BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1934–1935

Prepared in
THE LIBRARY DIVISION

by
RUTH A. GRAY

Bulletin, 1936, No. 5
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FOREWORD

Every year sees an increasing number of studies in the field of education. In subject matter they explore all the fields of activity in administering education—public and private, elementary, secondary, higher, and adult. They include as well investigations of the historical development of educational institutions and practices. Some of the studies have mainly local significance; others have implications either in findings or in techniques for a much larger area. Taken together this large body of investigations in the field of education should, and do, to a very large extent, serve to direct the administration of educational and instructional practices toward greater effectiveness. Their findings should therefore be available as widely as possible.

But the reporting and dissemination of the findings of educational research is by no means a solved problem. In spite of the generous provision made by certain university presses and educational journals, many significant studies still are not available to those who would, if they knew about them, like to use them. In the hope of making some small contribution to the availability of education studies, the Office of Education each year issues a list of all studies in their field reported by leading colleges and universities throughout the country. The list for this year, larger than it has been before, is still not complete, either in including reports from all institutions which conduct significant research in education, or in reporting all studies which should find a place here. Its present size is, however, a tribute to the generous cooperation of many deans of graduate schools, deans and professors of education and their assistants, who regularly send in to us the reports which make up the lists. We extend our appreciation to them once more, and hope that their efforts and ours may be of help to many students of education.

Bess Goodykoontz,
Assistant Commissioner of Education.
INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The Bibliography of Research Studies in Education covering the school year September 1934 through August 1935 is the ninth in the series. It lists 2,971 studies reported by 145 institutions, a number of which had not reported before. It contains a total of 384 doctors' dissertations, 2,368 masters' thesis, and 219 studies reported as faculty research. Two mimeographed bibliographies listing the research and investigations carried on by State departments of education and State educational associations, and research and investigations carried on by city school systems have been issued recently.

Studies were reported by colleges and universities granting graduate degrees in education, and from some institutions in which only faculty members carry on research in the field of education. Some of the studies included were published in magazines of a date later than August 1935, but are listed here because they were completed within the period covered by the bibliography. The 127 faculty studies which have been received in the library and are available for interlibrary loan are marked with a †.

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

INTRODUCTORY NOTE

Number of research studies in various fields of education, 1934-35

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Theses were reported on especially timely topics, such as apprentice training, business depression, the Civilian Conservation Corps, correlation of school subjects, crime prevention, exploratory courses, Federal Emergency Relief Administration, leisure-time activities, open forums, orientation courses, rehabilitation of the disabled, teachers strikes, Tennessee Valley Authority, traffic schools, youth education, and new systems of education in several foreign countries.

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 2,211 masters' theses and doctors' dissertations in the various fields of education from 67 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 the use of students and other persons interested in educational research. This collection is in constant use in Washington and through interlibrary loan throughout the country. In several instances theses have been loaned for a limited period to libraries in foreign countries.

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 in the library.

Copies of the sample form which follows 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 personnel problems of the students, with desirable personality traits for persons entering the professions, with the various problems of the professional schools, and with the development of the curricula of the graduate departments of the universities.
EDUCATIONAL RESEARCH STUDY COMPLETED

[Fill in items applicable]

Date __________________________

Author(s) of study __________________________ Position __________________________

Title of study __________________________

(Institute copy of study if available)

Institution or agency __________________________ Location __________________________

Under direction of what department __________________________ Year completed __________________________

If thesis, give college and degree __________________________

Number of printed pages __________________________ Number of typed or mimeographed pages __________________________

Publisher and date, if printed __________________________

Scope of study __________________________

________________________________________

Findings __________________________

________________________________________

(Use reverse side if necessary)

This report made by __________________________

XII
ABBREVIATIONS

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

ABBREVIATIONS

Alabama
Alabama Poly. Inst.
Albion
American Univ.
Arizona
Arkansas
Ball St. T. C.
Biblical Seminary
Boston Univ.
Brown
Bucknell
Buffalo
California
Catholic Univ.
Chicago
Cincinnati
Claremont
Coll. of the City of N. Y.
Colorado
Colo. St. T. C.
Columbia
Cornell
Drew
Duke
Emory
Fla. St. Coll.
Fordham
George Washington
Hampton
Hardin-Simmons
Harvard
Hawaii
Howard
Hunter
Idaho
Illinois
Indiana
Ind. St. T. C.
Iowa
Iowa S. Coll.
Johns Hopkins

INSTITUTIONS

University of Alabama, University, Ala.
Alabama Polytechnic Institute, Auburn, Ala.
Albion College, Albion, Mich.
American University, Washington, D. C.
University of Arizona, Tucson, Ariz.
University of Arkansas, Fayetteville, Ark.
Ball State Teachers College, Muncie, Ind.
Biblical Seminary in New York, New York, N. Y.
Boston University, Boston, Mass.
Brown University, Providence, R. I.
Bucknell University, Lewisburg, Pa.
University of Buffalo, Buffalo, N. Y.
University of California, Berkeley, Calif.
Catholic University of America, Washington, D. C.
University of Chicago, Chicago, Ill.
University of Cincinnati, Cincinnati, Ohio.
Claremont Colleges, Claremont, Calif.
College of the City of New York, New York, N. Y.
University of Colorado, Boulder, Colo.
Colorado Agricultural College, Fort Collins, Colo.
Colorado State Teachers College, Greeley, Colo.
Columbia University, New York, N. Y.
Cornell University, Ithaca, N. Y.
Drew University, Madison, N. J.
Duke University, Durham, N. C.
Emory University, Emory, Ga.
Florida State College for Women, Tallahassee, Fla.
Fordham University, New York, N. Y.
George Washington University, Washington, D. C.
Hampton Institute, Hampton, Va.
Hardin-Simmons University, Abilene, Tex.
Harvard University, Cambridge, Mass.
University of Hawaii, Honolulu, Hawaii.
Howard University, Washington, D. C.
Hunter College, New York, N. Y.
University of Idaho, Moscow, Idaho.
University of Illinois, Urbana, Ill.
Indiana University, Bloomington, Ind.
Indiana State Teachers College, Terre Haute, Ind.
State University of Iowa, Iowa City, Iowa.
Iowa State College, Ames, Iowa.
Johns Hopkins University, Baltimore, Md.
<table>
<thead>
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<td>University of Kansas, Lawrence, Kans.</td>
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<td>Kans. St. T. C., Emporia</td>
<td>Kansas State Teachers College, Emporia, Kans.</td>
</tr>
<tr>
<td>Kentucky</td>
<td>University of Kentucky, Lexington, Ky.</td>
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<tr>
<td>Louisiana</td>
<td>Louisiana State University, Baton Rouge, La.</td>
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<td>N. Y. St. Coll. for Teach.</td>
<td>New York State College for Teachers, Albany, N. Y.</td>
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<td>North Carolina</td>
<td>University of North Carolina, Chapel Hill, N. C.</td>
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<td>South. Methodist</td>
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<td>Stanford</td>
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<td>St. T. C., Farmville</td>
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<td>St. T. C., Upper Montclair</td>
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<td>Syracuse</td>
<td>University of Syracuse, Syracuse, N. Y.</td>
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<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>
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<td>Texas Tech. Coll.</td>
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<td>Washington</td>
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<td>West. St. Coll.</td>
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<td>William and Mary</td>
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<td>Winthrop</td>
<td>Winthrop College, Rock Hill, S. C.</td>
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<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, 1934–1935

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1934, T. C., Col. Univ." signifies a master's thesis completed in 1934 at Teachers College, Columbia University, New York, N. Y. A complete list of abbreviations may be found on p. XIII.)

