St. Coll. for Teach.


MUSIC EDUCATION


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.


1261. Barnes, Boy 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.


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.


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.


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.


*Finds, from interviews with 22 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.


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.


1283. Fuller, Oscar A. Problems in teaching music in selected Negro colleges. Master's, 1934. Iowa.


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.


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.


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.


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.


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.


Studies the types, cost and use of the music equipment placed in each of 21 high schools.


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.


Research studies in education

Abstracts of theses, researches in progress, and bibliography of publications, 10: 469-91.

Analyses the replies of 1,008 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.

Miller, Frieda. A unit course of study in music appreciation with suggestions for integration with art, literature, and history. Master's, 1934. California.


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.


Palmer, Donald Sherman. The place of the operetta in the high schools of Southern California. Master's, 1934. Southern California.


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.


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.


1328. Waggoner, Dorothy. An analysis of theory problems found in a selected list of songs for high school. Master's, 1934. Iowa.


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.


Describes an experiment conducted with 465 mountain children in east Tennessee in which it was found that the mountain children fell 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.


ART EDUCATION


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.


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 consolation art clubs with distinct and definite functions to appeal to students of varying degrees of talent.


Describes an experiment involving two equivalent groups in which 32 boys were divided into two equivalent groups equally upon the basis of IQ, mechanical aptitude, chronological age, point-hour ratio, and work made on a reading drawing test. 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.


Finds 20 different types of clubs active in the 18 schools visited.


Finds that the teaching of art has followed the educational trends of the times and has changed with them.


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 mechanical drawing.


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.


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.


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.


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 the scientific and historical museum.


Traces the growth of art education, considering the people, institutions, and other factors that have influenced it.


1359. Mohikie, Evangeline. The correlation between intelligence and ability to draw. Master's, 1934. Southern California.


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. Reding, 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.


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.


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.


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.


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.


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.


DRAMATICS


Finds that 50 percent of the schools consulted offer courses in dramatics, but that there is a lack of standards in the courses.


Studies the Greek theater, costume, acting, the history of puppetry, and the construction of marionettes.

1380. Bidwell, Mary Gertrude. Settings and costumes designed to interpret a thirteenth century play for high-school production. Master's, 1933. California.


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.


Analyses 444 full-length dramas and 1,124 productions of these dramas as reported by 51 colleges with scattered data from 7 more.


1385. Fairbanks, Grant. A technical project applied in a production of Rose Franken's Another language. Master's, 1934. Iowa.


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.


1391. **Lembke, Russell.** A teaching project in dramatic art for freshmen men with superior ratings. Master’s, 1934. Iowa.


1393. **Opp, Paul Franklin.** Dramatics in the secondary schools, an extracurricular 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.


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.** Pagent 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.


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.


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.


SPEECH EDUCATION


1409. Curry, Mary Beth. A study of the value of speech contests in the high-school curricula. 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 platou 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.


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.


Evaluates criteria of speech effectiveness as shown by audience reactions in terms of students’ ratings, instructors’ ratings, and instructors’ grades.

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.


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.


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.


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


1428. Muldoon, Mary Margaret. The construction of a scale for measuring the editorials of senior high school newspapers. Master's, 1934. Chicago.


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.


SAFETY EDUCATION


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.


Analyses data secured from the bulletins of the 116 colleges which composed the American association of teachers colleges with Class A ranking for 1931-32.


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 1A, and ranging in age from 7 to 16 years.


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.


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.


Data were secured from 11 senior high schools in Indiana on the health habits of 900 girls, showing both desirable and undesirable habits.


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.


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.


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.


1462. Randall, Myrtle M. Miscueconceptions concerning health among University of Iowa freshmen. Master's, 1934. Iowa.


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. Books, 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.


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.


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.


Attempts to determine the change brought about in public health administration by the passage of the Hughes-Grieswold 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.


Describes experiments conducted with 49 medical students and with 49 boys. Data indicate marked variability in all groups in the respiratory functions recorded.


1473. Williams, Jesse Pfeiring 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


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.


Attempts to present concrete data on the physical, emotional, and social adaptation of the teacher in service, especially on psychoneurotic traits.

PHYSICAL EDUCATION


 Finds that few games were taught, but that they were liked by nearly all of the pupils.

1478. Bacon, Pearl M. The relative behavior emphasis 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.


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.


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.


1491. Burley, Lloyd B. 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.

1493. Case, Marie E. The education of physical education majors in relation to the subjects they teach. Master's, 1934. Colo. St. T. C.


Traces the contributions of physical education to citizenship from the days of the ancient Greeks and Romans to the present day.


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.


1501. Hall, Marguerite F. Description and prediction of physical development in school boys. Doctor's, 1934. Michigan.


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.


Places emphasis on intramural and free-play activities and corrective work rather than on formal gymnastics and competitive athletics.


1509. **McCart, Marion.** A junior college physical education program for men. Master’s, 1934. Oregon.


Analyzes the techniques of motivation used with approximately 150 boys in the seventh and eighth grades of the Roosevelt school, Melrose, Mass.


1512. **Mitchel, Carl Ernest.** Safety devices for the teaching of gymnastics. Master’s, 1934. Southern California.


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.


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.


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; technique 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.


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. **Raatama, Helen M. S.** Special classes in physical education for adult women and girls out of school living on the Mesabi and Vermilion Iron ranges of Minnesota. Master's, 1934. Southern California.


* 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.