* 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 of Psychology and Genetic Psychology monographs.

EDUCATION—HISTORY


Traces the history of private education and its relation to the state since the United States took charge of the Philippines at the opening of the present century. Shows that the system of supervision which has been in effect since 1925 will probably be maintained under the new commonwealth established in 1935, as indicated by the provision in the recently adopted constitution to the effect that all educational institutions in the Islands shall be under the supervision of and subject to regulation by the state.


Discusses comments in the newspapers of the period on education in Harvard, Yale, Dartmouth, and other colleges in New England, and on colleges outside of New England, academies, special types of education, education for handicapped children, charitable


Studies the history of education in Marshall county prior to 1838, from 1838 to 1890, and from 1890 to 1935, placing special emphasis on teachers, teaching procedures, textbooks, curricula, administrative organization, buildings and equipment, and length of school term; and sets up a constructive program for future development.


Finds that the congregation of the Sisters of Charity has been one of the main factors in the development of the Catholic school system in New York city.


Divides the history of education in Henderson county into four periods: Education prior to 1814, the academy and seminary movement from 1814 to 1903, public education from 1866 to 1908, and the development of the public-school system since 1908.


Attempts to determine the reason for, and advantages of, an association formed among the high schools within a radius of 60 miles of Terre Haute, and to trace chronologically the history and growth of the association from its inception to the present.


Shows the amount of money spent in the North and in the South for elementary, secondary, and college education, the numbers of teachers, and the enrollment. Finds that the South offered as great educational opportunities to her youth as were offered in New England at that time.


25. Fuller, Harvey Reginald Jr. Education in Wethersfield during the past 300 years. Master's, 1935. Yale.


30. Haines, Helena J. Education in the towns of Massachusetts prior to 1800 with special emphasis on financial support. Master's, 1934. Maryland. 223 p. ms.

Interprets a wide range of source material to find the number and kind of schools provided, how schools were housed, who the teachers were, what they were paid and how education was supported. Payment of the cost of education, as in England, was shifted rather fully to the parents, though the towns were held responsible for setting up schools. Taxation for education, made legal by the act of 1647, was resorted to only after all other sources of revenue were exhausted. As religion waned as an influence, education tended more and more to be a matter of private concern, Boston, in 1785, with a population of about 17,000, having but 564 students in the public schools, 64 of them being in the Latin grammar schools.


Traces the history of education in the mountain section of southeastern Kentucky, and indicates the factors which have contributed toward its development, and shows that Berea College was the outstanding leader in shaping educational policy and furnishing higher education for mountain youth.


Traces the development of education in Alaska from the date of its purchase from Russia to 1931, when the activities of the Bureau of Education in Alaska were transferred to the Office of Indian Affairs. Illustrates the adaptation of the public school to conditions in a pioneer country of vast distances, isolation, mixed races, inadequate transportation and communication facilities, and lack of local authority and autonomy.


Finds that the first schools established in Nebraska were under the supervision of the Army and of missionaries.

Divides the history of education in Hickman county into three periods: Education prior to 1837, education from 1837 to 1890, and education from 1890 to 1935. Treats the academy movement, 1870 to 1922, as a separate division of study. Emphasizes types of school organization, curricula, textbooks, school buildings, equipment and supplies, and the administrative organization in each of the periods. Sets up a program for future development.


Shows that the institution of indentureship served a useful purpose in that it provided a supply of cheap labor for the master, afforded some vocational training to the worker and served as a crude substitute for a system of public relief and education. Treats each of the aspects mentioned in detail and compares English, Dutch and other colonial policies and precedents.


Attempts to determine the share that Roberts Vaux had in the educational developments of the period from 1801-1835 in Pennsylvania, especially in the developments which led to the founding of the Pennsylvania public-school system.


Shows that modern educators are concerned with formulating a satisfactory philosophy of education, but they show a disposition to disregard the lessons of the past. This cannot be done for the past has demonstrated principles of universal validity that are basic to any sound philosophy of education.


   Describes, briefly, the life and missionary work of Marcus Whitman, and tells the story of the development and later history of Whitman college.


   Compares methods of teaching, content of educational courses, and teacher preparation in the sixteenth and twentieth centuries.


   Traces the development of education in Louisville from the first log schoolhouse to the second city charter of 1851.

   Discusses the founding of the schools, the masters and ushers of the grammar and of the writing schools, their appointments and qualifications, support, salaries and allowances, supervision of the schools and the curriculum.


   Discusses the Latin grammar school in England, the founding of the early schools in the Massachusetts Bay, early legislation affecting the schools, the schools founded after 1645, and the decline of the grammar school.


   Attempts to discover the forces that led to the establishment of free schools in York county, Pa., tracing the subsequent development with a view to discovering the emerging free school system established in 1834.

Studies the evolution of the educational system, qualifications of teachers, boundary changes, financial conditions, and administration. Points out the need for a more modern system of adequately financing the public schools in order that they may be adjusted to the swiftly changing conditions in the economic and social life of the people.


71. Walling, Mrs. Lois Monosmith. The influence of writers on Roman education upon the educational ideas during the Renaissance. Master's, 1935. Texas.


74. Wilcox, Verne R. History of Nuckolls county, Nebraska. Master's, 1935. Colo. St. T. C.


EDUCATIONAL BIOGRAPHY


Studies his early life, his district school teaching, college life, teaching at the Eclectic institute, life in the Army, work as a state senator, work in the national House of Representatives and Senate, and his attitude as President of the United States.

CURRENT EDUCATIONAL CONDITIONS


CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES


89. Calm, Lorraine Elses. An investigation of the actual amount of information regarding the school at present possessed by the average parent of the first grade child. Master's, 1935. Southern California.


93. Crosby, James G. The educational program of the American Legion. Master's, 1935. Southern California.


Compares administration of schools, finance, type of schools, compulsory education, school laws, teacher training and certification, tenure, and teacher retirement laws.


Discusses what is happening to America in the Tennessee valley, the conflict between culture and technology, alternatives for the future, the cultural sterility of modern technology and of current academic schooling, the first city of the new social order, the building of it, education in the new city, American education after Norris, help from anthropology, the need for educational statesmanship, and frontier beyond power.


Surveys rural parent-teacher associations with special reference to their modes of organization and their activities.


Analyzes replies to a questionnaire on the Pennsylvania education association and its Journal filled out by 1,398 rural, borough, and city teachers. Finds that teachers as a whole are little interested in the activities of the association, and that they seldom read the journal through, that male teachers know more about the association than the female teachers, and that knowledge of the association increases in proportion to the length of teaching experience.

104. **Markey, Ephriam A.** A study of the administrative set up of a group of professional and semi-professional organizations as compared to that of the American physical education association. Master's, 1935. Iowa.


112. **Teagarden, F. M.** A psychologist looks at education. Kadelian review, 14: 227-33, March 1935. (University of Pittsburgh)


SURVEYS


Finds that intelligence levels had changed little in 11 years; that average daily attendance was considerably higher in 1931 than in 1921; that high-school enrollments had increased while elementary school enrollments had dropped; that total school expenditures had increased; and that teachers' salaries had dropped.


Shows the inequality of educational opportunity in different sections of the county, due to differences in ability to support schools, and recommends the reorganization and consolidation of the schools on the county unit plan for greater economy and efficiency.


Surveys all of the rural, consolidated and independent school systems in a typical rural South Dakota county, to show educational inequalities, differences in tax burden for school support, and waste of energy and resources under the present plan of using a small district as an administrative and taxing unit. Shows that increased educational efficiency, reduction in cost and a more equitable and just distribution of the burden of school support would result if the county was used as the unit for taxing purposes, and if a county board would displace the numerous small boards now in operation.


Analyzes data on the school plant, finances, pupil enrollment, teachers' qualifications and salaries, and school transportation, and presents a plan for the reorganization of the schools into a county unit.


Discusses the school district, board of education, school plant, financial organization, curriculum, pupil personnel, legal and administrative organization, instructional staff, records and reports, classroom instruction, physical education, athletics, extracurricular activities, and libraries.


Studies the tenure, education and salary of teachers, taxes of rural and town schools, courses of study in rural and town schools, and finds that grade or town teachers receive a higher salary, had longer tenure and more college work, also that town and grade school districts contributed much more in taxes per $100 assessed valuation.

Studies the geographical conditions, the general and school populations, teachers, school finance and school building utilization to determine the possibility and advisability of reorganizing the administrative machinery for the public schools in Lake county, S. Dak.


Surveys the present educational program of the county, recommends some immediate changes in administration, operation and maintenance of the school plant, transportation, school seating, and offers suggestions for a long term program involving changes in financial support, road development, changes in the distribution of the population, reorganization and economies through changes in instructional methods.


Compares the schools in Gallipolis with those of Jackson, Nelsonville, Pomeroy, and Wellston.


Indicates that the graded system is not functioning; shows a significant trend toward smaller classes in elementary schools and a larger group in secondary schools, with the rural pupil constituting the reason for this increase. Shows the possibilities of a transportation system with the income from increased state aid enabling an adequate guidance service and a greatly expanded curriculum to be built up at no increased cost to the taxpayer.


FOREIGN COUNTRIES


Surveys the development of the theory of education in mission high schools based on the announcements of objectives made by the participating missions and boards; studies current practices in the mission schools excluding Burma and Ceylon, the growth of nationalism in India, shows the reasons for the resentment of the peoples of India toward the mission schools; and presents a theory of education compatible with the Indian spirit and point of view.


Studies the educational situation of Egypt in the light of its economic and social status and interprets the needs of the country in terms of modern theories of education.
CURRENT EDUCATIONAL CONDITIONS


Discusses modern Indian nationalism from the enactment of the Government of India bill in 1919 to the presentation to Parliament of recommendations for the new Government of India bill in December 1934, traces the rise and development of the Christian colleges, stressing their policies, and presents the implications of Indian nationalism for the colleges.


Finds that an external examination system tends to university domination of the secondary school with adverse effect on curricula and teaching methods and the selection of courses by students; that the examinations are largely subjective in nature and the unreliable results. Shows by provincial averages that the examinations in the same subject vary in difficulty and that examinations in the different subjects vary in difficulty; and that marking standards are subjective and inaccurate.


146. Clymer, Paul. Comparison of the requirements of the last years of secondary schools of France, England and Germany with the academic requirements of the United States junior college. Master's, 1935. T. C., Col. Univ. 44 p. ms.


Studies the vocational, economic and social adjustments made by 257 mentally retarded boys who left special classes in Ottawa, Canada, between January 1927 and June 1933. Finds that the special class graduates in Ottawa are not a migratory group within the community; that they engaged in a variety of useful routine work much of which would not be considered by the unemployed; that most of the boys had worked at some time since leaving school; that they helped to support themselves and were not greatly affected by economic cycles; that the incidence of delinquency is high among non-academic, and that their leisure time interests were church, shows, sports and hobbies. Suggests that the schools cooperate with the after-care committee, service clubs and social agencies; that they maintain a placement bureau; that they teach games involving manipulation of concrete objects, provide those with fair reading ability with lists of reading materials, and not arouse their interests in activities involving the spending of much money.

148. Franz, Nellie Alden. The opening of the professions to English women; a study of the movement toward sex equality during the past 100 years. Master's, 1934. T. C., Col. Univ.


Analyzes the historical forces which have moulded the education of modern Egypt, and shows the influence of the Arabic, French, and English cultures. Shows that the excessive centralization of the Egyptian system of education has resulted in a formal, stereotyped and rigid form of national education, leading to the goal of preparation for government employment, and detrimental to the advancement of the country. Pro-
poses a plan for the modification of the highly centralized administration of education in order to bring relief through greater flexibility.


Discusses the educational history in the pre-revolutionary Russia, the Russian revolution of 1905, the post-revolutionary period following the revolution of October 10, 1917, the guiding principles of Soviet education, the system of public education, primary, secondary, higher, and adult education in the U. S. R. Describes the nursery schools, their organization and finance, traveling nurseries, kindergartens, the curriculum of the primary schools, the curriculum of the secondary schools, the polytechnical schools, vocational schools for skilled workers, for working youth, individual and brigade schools, evening workers' technicum, Soviet universities, postgraduate study.


Traces the transition from parochial schools to secular schools in France from 1789 to 1801. Discusses the bill presented to the Assembly by M. Talleyrand Perigord for the organization of a complete state system of public instruction for France to consist of primary, and secondary schools, series of special schools in the chief cities to prepare for professions, and a university to be located in Paris. Discusses the Condorcet bill which provided for an additional class of schools. Shows that in spite of the reestablishment of parochial schools under the Roman Catholic church by Bonaparte, the secular schools had gotten a foot hold and that they emerged again in 1905 after the passage of the Law of separation between church and state.