* Devises a technique which measures emotional reactions in the gymnasium, and provides an instrument for evaluating the effect of play-life on the emotions.


* 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.


* 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


1532. Allen, John R. The personal effect of instruction in boxing upon the behavior of a timid boy at the Whittier State school. Master's, 1934. Southern California.


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.


Analyzes 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.


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.


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.

RESEARCH STUDIES IN EDUCATION


Data were secured from 2001 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.


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.


Studies the professional training, growth, attitude, salaries, ages and systems used by the high-school football coaches in these four states.


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.


Presents the fundamentals necessary for line play, with a set of guiding principles prescribed by leading authorities from all parts of the country.


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.


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.


Studies the liabilities assumed by 48 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 practices.


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.


1567. Servis, Val. 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.


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.


Gives a brief history of intramural athletics, and studies the administration, content, student and faculty participation, and financing of intramurals in 85 institutions in 44 states and the District of Columbia.


Evaluates the results of participation in interscholastic athletics of 22 boys and 10 girls who were graduates of the same high school.


PLAY AND RECREATION


Analyzes the recreational activities of the boys who were making 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.


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.


Discusses construction materials, wood construction, floating structures, crib construction, waterfront layout, and concrete construction.


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.


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.


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.


1595. Layton, Marguerite C. Family excursions in the San Francisco bay are deemed profitable to upper elementary school children. Master's, 1934. California.


Covers amusements and recreation in America from first settlements through the beginnings of the new nation.


Standardizes dance terms for use by the physical education teacher.


1604. Vinal, William G. Camping, a part of the elementary science program. American nature study society Journal, March 1934. (Western Reserve University)


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**


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.


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.


1617. **Capen, Ellery.** Revelation of job analyses of positions open to secondary commercial school graduates and proposed curricula improvements. Master's, 1933. Washington.


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.


Attempts to determine whether the commercially trained student from 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.


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.


1625. **Gilman, Grace Hauk.** 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.


Surveys the scope and standards of commercial studies in the Ohio high schools in 1932.


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.


Classifies the duties of 107 office workers in Terre Haute during the summer of 1932, and finds that they were performing a total of 915 different duties.


1639. Kuna, Marguerite. The effectiveness of the use of exercises written in shorthand in teaching elementary typewriting. Master's, 1934. Iowa.


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.


Analyzes data secured from 188 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.


Compared 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.


1648. McKenna, Frances Claire. The importance of teaching the different types of business organization in the high school. Master's, 1934. Boston Coll.


Recommends minimum requirements of curriculum in schools training Negro office workers.


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.


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.


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 the first 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)


1958. Peltier, Gladys Smillie. 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.


1964. 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.


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.


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.
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.

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.


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.


Prepresents 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.

1681. Williams, Sidney A. Case problems based on Illinois statutes and decisions for high-school commercial law. Master's, 1934. Iowa.


Analyzes the courses of study and programs of subjects secured from 93 cities with a population of over 100,000.


INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS


Gives factors influencing its origin, a statistical summarization of its growth, and the status of industrial arts education in 1922.


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.


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.


Surveys industrial arts in Belmont county circuits and proposes a course of study.


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)


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.


Deals with the teaching of automechanics in the senior high school, and includes a course of study for 4 semesters.


Studies the work of the types of work performed, and the use and types of machinery used in various manufacturing plants in the State.


Describes an experiment conducted with a class in 7B woodwork.


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 Gerstmeyer 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 upgrading men in those vocations in which the greatest number of employees were found in Terre Haute.


Uses two equal 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 Qatar. 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.


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.

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.


Determines the vocational opportunities in New Mexico by tracing the vocational development from the beginning of territorial days to 1930.


Analyzes data gathered from junior high school boys in three city, one private, and the rural schools of two counties.


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.


Studies 82 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 counseling.

1731. Ritter, 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.


finds that out of 369 high schools in Oklahoma, only 117 list industrial arts courses in their curriculum.


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.


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 caning of chairs.


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.


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.


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.


1747. Wlebe, Peter A. A study of methods used in teaching industrial arts in the exempted villages of Ohio. Master's, 1934. Ohio. 60 p. ms.


Offers a proposed general shop course of study, together with plans, equipment lists, methods of teaching, methods of testing, and an analysis of courses for the seventh and eighth grades of the junior high schools of the Amarillo public schools.


AGRICULTURAL EDUCATION


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.


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. Shows that the vocational agriculture course is functioning better than the other courses for these young men.


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.


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. 257. (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.


Constructs a course for elementary grades with modern psychological principles in mind, making agriculture a cultural rather than a vocational or nature study course.


Traces the historical development of agricultural education in North Carolina from Colonial times to the present.

HOME ECONOMICS


1769. Allen, Hazel Katherine. The application of some principles of economics to the problem of institutional management. Master's, 1933. T. C., Co'. Univ.


Investigates the requirements for the baccalaureate degree in 19 institutions offering at least one 4-year curriculum in home economics, the range of curriculum 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.

1775. 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.


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.


Evaluates a course called Home craft offered in the Enid, Okla., high school.


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.


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.


Finds that the home as a miniature society offers a unique setting for educational development.
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.


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.


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.


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.

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.

Studies records dealing with home economics teachers, classes, and physical improvements 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.


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.


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.


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.


Describes an experiment conducted with 247 girls in the high school of Waco, 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.


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 personal trait, and were not due to school or classroom. Their scholastic standing was higher in home economics subjects than in their other school work.