Examines the organization, content and methods of teaching English “Kulturkunde” at the Stadtsches Gymnasium of Berne, Switzerland. By means of observation of classes in action, interviews with teachers and officials, and examination of pertinent literature the following phases were studied: the pertinent organization of the school system, the emphasis placed upon “Kulturkunde” in relation to the other aims in the teaching of English, the training of teachers, the time devoted to the study of English, the contents of the textbooks used, and the realia and teaching procedures employed in class.


Discusses the desert heritage of the Bedouin tribes, the tribes in Iraq, and suggests methods of education for the Bedouin children.

156. Kawachi, Risaku. The reorganization movements and their underlying philosophies of the teacher training school system of Nippon compared with those of other nations. Doctor's, 1935. Southern California.


Finds that since 1922 Fascism has had a decided influence on education in Italy. Today there is a marked improvement both in the form and content of Italian education. Illiteracy has been greatly reduced, and new and better school buildings have been
erected. However, the philosophy of Fascism leads to state absolutism, and the schools are made effective instruments of propaganda. Italian education today is deeply steeped in nationalism.


Compares commercial education in New Brunswick with its teaching in several states of the United States; and finds that in New Brunswick the curriculum is not adapted to the needs of the students; that standards are generally low; that there is little supervision, little provision for vocational guidance; and that economics, home economics, consumer education and salesmanship are omitted from the commercial curriculum.


Traces the development of the teaching of English in China from the beginning to the present time in the light of the religious, cultural, economic, social, and political factors which have helped to shape the course.


Presents data on current tendencies, such as coeducation, examinations, homework, promotion, health education, etc. in the primary schools of Spain. Finds that the Republic has brought about undeniable advances in primary education by its school building activities and promotion of progressive techniques; however, the successes are somewhat marred by the fact that many pupils are still denied equality of opportunity for education because of the lack of facilities to care for all children of school age.


Compares the educational philosophies of Gentile and Dewey, and analyzes school organization and administration, educational objectives, types of examinations, and physical facilities for education in the countries studied.


Traces the developments in the methodology of the Soviet antireligious propaganda by means of education in the preschool, elementary, secondary, and higher education age groups.


Shows that the circle singing games were transformed from adult pagan rites to physical recreation for children.


Describes the language conditions in Bienne, the language corruption arising out of the coexistence of the German and French languages in that city, the attendant educational problems, and the solutions that have been proposed in Bienne and other localities with similar problems. Analyzes data collected in Bienne and Berne. Finds that in
Bienne two opposed tendencies exist; one maintaining the possibility of training children in two languages simultaneously without appreciable deficiency in language ability, and the other contending that it is preferable to teach the mother tongue first and not bring the second language into the curriculum until a firm base has been given.

Traces the complete historical development of the relations of religious liberty to Christian education in China from 1807 to 1933, and shows the relationship between the traditional Chinese government policy toward religions and the recent government regulations affecting religious liberty in private schools in general, and Christian schools in particular.

Studies the status of history as a school subject in England; the methods of teaching it in the elementary and secondary schools in institutions preparing teachers; the effect of the lack of a detailed syllabus on the quality of teaching; the method of teaching citizenship; compares the method of teaching history in England with that in the United States; the handling of subject matter in teacher-training institutions; practice work in those institutions; the extent to which work in teacher-training institutions correlates with the demands made upon teachers in the classroom; and the effect of superimposing one year of professional work upon three or four years of purely academic work.

Surveys briefly the work being done in the schools of: Abyssinia, Afghanistan, Alaska, Albania, Arabia, Argentina, Armenia, Australia, Austria, Belgian Congo, Belgium, Bhutan, Bolivia, Brazil, Bulgaria, Canada, Chile, China, Colombia, Costa Rica, Cuba, Czechoslovakia, Danzig, Denmark, Dominican Republic, Dutch Colonies, Ecuador, Egypt, England with its colonies and territories, Estonia, Finland, France and its dependencies, Germany, Greece, Greenland, Guatemala, Haiti, Hawaii, Holland, Honduras, Hungary, Iceland, India, Iraq, Ireland, Italy and its colonies, Japan and annexed countries, Latvia, Liberia, Lichtenstein, Lithuania, Luxembourg, Mexico, Monaco, Morocco, Nepal, New Zealand, Nicaragua, Norway, Palestine, Panama, Paraguay, Persia, Peru, Philippine Islands, Poland, Portugal, Puerto Rico, Rumania, Russia, Salvador, El, San Marino, Scotland, Siam, South Africa, Spain, Sweden, Switzerland, Turkey, Uruguay, Venezuela, Virgin Islands, and Yugoslavia.


Presents a brief account of present conditions in China, discusses orientation and the establishment of selected principles and applied principles to areas of propaganda, and applies these principles to the teaching of physical education to young children, adolescents, and to college and university students in China.

Contents: (1) German education in the republic and in the third reich, by Horace Taylor, p. 3-48; (2) Education in England, by J. Bartlet Brebner, p. 51-60; (3) Educ


Traces the history of the National union of teachers since its inception 65 years ago, and shows that it has achieved for the elementary school teachers parliamentary representation, tenure rights, adequate pensions, and a national salary schedule.


Studies the characteristics and background of youth movement, national attitudes toward movement, and educational opportunities.


Describes Chinese society and the influence of the ancient philosophy paying special attention to the educational background of each period, studies the educational process in terms of cause and effect, and evaluates the outstanding characteristics of the philosophy of education in each period as a background for the future development of Chinese education.


Distusses the economic and social background of educational support in Manitoba; school organisation and administration; provincial aid to education; increasing current costs and funded debt for the province, municipalities, and the public school system of Manitoba; taxation for provincial, municipal and school purposes, ability and effort to support the schools; and the general municipal school grant and provincial aid as equalising agents.

INTERNATIONAL EDUCATION


Surveys agencies, materials, and procedures of educational value in developing world friendship.


Finds that the course of international relations has been of value in those high schools in which it has been taught; that the textbooks in use are not adequate, but will be improved as more schools enter the field; that the course of study should be elaborated and brought up-to-date; and that more schools are teaching the subject each year.
RESEARCH STUDIES IN EDUCATION

EDUCATION—THEORIES AND PRINCIPLES


Discusses the history of the period in which Melanchthon lived, his work as a professor, his educational theories and principles, his educational writings, and his reorganization of universities and Latin schools.


Reviews the lives of Gandhi, Helen Keller, Napoleon, Franklin, Mozart, Pasteur, Lincoln, and H. G. Wells to discover what biography can tell students of education that will contribute to their understanding of educational theory and practice. Shows that the school should contribute to the development of a dominant point of view or purposive interpretation of life.