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.


Analyzes domestic ability test items, statistical data on item analysis, internal consistency, etc.


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.


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 homemaking 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.


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.


Analyzes the report 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 279 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

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.


Surveys the various moral programs, and suggests the use of a program called "right by agreement" in the public schools.


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.


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.


Presents a study of character education with readings and problems for use in teacher-training courses in character education.


Describes an experiment conducted in a junior high school, in which pupil and teacher ratings were the measuring instruments.


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.


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.


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.


Part 1: Realistic pluralism; part 2: Critique of current ethical realism.


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.


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.


1840. Thompson, Kenneth H. Character traits developed by the Knighthood of youth. Master's, 1934. Colo. St. T. C.

RE scour STUDIES IN EDUCATION


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.


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.


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.


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.


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.


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.


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.


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.


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.


Discusses the reading of the Bible in the public schools, sectarian influences other than Bible reading in the schools, and Sunday legislation.


Studies the historical perspective of the developing science of religious education, and the theoretical and practical bases which exist in its pedagogical issues.


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.


1881. Moore, George V. Values discovered in the supervision of college and university student leaders in religious education. Doctor's, 1934. Chicago.


Gives a general picture of the rise, progress and decline of deism in America, and interprets its tenor in terms of its class support.


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.


Analyzes the replies of 125 freshmen and 104 seniors to a questionnaire on religious beliefs.


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.


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.


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.


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.


PRESCHOOL EDUCATION


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.


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.


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.


Observes and records evidences of fear exhibited by 105 children, 57 boys and 48 girls, ranging in age from 2 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.


Describes the preschool department of the Illinois Institute for Juvenile research, its service to nursery schools and in clinics.

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.


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


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 pupil, and written versus oral instructions on ability to correct papers.


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.


Describes an experiment conducted with 12 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 non-sleeping group was studied to determine the reason for the child's inability to sleep and to study the effect of verbal and manual suggestions on sleep induction.


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.


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.

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.


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 78,236 pupils and a force of 2,283 teachers, operating 5 days a week for the regulation school year.


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.


Studies reports on under-age, normal-age, over-age and elimination of pupils in the public schools, and studies the progress of 1,382 elementary school pupils.

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.


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.


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.


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.


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.


**SECONDARY EDUCATION**


Presents a statistical study, arranged by groups according to enrollment showing the percent of schools in each group offering various subjects of the curriculum.


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.


 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.


Surveys practices in the employment of deans of girls in North Carolina high schools and investigates the functions performed by them.


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 55 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.


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.


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.


Analyzes 401 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.


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.


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 20 junior and 24 senior high schools, and evaluates these practices.


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.


Analyzes data on location, occupation, highest salaries ever received, number of years spent in college, and, if the women were married, occupations before marriage.


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.


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 163 items administered to 941 pupils from the 4-year high schools of the five towns.


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.


Analyzes 294 replies to a questionnaire sent to 231 selected high-schools of various size.


Studies the history of both public and private secondary schools in Tacoma, considers and evaluates their financial support, building construction, administration, and curricula.


Studied 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.


Reviews devices providing for individual differences and analyzes the advantages and disadvantages of the devices as applied to the small high school.


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.


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.


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.


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. Hoad, 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.


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.


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.


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.


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.


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.


Finds a substantial correlation between the grades a pupil makes and his IQ, how 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.


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.


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.


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.
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.

Traces the evolution of secondary or intermediate education from its colonial beginnings until the close of the nineteenth century.


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.


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 401 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.


Rundle, Sara Elizabeth. A scholastic comparison of academic and commercial high-school students. Master's, 1934. N. Y. St. Coll. for Teach.


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.

Analyze 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 regular 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.


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.
2067. Smith, Gerald W. The program of studies in township and community high schools in Illinois. Master's, 1934. Iowa.


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.


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.


Compares data for the 41 high schools under county supervision in four State aid counties for the years 1920-21 and 1922-23, studying particularly the financial status, teaching personnel, teaching costs, plants and equipment, and administrative policy of the high school.


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.

2073. 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.


Contents: (1) What constitutes a good high school, by W. R. Smith, p. 5–10; (2) Some problems of Virginia high schools, by Sidney B. Hall, p. 11–19; (3) How high schools should retrain 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. Tyt, p. 41–46; (6) The possibilities of the extracurriculum for the youth of the community, by George W. Kutsler, p. 47–53; (7) What the Virginia high schools are doing to carry on, by J. L. B. Buck, p. 54–64.

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. 59 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.


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.


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.


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.


2081. Zerfoes, 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


Investigates the status of the pupil in intelligence, reading, and arithmetic achievement, and shows the relationship existing between the age-grade status of the pupil 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.


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.


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 prognosis 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. Fast, 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. m.s.

2090. Faw, Seabury 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.


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.

2006. Smith, R. G. The program of studies and teachers' programs in Iowa junior high schools. Master's, 1934. Iowa.


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.


Serves as a basis for the article: Trait actions of junior high school citizens. School review 42: 272-82, April 1934.

JUNIOR COLLEGES


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.


2104. Spaulding, Charles B. A study of contemporary student leaders in Long Beach junior college. Master's, 1933. Southern California.


HIGHER EDUCATION


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.


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 1,000 Ohio State university students of 1923 and about 1,000 comparable students of 1933, that there had been quite a change in tolerance, sophistication, likes, and interests but not much change in worries in the 10-year period.


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.


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.

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.


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.