Discusses colonial survivals and revolutionary promises, 1620–1920; new conflicts and a new solution, 1800–60; education and social reform, Horace Mann; Henry Barnard; education of women, the school and the triumph of business enterprise, 1860–1914; education in the south; the black man's place, Booker T. Washington, 1856–1916; William T. Harris, the conservator, 1835–1908; Bishop Spalding, Catholic educator, 1840–1916; Francis Wayland Parker, democrat, 1837–1902; G. Stanley Hall, evolutionist, 1846–1924; William James, individualist, 1842–1910; Edward Lee Thorndike, scientist, 1874; John Dewey, 1859; post-war patterns.


Discusses changes in philosophy and practices of classroom methods in secondary schools in this country in the last 300 years. with special emphasis upon modern trends.


Shows that Parker, who introduced the Quincy method of teaching, was a radical of his day, breaking away from the "lock step" methods that prevailed.

198. Edmonson, J. B. and Schorling, Raleigh. Practical problems in education: 100 problems designed to supplement courses in secondary education such as introduction to teaching, organization of the high school, general methods,


Shows the influence of William Albin Stecher in the field of physical and health education.


Discusses George Albert Coe's relationship to the religious education movement and to the philosophy of education.


Presents a brief study of Paul Natorp's life and his time in relation to his work, gives a rather detailed study of his philosophy, compares his philosophy with those of W. E. Hocking and John Dewey, discusses his educational doctrines and his writings, and evaluates Natorp's work and applies his philosophy to current American educational problems.


Ascertains the contribution made by Herman Bavinck, the Dutch theologian, philosopher, and educator, to philosophical thinking in education.


Presents a brief biography of Felix Adler as a setting for his educational philosophy, discusses his contribution to experimental education in manual training, moral instruction and vocational training, the Ethical culture schools, and his experimental station. Compares his educational theory and practice with that of other educators and with character education in general.


Studies John England's educational work and his contributions to education in Ireland and in the United States.


Discusses Voltaire's scientific education, his advice on methods of scientific investigation; and physics, chemistry, astronomy, geology, biology, anthropology, and medicine in his writings; and his ideas on magic.


Shows that Roger Ascham was ahead of his age, and that he forecast the educational beliefs of our age in advocating drill, motivation through pleasure, attention to
individual differences, and the use of the vernacular; and that his work is of value today as a picture of humanistic education in Elizabeth’s England, and as record of the views of an influential teacher of the sixteenth century.


Discusses the political, social, and educational theories of John Stuart Mill.


Describes and evaluates Cardinal Gibbons’ theory and practice in education, with special reference to his ideas on the relationship between religion and education.


Discusses the philosophies of John Bunyan, Thomas Hobbes, Bernard Mandeville, Francis Hutcheson, Archibald Campbell, Bishop Joseph Butler, and David Hartley.


Analyzes all of Nietzsche’s works and finds that he believed in the conscious rearing and developing of genius and that a distinct educational institution should be devoted to this task.


Finds that the problems of Huxley’s life and times were similar to those of today, that he favored universal state-supported education, liberalism in education and realism, that his combination of typical organization with individual laboratory work in biological teaching is still the current plan used in teaching biology.


SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION


Discusses the nature and criteria of the learning-teaching unit, the technique of teaching, of planning, and of reporting and evaluating units.

235. ——— and Holton, Samuel M. Source materials on the learning-teaching unit. Farmville, Va., Herald publishing company, 1934. 148 p. (State teachers college, Farmville.)

Gives quotations related to the nature and criteria of the learning-teaching unit, and outlines a course on the learning-teaching unit which has been given at the Farmville state teachers college for the past 2 years.

HOMOGENEOUS GROUPING


Shows that the teachers in Brookings and Mitchell, South Dakota, Owatonna, Minnesota, and Mason City, Iowa, and the pupils in grades 7, 8, and 9 of the Mitchell schools, and in grades 6, 7, and 8 of the Brookings schools favor homogeneous grouping. Shows that each school used modified courses of study for the respective divisions in each grade, and that a flexible promotion plan in each school permitted pupils to be transferred from one division to another, and from one grade to another whenever the teacher thought the pupil would profit by the transfer.


Finds that classification programs may be planned for periods of at least one semester which will bring together children whose development as a group in each of several subjects closely related to intelligence will proceed at about the same rate; the less closely a trait is related to intelligence, the less will be the advantage derived from a classification based on intelligence or any achievement test considered in the present study; the index chosen in forming the group will affect the rate of increase or decrease of individual differences in that group as a group; the educational age is the best single index of achievement in the achievement variables considered.

ACTIVITY PROGRAMS


CONTRACT PLAN


Describes a controlled experiment involving 10 sections in American history, and finds that the results defended favoring neither method.


Describes an experiment conducted in the ninth grade literature class of the Hannah Penn junior high school, York, Pa., in which the parallel-group technique was employed to determine the effectiveness of the two methods of teaching. Finds that the contract plan was superior in the comprehension of the classics read, in vocabulary development, in developing passage identification, and in achievement over a period of time.


Studies the program of the small high school.
INSTRUCTION AND ORGANIZATION


Deals with the nature of the class period, criteria of instruction, the making of assignments, guiding study, conducting the recitation, and planning for the class period in unit teaching.

HOMEROOMS


Analyzes 156 check lists returned from principals of representative junior high schools from every state in the United States except North Carolina and North Dakota, and shows a general agreement among principals as to the activities and objectives of homerooms.


Find that 87 per cent of the schools cooperating in this study have organized homerooms, that weekly meetings of homeroom groups are most common, that the homeroom period is generally held during the morning session with a median length of 25 minutes, and that the most common practice is to group pupils alphabetically for the homeroom according to the class to which they belong.

INDIVIDUAL INSTRUCTION


Describes an experiment conducted during the school year 1934-35, in a private day school in Philadelphia, in which two groups of high school algebra students were taught by the same teacher using the two different methods of instruction. The method of instruction was rotated so that each section had experience with each method twice during the course of the experiment. Indicates that the two methods of instruction are equally efficient in teaching ninth grade algebra.


242. Douglass, Harl R. and Heugler, Charles. An individualized unit plan versus the traditional group daily assignment plan of teaching high school mathematics. Journal of experimental education. (University of Minnesota)

Describes a controlled experiment involving paired sections in algebra and geometry.

243. —— and Stallard, Burton J. Individualized versus group methods of teaching ninth grade mathematics. Journal of experimental education. (University of Minnesota)

22

RESEARCH STUDIES IN EDUCATION


METHODS OF STUDY


- Shows a need for direct training of pupils in definite methods of study; a need for teachers to discover and direct the driving interests of pupils in order to arouse and maintain interest in their study procedures; a need for teachers to analyze the nature of subject matter as a guide in careful selection and organization of subject materials; and a need for teachers to anticipate difficulties in interpretation of the assignment by the pupils, to clarify obscure meanings and define specific directions.


- Describes an experiment with public-school pupils of grade 9 to determine the relative value of two methods of study used in the preparation of lesson assignments in algebra, and finds that the amount of time spent on lesson preparation and the manner in which it is spent at home and at school are very similar.

PLATOON PLAN


RADIO IN EDUCATION

of the intermediate age grade level of the New York metropolitan area, including the attitudes of 1,454 parents. Doctor's, 1935. T. C. Col. Univ.

Describes an experiment in which a questionnaire was given to 1,747 boys and 1,598 girls in 99 classes in 20 schools which included elementary, public, private, and parochial schools situated in 15 different sections of varying socio-economic backgrounds. Later a questionnaire was sent to the parents, of which 1,454 were returned. Finds that children differ in the degree of preference for certain programs rather than in kind, that the sexes differ in their tastes for types of program and types of humor; that the children felt that the radio had helped them in learning certain school subjects and acquisition of skills, informations, and desirable food habits. Most of the parents were favorably inclined to the radio.


Discusses the extent of broadcast advertising, national coverage of the radio as shown by the census of radio homes in the United States, the effectiveness of radio as an advertising medium as indicated by results of direct sales of products by individual advertisers, a survey of "continuities" or the advertising messages to determine the kind of advertising on the air; analyzes courses of study of 12 states to determine whether any courses are offered in consumer education in home economics on the secondary level; and gives a general survey of the content of any courses offered in home economics which will help the consumer as a buyer of food, drug, and cosmetic products. Finds that there is no censorship of advertising by any department of the Government, broadcast advertising has increased annually since 1927, that the radio is an effective advertising medium; there are no courses in consumer education at the secondary school level.


Finds that educational broadcasting by institutions of higher education is a common practice; that entertainment is an important feature of these broadcasts; that there is no one best method of presenting material over the radio; that choices differ as to time, duration, and method; and that the Utah broadcasts have been predominantly by the lecture method.


VISUAL INSTRUCTION


Analyzes children's companions at the movies, frequency of attendance of children at motion pictures, time of attendance and duration of stay, the age composition of the motion picture audience, and the national audience.


Studies the general themes of 1,500 motion pictures, locales, settings, clothing, personality of the movie characters, circumstances of meeting and love-making, sex-marriage and romantic love, crime, vulgarity, recreations, liquor and tobacco, goals sought by the leading characters, and the content of newreels.


Describes an experiment conducted with 40 classes, approximately 330 pupils, in a New York city high school.


Finds the use of motion pictures combined with the text in the teaching of certain factual knowledge to be greater than especially prepared pictures combined with the text.


Describes an experiment conducted in Washington, D. C., involving a total of 228 eighth grade graduates of June 1931, of whom 97 saw the educational sound motion pictures dealing with physical geography and biology in July 1931, and had classroom instruction in the same subjects in September 1931. Data indicate that the amount of learning imparted by the two methods of teaching was the same.


Evaluates literature on the experimental investigations in which films, or films and other visual aids were used in instruction, to determine the extent to which the conclusions were justified by the experimental procedure employed and the data reported; to determine what is known of the values of the film in instruction from the experimental data evaluated; to isolate factors which influenced the worth of the data secured on the investigations; and to determine the psychological and educational aspects of visual education which are basic to the problems of effectiveness, use, and type of visual aids.


Evolves and tests a scale based mainly upon analysis of objectives of industrial arts education, and finds the scale to be practicable.


Describes an experiment conducted with two groups of students taking a course in general psychology, one of which was used as an experimental group and was given an especially prepared questionnaire and shown a propaganda film during the spring semester of 1933. The other group which was used as a control group was given the questionnaire in the fall semester of 1933. Finds that radical motion picture propaganda is effective in changing attitudes on a wide range of socio-economic problems in the general direction intended by the propagandists; propaganda is more effective on attitudes whose context is closely related to the subject-matter of the film than upon socio-economic attitudes only remotely related to it; propaganda may have an adverse effect upon some attitudes and cause a change in the direction opposite to that intended by the propaganda; and that dislikes of socio-economic stereotyped terms and phrases seem easier to arouse than to eradicate by propaganda.


Studies the character developmental implications of the photoplay, and the differences between photoplay attenders and non-attenders of the Oread training school. Shows that most of the students at the school attend moving pictures more than once a month, and that there are minor differences between attenders and non-attenders. Suggests a plan by which young persons can be taught to evaluate the pictures which they see.


**PSYCHOLOGY—EDUCATIONAL**


Attempts to set up an instructional procedure combining a number of motivational and instructional techniques to secure the maximum classroom results. Investigates the effect of immediate knowledge of test results plus opportunity to correct deficiencies by make-up tests, and the effect of responses to individual items of the test plus opportunity to correct deficiencies by drill and by make-up tests.


Describes an experiment conducted at the State teachers college, Slippery Rock, Pa., during the first and second semesters of the school year, 1934-35, in which two groups using the block-unit method were compared with two groups using the subject plan. Results indicate that students using the subject plan made greater progress in educational psychology than the students using the block-unit method.

**CHILD STUDY**

305. Bernstein, Stephanie. A study of the social development and behavior of infants between the ages of five and twelve months. Master's, 1934. T. C., Col. Univ.


SEX DIFFERENCES


340. Moore, Roy B. An analytical study of sex differences as they affect the program of physical education. (A descriptive and philosophical study) Master's, 1935. Iowa.


- Investigates sources of confusion and error purporting to evaluate the hypothesis of greater male variability and compares variability at the senior high school and college levels in such items as American history, social studies, French, algebra, natural science, general science, culture, fine arts, literary acquaintance, mathematics, vocabulary, foreign literature, English, systolic blood pressure, diastolic blood pressure, pulse before exercise, pulse after exercise, height, weight, and five measures of intelligence. Finds that the evidence presented does not support the hypothesis of greater male variability, that the results seem to refute the frequently subsumed corollary of greater conformity in the case of females, and that the results point to the acceptability of the theory that greater female bio-social restriction is an explanation for the greater frequency of genius among men.


TESTS AND TESTING

PSYCHOLOGICAL TESTS

343. Bierman, Mrs. Alice E. An attempt to measure emotional instability by a motor task. Master's, 1934. T. C., Col. Univ.


347. Conkey, Ruth C. An experiment in the measurement of the psychological changes and effects of head injuries. Master's, 1934. T. C., Col. Univ.


- Analyzes the content of 23 group intelligence tests of the language type, used in classifying pupils in school and college entrance examinations. Data indicate that vocabulary, mathematical analysis, and analogies were the items giving tests the highest validity.