Analyzes the marks received in 11 different courses by 497 cadets of the classes of 1920 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.


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.


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.


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.


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.


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.


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.


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.


Lists the alumnæ of Immaculata college from 1925-1934, showing their occupations and the graduate degrees received.


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-
formula, 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.


Determines the relative merit 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 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 college classification test. The criteria used as a basis for determining the merits of the two methods were persistence in college and academic achievements.


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.


2145. Lindsay, Frank B. Public high-school graduates entering higher institutions in California. Master's, 1934. Claremont. 42 p. ms.


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.


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.

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.


Traces the history of the college, which is located in Greenville, Ill., from its founding in 1833 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 1920-1933. Master's, 1934. Iowa St. Coll.

2156. Nichols, Ralph Q. A study in symbolic formulation and expression based on recorded speeches of university freshmen. Master's, 1934. Iowa.


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 mention. A control group of high ranking freshmen do not surpass them in scholastic achievement.


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.


2162. Pashby, Alma. Relationship between reasons for going to college and achievement and intelligence. Master's, 1934. Colo. St. T. C.

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.


- 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.

2166. **Riley, J. Kenneth.** The administration of the small liberal arts college. Master's, 1934. Oregon.


2168. **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.


- 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.

2170. **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.


2173. **Silke, Harry.** Trend of higher educational facilities in the United States as affected by the business depression. Master's, 1934. Southern California.


- 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.


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.


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 four-year teaching graduates have an insignificant advantage in mean salary than Indiana State teachers college four-year graduates, and give more service in years to the state for their training.


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.


Studies the records of the freshmen entering the University of Buffalo during the years 1925-1929, for some major relationship to 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.


Traces the origin and development 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 891 liberal arts colleges representing the 48 states and the District of Columbia.


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.


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.


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. studiess techniques employed by the houses to encourage scholarship.


Proposes seven criteria for use in evaluating the scientific and progressive movements in American higher education.

STUDENT PERSONNEL PROBLEMS


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 200 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.


 EVOLVES A SCHEDULE OF 62 QUESTIONS DEALING WITH THE STUDY HABITS, GENERAL ADJUSTMENT 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


Points out the changing attitudes toward education for women from the earliest settlement 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)

EVOLVES A SCHEDULE OF 62 QUESTIONS DEALING WITH THE STUDY HABITS, GENERAL ADJUSTMENT 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.

2206. **Dorothen, 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.


Shows that the period from 1775 to 1800 was characterized by the establishment of female academies and seminaries, many of which were established under the auspices of the church. After 1800 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 eyeograph, and for whom a check was made of laboratory records for the time of the final examinations. Data indicate that approaching examination periods are accompanied by disturbed physiological functions, variations in neuromuscular activities and in mental activity, and by subjective feelings of worry and fatigue.


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, % lift, back lift, number of days of absence, inc. account of illness, extent of participation in extracurricular activities, athletic ability, and school grades in English, history, introduction to teaching, psychology, and biology.


*Emphasizes the occupational development as shown by the individual history of the 396 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.


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.


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.


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.

   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 master’s and doctors’ theses in theological education.


   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.


   Attempts to prepare a satisfactory test for the teaching of bookkeeping, cost keeping, and estimating to students who may need an understanding of those subjects in their work.


   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.


   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.


   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.


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.


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.


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.


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 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, Sanford, 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)


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


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.


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.


2248. Mudge, Louis Augustus. A critical evaluation of the educational policies, programs, and activities of life insurance companies to determine their value as a source of adult education. Master's, 1934. Southern California.


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)


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.


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.


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.

2258. Saunders, Agnes. The effectiveness of a specified plan of educating leaders of parent study groups. Doctor's, 1934. Iowa.


TEACHER TRAINING


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 teaching curricula can be designed to give a more complete education to prospective teachers.


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.


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.


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.


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.


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.


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.


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.


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: 602-603)

Studies the variation in entrance requirements of 76 institutions and the tendency toward more liberal academic requirements.


Ascertains and outlines the functions of the emerging secondary school, and formulates principles for the training of teachers for this type of school.


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.


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. Budow, Leonora Wilhelmina. The professional training needs of Minnesota rural teachers in terms of their problems as teachers. Master's, 1933. Minnesota.


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.


Attempts to determine the activities of trainees during their period of observation and participation training in 9 teacher-training institutions.


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.


Prepares 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.

Develops criteria for evaluating professionalized subject-matter courses, and illustrates the application of the criteria in an outline of a unit in mathematics.


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


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.


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.


Analyses 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.


2312. Hertsberg, Oscar B. 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.


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.


Canvases 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.


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.


Studies the administration of assemblies, student participation and reaction to assemblies in the six state normal schools and teachers colleges in New Jersey.


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.


Follows a teachers college freshman group of 500 students through 4 years of college experience, measuring development in personality variables.


Discusses the functions of teachers colleges, and describes the work of the Delta state teachers college in Mississippi.

PRACTICE TEACHING


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.


2332. Cole, Mary L. 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.


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-
TEACHER TRAINING


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.


Finds that there is little predictive value in freshman data in determining student-teaching success.


Ascertains 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


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.


 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.


Attempts to determine the extent to which the 946 teachers who held only partial elementary certificates and the 80 who held only partial secondary certificates as of March 1,
1933, took advantage of the opportunities offered by 5 state-aided universities, 21 liberal arts colleges, and 13 state teachers colleges for attending college while teaching.


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.