331. Hardin, Robert A. A study of the maturity of high school seniors, junior college, and university students as measured by the Ohio state university psychological test and the Pressey interest-attitude test. Doctor's, 1935. Nebraska.


Describes an experiment in which 200 fifth grade children took 12 comparable forms of a battery of tests of seven abilities, marking one form of the battery on each of 12 days. Scores on all tests were transmuted into comparable scales. For each individual seven measures of quotidian variability were obtained by computing for each test the standard deviation of the individual's 12 transmuted scores around the mean of his scores in that test. Eight measures of trait variability were secured for each individual by computing the standard deviation of his transmuted scores in the seven tests for each day from the fourth to the eleventh day.

333. Hertzman, Max. The relation of individual variability to general ability as measured by mental tests. Master's, 1934. T. C., Col. Univ.


Presents a new method of analyzing variables into independent components; discusses various approaches to the analysis of mental traits; compares components determined by the principal axis method and by the center of gravity method; discusses social impositions upon the problem of the analysis of mentality, factors suggested by sundry judgments, and worksheet and table facilitating the rotation of axes.


Finds that people past 60 years of age tend to be less able to perform on mental tests as they advance in years; that one sex is not consistently superior to the other; that the mental age of the group is equal to that of children ranging in age from 8 to 10; and that in deterioration of traits, motor coordination deteriorates most frequently, and ability to manipulate mental imagery least frequently.


Attempts to determine the performance ability of individuals ranging from 7 years to adults and finds definite differentiation between the age groups in performance ability.


Using the Thurstone simplified multiple factor method analyses were made of the intercorrelations of the seven mechanical ability tests, of the intercorrelations of the 20 measures used in the main investigation, of tables of correlations found by the original investigators to form perfect hierarchies, and finally of the complete table of intercorrelations of the 45 tests, measures and criteria used in the experiment proper. The results of the analyses were not in close agreement with the analyses made by the original investigators using different analytical techniques.


341. Pommer, Dorothy. The highest intelligence quotient in five determinations compared with the mean as a measure of intelligence. Master's, 1935. Minnesota. 38 p. ms.
362. Shearer, Margaret Jane. The validity of a battery of achievement tests as a measure of general intelligence at the different grade school levels. Master's, 1935. Purdue. 54 p. ms.

Finds that above grade 3A a battery of achievement tests may be substituted for general intelligence tests.


Devises visual memory span test for digits, an auditory memory span test for digits, an auditory memory span test for words, a visual memory span test for words, and a dictation test, and evaluates the tests by giving them to night school shorthand students.


Constructs an auditory group test of intelligence, the content of which was presented by the auditory method by the experimenter but required written responses of the approximately 750 children in grades 3 through 9 of public schools located in towns and cities ranging from several hundred to over 20,000 population.


367. Upshall, C. C. An analysis of the errors made in scoring the Kuhlmann-Anderson intelligence tests for the first grade in the Bellingham city schools, fall, 1934. Bellingham, Washington state normal school, 1935. 6 p. ms. (Bureau of research studies, no. 42)


Describes an experiment with 203 girls of North European racial descent in which measures of anatomic growth and mental test data were collected over a period of 12 years and were used in the Harvard growth study. Data indicated that there is practically no relationship between percentage stage of anatomic growth and score on a standardized intelligence test, aside from that registered in chronological age, when the anatomic growth is accurately and objectively determined by following the same children until they have reached adult status.


Presents a brief historical approach to mental tests and gives some tentative effects of mental tests on educational theory and practice.

SOCIAL INTELLIGENCE—TESTS AND SCALES


Compares the interpretations to two forms of a personality inquiry questionnaire as shown by the replies of 20 normal subjects and 20 psychiatric patients, and later as shown by the replies of 90 normal and 100 abnormal subjects. Finds that normal and abnormal subjects do not differ with respect to their interpretations of the questionnaire.

Analyzes the Bernreuter personality inventory records of 98 male extreme individuals (in the upper or lower decile of any of the three scales) of the Pennsylvania State college engineering and education students, compares their disease history, height-weight figures, I.Q., scholastic records, occupation of the male parent, withdrawal from college, high school extracurricular activities, college extracurricular activities, whether or not individual students are earning their way through college, their measurement of suggestibility and of cooperativeness.


Develops a family inventory for obtaining the child's report on psychological factors in the family. Finds that the child is able to report on psychological factors in his family; that the number of maladjustments reported by the child in the family varies from child to child; that boys and girls report an equal number of factors of family disorganization; that delinquent children report more factors of maladjustment than do non-delinquent children; that socio-economic status is directly related to the number of disharmonies reported by the child.


Finds that the abbreviated score card has a high degree of reliability and of validity, that there was no relationship between adjustment score and degree of brightness, and that the score card has practical administrative and clinical uses.


Develops a measure of various factors in the home environment of junior-senior high school pupils commonly assumed to be of importance in determining pupil adjustment and behavior; discovers relationships between the factors in their home environment and their adjustment in school; and tests assumptions frequently found in the literature of the field. The Intra-family questionnaire, which was constructed for use in the study, and the Symonds adjustment questionnaire were given to approximately 700 pupils in the Hastings-on-Hudson, N. Y. high school.


Analyzes correlations between reading comprehension scores and ratings on a new scale for social and environmental background, using 276 first and second grade children as subjects.

383. **Seigler, Zelma Beatrice.** A technique for use in detecting potential problem cases in Milne junior high school. Master's, 1935. N. Y. St. Coll. for Teach. 73 p. ms.


385. **Sigerfoos, Charles Crayton.** The validation and application of a scale of attitude toward vocation. Master's, 1935. Purdue. 53 p. ms.

Validates a scale for measuring attitudes toward vocations, and studies vocational attitude patterns by testing a total of 644 Indiana high school pupils with the attitude scale with reference to the vocations of doctor, unskilled laborer, carpenter, farmer, father's vocation, homemaker, sales girl, teacher, and beauty parlor operator. Compares attitudes for city and country pupil relationships. Finds significant differences between the vocations in the divisions of unskilled and skilled labor and in the professional fields of employment. Finds country pupils have a more unfavorable attitude toward the vocation of doctor than do the city pupils; and that country girls have a more favorable attitude toward the vocation of beauty parlor operator than have city girls.


Constructs a scoring key which will differentiate the interest of Army officers from the interests of men in other professions and from men in general, as an aid in guidance and selection of men for the military service. Evaluates the scale by giving it to 100 Army officers of different ranks engaged in various types of work and belonging to the different branches of the service, and by giving it to 90 education students and to 50 vocational guidance cases from the different schools of Pennsylvania state college. Shows that men engaged in the military profession have a characteristic set of likes, dislikes and indifferences that set them apart from men in general.

387. **Tannahill, Rosa Jean.** A study to formulate a self-analysis scale to be used by high school home economics classes. Master's, 1935. Colo. Agr. Coll.