2359. *Harper, 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. 66 p. ms.


2362. Helgerson, Jean Speirs. The activities of women engaged as teachers of physical education. Master's, 1933. Minnesota.


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.


Analyses 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.


Analyzes contracts and rules of school boards and develops an optimum contract for use of school boards in contracting with teachers.


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.


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.


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.

Survey 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.


Analyses 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.


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.


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.


Analyzes the ages, occupational and economic status of the family from which each comes, training and experience of the teachers of the county.

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.


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.


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.


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


Analyzes the replies of 55 school superintendents to a request for suggestions as to the three most important steps in securing a teaching position.


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.


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.


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.


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.


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.


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.


Traces the development of indefinite teacher-tenure laws, shows the most important factors responsible for their growth, with actuating motives; analyses 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.

PROFESSIONAL STATUS OF TEACHERS


2408. Todd, Donald W. How teachers are selected in representative California school systems. Master's, 1934. Southern California.


TEACHERS—CERTIFICATION


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.


TEACHERS—PENSIONS AND RETIREMENT


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


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.


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.


Analyzes the best and worst teachers had by 10,000 high-school pupils during their 4 years in high school.


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.

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.


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


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.


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.


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.


Studies the effect of experience, training, subjects taught, size of enrollment, and college attendance or graduation on the salaries of high-school teachers.

Abstracts of theses, researches in progress, and bibliography of publications, 10:
493-94

...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 that the least expensive are health education and music.

2443. Mervether, Helen Louise. The per capita expenditure by race for teachers' salaries and racial population ratio in southern states. Master's, 1933. Fisk. 60 p. mls.


TEACHERS—SUPPLY AND DEMAND


...sires 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.


...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.


...analyzes sex, number, degrees held, subject combinations, and other items.

TEACHERS—SUBSTITUTES

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


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.


Studies the faculties of 219 institutions of higher learning, including 7,743 faculty members, 2,086 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.


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.


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.


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.


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


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)


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.


Data were secured from reports of investigations of public-school systems in 13 different states, from reports of the state department of education in 19 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.


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.
Analyze the motions and regulations of the board of education of Louisville that affect
the teaching personnel, and establishes criteria regarding these regulations.


Surveys a small school system, and from the data thus secured, formulates a com-
prehensive 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 administra-
tion, the characteristics of a satisfactory school, satisfactory administrative and super-
visory 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

2478. Dockum, James Harvey. The enlarged district as the unit of educa-
tional 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 B. 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 op-
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
income of 460 members of the boards of education in Oakland county.


Studies trends of administrative salaries in Illinois from 1921-1934 based on the size of the enrollments of the schools and compares them with other salaries.


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.

2491. 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.


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.


2496. 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.


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.


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 superinten-
dents, 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.


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.


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.


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.


Studies the characteristics of the members of the school board in regard to age, sex, marital status, tenure, occupation, education of the members and of their children, community interests, and attitudes toward administrative changes in the schools.

2513. Sand, Harold Julian. An analysis of certain factors pertaining to the

2514. Saupe, Ethel M. The instructional load of teachers in the secondary
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. Edutca-
tional 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 adminis-
tration, 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 class-
room. 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' disserta-
tions, 13: 215-22)
Discusses the elements underlying the development of a unified state system of educa-
tion: types of coordinating educational boards, legal requirements which handicap coordin-
ating boards in their developing unified state systems of education, legislative and adminis-
trative features of control conducive to the development of unified state systems of
education, and the application of principles underlying the organization and develop-
ment 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 reg-
ular plans of organization in the senior high school. Doctor's, 1933. T. C., Col.
(Contributions to education, no. 600)
Compares a form of organization called the regular plan with a form called the con-
centration 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, Illinoisa. Master's, 1933. Chicago.

unit plan of school administration in Montgomery county, Pennsylvania. Mas-
ter'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.


2525. Tate, George S. An analysis of the functions of school administration concerned with enlistment of home cooperation. Master's, 1934. California.


Finds that all of the schools studied use rewards and punishment in classroom management.


2529. Wolkenhauer, J. A. Making the schedule of recitations in small and medium-sized high schools. Master's, 1934. Iowa.


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.


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.


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.


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.

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 61 institutions located in different sections of the country.


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.


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.


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.


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. 78. Studies in child welfare, vol. 9, no. 1)


2552. Kleckner, Terrence Adam. The operation of the teacher tenure law in high schools in Indiana. Master's, 1933. Chicago.


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.


Studies school laws, session laws, codes and acts from the earliest to the end of 1932 and business fluctuations from 1800 to 1932, inclusive.


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.


Discusses the administration of school-affairs, district boards and district meetings, and district and other local officers.

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.


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.


Traces the compulsory school attendance movement in several foreign countries and the United States, analyses the major judicial decisions involving compulsory school attendance, and shows the trends of judicial decisions relating to the movement.


SCHOOL FINANCE

2572. Adams, Lester. The administration of the county general school fund in Colorado. Master's, 1934. Colo. St. T. C.


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 65 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.


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.


Determine the per-pupil cost of the lengthened recitation period and compare 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.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.

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.


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.


Studies the reasons that requests to public schools have been contested in the courts, and the opinions of the courts in reaching their decisions.


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.


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.


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.


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.


Analyzes school and municipal government expenditures in 20 cities in Pennsylvania, and compares them with those of 250 other cities in the United States.


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.


2642. Medus, Glen E. Subject costs in certain Illinois high schools of about 850 enrollment. Master's, 1934. Iowa.


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)

Analyzes the trend in census, enrollment, average daily attendance, expenditures, assessed valuations and tax levies for each district since 1921.


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.


Determines the methods of financing schools in Indiana, analyses early and late laws relating to State school relief, and traces the changes in its administration brought about by the new laws.


Finds the work of the county budget review committees commendatory, and recommends that the position of county superintendent be appointive.


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 759 districts in the State of Washington.


2660. Quiette, William Ealy. 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.


Discover 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 $54.097 Carnegie units in 484 county high schools, 96 city high schools, and 26 village high schools was $64.46; 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.


Compares current expenditures of the schools within the county, and of the expenditures of Greene county with those of other similar districts.


Contents: (1) Financing of public education in New Mexico, by A. W. Hockenhull, 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. 30-42; (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. 54-62; (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.


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 Schuykill county, Pennsylvania, compared with anticipated costs of proposed community school districts. Master's, 1934. Pittsburgh. (Abstract in: Uni-

Compares the general control costs in the 68 school districts in the county with costs in the 19 proposed community school districts, and indicates the items in which savings could be effected by having larger units of administration.


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.


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.


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.


Analyzes unit costs of a third-class school district of Pennsylvania, compares its expenditures with those of other third-class districts of the State, with 750 comparable cities of the United States, and with 15 districts similar in respect to the percentage of the duplicate paid by corporations.

RURAL EDUCATION


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 Seiver 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.


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.


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.


Gives the results of an experiment conducted with 384 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.


Studies the amount and causes of hookworm infection in the pupils in 5 town, 16 rural, and 1 Negro schools in east Texas.

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.


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.


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.


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.


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.


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.


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.


Studies the educational and financial aspects of the proposed consolidation of the school districts of Wayne County into a single organic unit.


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.


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.


Determines sanitary conditions and practices in the consolidated schools of Iowa and compares them with established standards.


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.


Studies the social, educational and financial status of Hamilton and Sullivan to determine whether or not it was best to consolidate their schools.


Discusses the tax problems affecting a consolidation, gives a suggested plan for consolidation, and analyzes budget requirements under the suggested consolidation.


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.


TRANSPORTATION


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.


Suggests the reorganization of bus routes by which a number of buses could be eliminated and greater efficiency be obtained.


2741. Leue, Albrecht F. The educational significance of the evolution of modes of transportation and communication. Master's, 1934. Cincinnati.


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.


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.


SUPERVISION AND SUPERVISORS


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.


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.


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.


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.


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.


Analyses data on the training and types of schools attended, nature and extent of previous experience, tenure, ages, and salaries of 454 superintendents.


Analyses 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.


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.


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.


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.


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.


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.

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.


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.


PRINCIPALS


Formulates a measuring stick by means of which the township high-school principal can measure his relative professional standing among his fellow principals.


Determines 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.


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.

Surveys the academic and professional training, experience, tenure, and professional study of elementary school principals.


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.


Discusses tenure and preparation, experience and salary, assistance and clerical help, distribution of the principal's time, supervisory activities, personal and social relationships of the 116 principals of the first-class white high schools.


Analyzes the principal's duties into the more commonly recognized jobs, and analyses each job according to a job analysis procedure.


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.


Discusses the principals' experience, preparation, professional reading, membership in organisations, the interest of boards of education in principals having a master's degree, and suggests requirements for special administrators' certificates.

ATTENDANCE AND CHILD ACCOUNTING


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)

2815. Gerberich, J. B. 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.


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.


Studies the relationship between the school program and school attendance in the Rutherfordton, N. C., school system.


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


Attemps 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.


CLASSIFICATION AND PROMOTION


Studies 88 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.


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.


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.


Studies intelligence, achievement in school subjects, personal qualities of pupils, average age 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.


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.


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.


Discusses the earliest forms of education, and the form of organization used in the school organized by Johann Sturm at Strassburg in 1587, 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 Gymnasien. 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.


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.


EXAMINATIONS


Analyzes 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.


Constructs a test which has four sections: Fine arts, philosophy, literature, music; designed to supplement the National sophomore tests in these fields.


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.


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-
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.


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.


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.


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 semiquarterly 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.


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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.


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 analysis of 11 educational textbooks used in an introductory course in education. The books analyzed have all been published within the last 10 years.


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.

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, 1933. Wisconsin.


Analyzes four first-term biology examinations in order to ascertain the relative difficulties of the various aspects of the examination questions.


Analyzes 195 examinations to determine the content of examinations in 8 undergraduate courses in education.

Prepares an objective 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.


Analyzes statistically a series of standardized tests administered to 179 pupils in geometry over a period of 2 years.


2899. Skinner, E. 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.


Presents an objective test of 500 true-false items based on an analysis of the subject matter of seven selected books on salesmanship.


Discusses the validity and reliability of the oral examination, its use for graduate degrees, and the possibilities of its improvement.

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


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.


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.


Studies the organization and administration of vocational guidance in Illinois, various guidance activities, library facilities, and suggests ways of improving the program.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.


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.


Analyses 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.

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.


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.


Summarizes the results of investigations dealing with personnel work in education, selection and orientation of students, and educational guidance.


Finds that freshmen are influenced in their choice of careers by personal factors, home influences, and personal interests discovered in high school.


EXTRACURRICULAR ACTIVITIES


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. Colb. St. T. C.


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 organisations to which they belong.


Analyses 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.


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.


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.


Shows that great care was taken in the selection, organisation, and unification of extracurricular activities in the secondary schools of Kay county, and that they are paying educational dividends, and are justified.


Finds that the 234 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.

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.


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.


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.


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.


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.


2973. Shepherd, Everett M. Financing extracurricular activities. Doctor's, 1934. Texas.


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. 
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 continuation of all or a part of the activities, and to determine whether new activities should be added.

2981. Wyland, Ray O. 
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. 
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. 

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. 

2987. Fox, Truman Dwight. 
Pupil errors in general as a basis for modified teaching. Master's, 1933. Chicago. 182 p. ms.


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.


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.


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.


Studies 148 falling and near-falling 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


Data indicate that the junior college students did as well scholastically during the 4 years of their college work, as the campus students.


Analyzes the marks given by 29 instructors at the college during the 1932–33 session and the summer school of 1933.


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.


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.


Analyses 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.


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.


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. 13.)

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.)


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.


Deals with methods of marking used in Jefferson county public schools.


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 examination, 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.


3032. Woods, Leonard. A study of marks received in college mathematics by students from different classes of high schools. Master's, 1933. Kansas 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

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.

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.


Analyzes 443 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.


Deals with the methods used and difficulties encountered in getting students of vocational agriculture to keep and analyze supervised practice records and accounts.


Describes a cumulative personnel record system in use in the elementary schools of Haverford Township, Delaware County, Pa.

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 potency of the various subitems in determining the total ratings.


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.


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.


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.


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.


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.


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.


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.


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.


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.


STUDENT SELF-GOVERNMENT


Studies the functioning of the student council as it exists in Oklahoma.

TEXTBOOKS


Analyses 20 arithmetic and junior high school mathematics textbooks published between 1900 and 1934, to determine content, illustrations, and procedures.


Finds that 1,661 difficult words were used in the text, about 50 percent of which were used only once.


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.


3081. Clark, Zella L. Preparation of a West-type French supplementary reader, first-year unit, No. 3. Master's, 1934. Iowa.


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.


3085. Deal, John W. An analysis of senior high school textbooks in United States history to determine important geographic concepts. Master's, 1934. Iowa.


Finds that of the 11,845 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.


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.


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.


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.


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.


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.


Attempts to determine the terms used in 8 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 textbooks 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.


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. **Lutje, 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.


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.


3122. **Marte, Jessie F.** Comparison of recent and early textbooks in seventh- and eighth-grade geography. Master's, 1934. Iowa.


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 more conventional approach, to determine vocabularies, inflections, and syntax required for mastery by the pupil.


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.


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.


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.


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.


3146. Steinheimer, Everett J. An analysis of textbooks and periodical literature purporting to deal with the administration of physical education. Master's, 1934. Iowa.


Analyzes the contents of representative textbooks in chemistry from 1822 to the present and finds that modern textbooks tend to emphasize practical and ap-plied-values in chemistry.


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.


3155. Wilson, Janet F. Concrete objects, activities, and descriptive words found in beginning reading material. Master's, 1934. Colo. St. T. C.

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.


SCHOOL BUILDINGS AND EQUIPMENT


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.


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.


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.


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.

Analyses 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.


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.


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.


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.


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.

Studies the use made of 295 school buildings by residential, agricultural, mining, and industrial communities representing all of the counties in West Virginia.


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.


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.


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.


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.


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. Shiely, Owen D. _A county unit plan of purchasing and distributing school supplies for North Dakota._ Master's, 1934. North Dakota.
SCHOOL BUILDINGS AND EQUIPMENT 253


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.


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.


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.


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


Discusses society and personality, the process of individuation, the problem of social analysis, and the individual and political aspects of the social.


Discusses the effect of heredity, social stimuli, and personality traits on leadership by analyzing leaders, and the principles of leadership.


Discusses the history, economic development, growth of the governmental organization, education, coming of the railroads, and the settlement of the county.


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.


3215. *Coleman, Lee Richelleu and Trice, Francis 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.


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.


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.


Deals directly with 312 families who were eligible for assistance, discusses conditions found in these families and the cost of giving aid.


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 58 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.


Deals with the major influences that affect the individual from birth throughout his life.


Shows the development and present status of teachers' credit unions in the United States.


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.


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.


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, Maurice. The social beliefs and attitudes of college women. Master's, 1934. Oregon.


Describes an experiment in which the attitudes of more than 700 mothers to 10 behavior problems were determined.


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 publics and recognition of the problems of leisure.


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.


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.


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.


Presents concrete home experiences on the parent-child relationships with money.


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.


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 environments differences are important enough to affect physical growth, they probably affect psycho-social adaptations and behavior.


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.


Studies the factors influencing the development of attitudes in children living in four small mountain communities, in hollows, in the Blue Ridge mountains, Colvin, Needle...
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.


Attempts to determine the problems involving primarily physical characteristics, psychological, 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.


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.


Investigates the influence that attendance, school cost, size of school, rating by accrediting agencies, incompletely trained teachers, ability grouping, class size, junior high school, excellence of the teacher, and methods of instruction have on the pupils.


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.


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.


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.


Compares the height and weight of 1,473 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.


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.


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


Attempts to determine the type of child care and training instruction most needed by Indian parents in Oklahoma.

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.


Analyzes the age distribution, the intelligence, educational and achievement quotients, and the influence of social status on 168 boys and 190 girls in the fourth to the eighth grades at Sherman Institute.


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, 26 nonreservation schools, and 12 sanatorium schools.


Discusses the distribution of population, scholastic population, home language and the scholastics, illiteracy, health, and assessed valuation of property.


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.


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.


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.


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.


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.


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


Studies 100 Negro families in the central Harlem health district, New York City.


Presents the Negro’s point of view towards the court, ballot, new deal, lynching, segregation, discrimination, the National Association for the Advancement of Colored People, communism, churches and schools, and his future.


Ascertain 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.

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.


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, compiles data relative to 100 withdrawals from a Negro school in eastern Virginia, and offers a curriculum in keeping with their occupational opportunities.


Discusses the Federal Government and the freedmen; the emergence of the college; and progress from 1922 to 1932.


Studies the occupational choices of 1,216 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.


Studies the external control, internal administration and supervision, teaching staff, program of studies, housing and equipment, and 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.


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.

Finds that playgrounds did not decrease delinquency in the communities studied.


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.


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.


3329. Wilson, Atwood Sylvester. The vocational opportunity and education of colored pupils at Louisville. Master’s, 1934. Chicago.
EXCEPTIONAL GROUPS

GIFTED


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.


PHYSICALLY HANDICAPPED


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.


3337. Hughes, Ann 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.*


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


Recommends types of procedures, materials and activities needed for adapting procedures used with normal children to the blind, as suggests standards by which teachers of the blind may be selected and by means of which those already teaching the blind may be guided.


DEAF AND HARD-OF-HEARING


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)


SCHOOL DISORDER


SPEECH DEFECTIVE


3359. Norris, Marian. X-ray studies of vowel production particularly as it is related to voice and speech defects. Master's, 1934. Iowa.


3361. Steer, Max. A study of the breathing and vocal disturbances in very young stutterers. Doctor's, 1934. Iowa.


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.


DELIBERATE

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.


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.


Finds a lack of a practical, comprehensive plan for rehabilitating these children for useful places in society.
EXCEPTIONAL GROUPS
MENTALLY RETARDED


3370. Hayes, Marian Perrin. The personality traits of children one of whose parents has been diagnosed as manic-depressive. Master's, 1933. Catholic Univ.


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)


3376. Page, Marjorie Lou. The mechanical ability of subnormal boys. Journal of applied psychology, 17: 164-80, April 1933. (University of Minnesota)


Compares a group of subnormal children with a group of superior children and tries to evaluate the agencies contributing to their retardation and acceleration.

Analyzes critically all investigations dealing with the problem of retardation in the public schools of New York City.


3833. Yauger, Muriel J. Later adjustment of child guidance clinic patients diagnosed as possibly suffering from dementia praecox. Master's, 1933. Smith.

SOCIALLY MALADJUSTED


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.

3835. 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 delinquency. The study of the girls at Ormsby village reveals that the girls who enter foster homes are usually insufficiently trained in the duties which they are to perform, and that they fail due to their attitudes and inability to make adjustments.


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 300 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.


3840. Concannon, Winifred. The problem of girl delinquency, as dealt with by three St. Louis agencies. Master's, 1933. St. Louis.


Describes an experiment conducted with 737 boys distributed evenly in the eight grades from the first 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.

EXCEPTIONAL GROUPS


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.


Studies the physical environment, personnel and administrative policies and admission of the prisoners, daily routine life, recreational and educational facilities of the reformatory.


Studies 20 truants objectively with the view to classifying various factors involved in the local situation.


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.


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.


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


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 vacations 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.


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.


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.


3413. Munro, Marian. A study of 34 delinquent boys. Master's, 1933. Smith.


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.

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.


Attempts to determine whether the free association responses to pictures of problem children are more emotional than the responses of normal children.


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.


Constructs a questionnaire on stealing, truancy, sex, and incorrigibility for use in dealing with particular problems.


Studies 693 delinquent children in the Minneapolis schools, of whom 786 were boys and 107 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 older siblings of each sex.


Finds the chief causes of delinquency to be: low IQ's, drinking parents, broken homes, poverty, migration, unfavorable or degrading community conditions.


Attempts to determine the way teachers classified problem cases, and the effect of various factors to the number of problem cases.


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


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.


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.

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.


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.

Gillette, Gladys Geraldine. A course of study in library instruction for the junior high school. Master's, 1934. Iowa.


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.


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.

Lee, Margaret Irene. A study of school library reports. Master's, 1933. Columbia.

LeFevre, Alice Louise. Suggested plans for a survey by a public library before organizing special service for intermediates. Master's, 1933. Columbia.


Discusses changing opportunities and responsibilities of a college library; its book collection, staff, budget, catalogue, faculty relations, and building.

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.


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. Wau St. Coll. 87 p. ms.


3458. Seeley, Winifred. Study of the junior college library service in relation to the educational program of the junior college. Master's, 1933. California.


Discusses the history of the nine colonial college libraries, book collecting and selecting, library benefactors, and the library in colonial higher education.


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


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.


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.


3482. Ostrander, Laura M. An annotated list of available books. Master's, 1934. N. Y. St. Coll. for Teach.

276 RESEARCH STUDIES IN EDUCATION


3485. Wadsworth, Everett D. An analysis of the professional literature relating to the supervision of instruction in secondary schools. Master's, 1934. Southern California.


READING INTERESTS


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.


Studies the magazines sold at 17 magazine stands in and near Boston, in a study of the uses of leisure time.


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.


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.


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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