Attempts to determine what 20 personality traits are considered worth while by freshman girls in high school, to set up situations which involve the use of the various traits selected, and formulates a self-analysis scale that the high school girl can understand and use in determining to some extent her possession of the traits.

388. **Thomas, Dorothy M.** The construction and evaluation of a scale to measure attitude toward any proposed social action. Master's, 1935. Purdue. 44 p. ms.


Attempts to determine the changes which occur in the answers of school children to a questionnaire of the self-description type for measuring personality adjustment when the technique of administering the questionnaire is varied. Describes an experiment conducted with 400 junior high school pupils in which the questionnaire, Character sketches was used.

390. **Wasson, Margaret Murdoch.** The agreements among certain types of personality schedules. Master's, 1935. Southern California.


Describes an experiment in which a group of 75 words were administered as stimuli in a free association test of 90 delinquent and 78 non-delinquent children; 35 words with possible special connotations for delinquent children were mixed in with 40 words having no special connotations.

EDUCATIONAL MEASUREMENTS—TESTS AND SCALES


Constructs and evaluates a series of tests based on elements common to four of the seven typewriting textbooks used in the study.


305. Blue, Mrs. Jean Danes. The construction of a set of objective tests concerning some of the clothing problems encountered by high school girls. Master's, 1935. Cornell.

Constructs objective tests on color and design, line, textiles, care, selection, and construction of clothing.


Presents a bibliography of psychological, achievement, character, and personality tests published in 1933 and 1934, omitting tests constructed for use in city or state-wide testing programs, tests constructed for use with a particular textbook, tests not commercially available, instructional test pads or workbooks, tests published in non-English-speaking countries, tests published in 1933, tests constructed for use in a single institution, and tests published in periodicals or monographs but not available as separate forms.


Discusses phrenology and physiognomy, development of psychological tests, systematic testing, and the standardization of tests, the need for vocational guidance in junior high schools, the possibilities of tests in intelligence, special aptitude tests, and the procedure in establishing a norm for a special test.


Analyzes test scores of 651 individuals selected from the clients of the Adjustment service, New York city, who had been tested with the Pressey senior classification, O'Connor vocabulary, Minnesota vocational test for clerical workers, and the Bernreuter personality inventory. Tests were administered to draftsmen, engineers, elementary and high school teachers, secretaries, stenographers, accountants, bookkeepers, office clerks, and retail and travelling salespeople. Finds that the tests fail to differentiate effectively members of one occupational group from members of another, due to the wide spread of scores within the groups and the great amount of overlapping among the different groups.

Analyzes the results of mechanical ability tests given to 200 siblings of Nebraska high schools to determine the relationship between their mechanical abilities. Finds that siblings tend to resemble each other in mechanical ability.

Presents a performance test composed of 81 items and having a calculated reliability of 0.96; items are arranged in order of difficulty.

Constructs and standardizes with a group of high school freshmen, the Athol high school scholastic aptitude test, composed of nonsense material. Finds that it is a more valid measure for predicting school success than the Otis group intelligence scale.

Reports an application of a test devised by O'Connor to 420 ninth grade boys. Data indicate positive relationships between test scores and objective criteria of mechanical ability.

Indicates that there is no significant difference in the achievement scores of native pupils and foreign pupils when paired according to age, sex, schooling, and IQ.; that home environment or language handicap have no effect on high school pupils; and that board of education need not change the curricula of secondary schools merely to accommodate purely racial differences.

Analyzes results of forms X and Y of the Stanford achievement tests which were given in October 1932 and April 1933 respectively, to about 1,000 children in grades 3 to 9. Inclusive, and shows wide ranges of progress in each grade, in each subject, and in each school.

Describes the construction and evaluation of a test on the Civil War, and shows the way additional tests might be constructed on material included in the study covering the period from the Civil War to the election of 1924.


Constructs and evaluates analytical tests in geography in accordance with the New Kensington course of study in geography.

416. Lewis, George Gordon. An attempt to measure the ability to apply scientific principles in general science. Master's, 1934. Duke. 88 p. ms.

Describes the methods used in constructing two preliminary and a final test to measure the ability to understand and to use scientific principles in general science.


Demonstrates a technique for constructing tests to measure the attainment of objectives in teaching of textiles and clothing.


Evolves a set of instruction sheets and a set of objective tests based on the text used in a course in elementary automobile mechanics.


Constructs an objective test on the dogmatic content of high school religion. The preliminary selection of items was based on an inventory of the contents of various texts. The preliminary test was given to various groups of Catholic high school students and the test refined. The revised test was prepared and the report includes data on the difficulty of all items in each of the four years of high school.


Describes a new educational device, and presents the results of objective tests performed with six high school biology classes containing 166 pupils. Finds the method as reliable as the usual testing methods, and that nearly all of the pupils liked it and believe that they learn more by using it.


Analyzed a test given to 100 students in the Music education department of Temple university and shows that the Kwalwasser-Dykema test for the sample group of 100 students, chosen at random, was not usable to prognosticate the quality of the work of students in the Music education department either in academic or music courses and that the general intelligence test is approximately four times as accurate.


Finds that when two printed, one mimeographed, and two lithographed forms of the new Stanford paragraph reading test were administered in rotation to 180 elementary school children, scores on the printed forms were significantly higher than on the mimeographed or lithographed forms and the scores on the lithographed forms were slightly higher than on the mimeographed form.


Finds the results of the Gates primary reading test given to children in grade 2, and of the new Stanford achievement test given in grades 3 to 8 inclusive, similar to those of former years.


†439. —— Spread in pupil abilities on the New Stanford achievement test, fourth grade, Bellingham city schools, fall, 1934. Bellingham, Washington state normal school, 1935. 8 p. ms. (Bureau of research studies, no. 48)

Describes an experiment in which a composition scale for grades 4-9 was devised by the experimenter, pupil-judges in the eighth and ninth grades, and the teachers of the several grades in which the scale was to apply.

441. Wentworth, Helen C. Comparative achievement of college students as measured by three art appreciation tests. Master's, 1935. Minnesota.

Evaluates the Meier-Senoscope, McAulay art test, and a test constructed on an actual room, by giving them to 372 college students ranging from those with no art training to those who had had four courses in related art. Finds that it is possible to construct a reliable and valid objective test of art appreciation.


Compares the scores made on these aptitude tests by children of average intelligence and by those of above average intelligence, compares the scores of readers and non-readers as shown by children from a private experimental school, and from a public school where the children came from a lower economic class and had fewer home advantages. Finds that children of superior intelligence who were in a good environment did not consistently make the best showing on the aptitude tests.

446. Young, Laurence J. Validation of certain tests, sub-tests and items for predicting success in plane geometry. Doctor's, 1935. Western Reserve. 146 p. ms.

PHYSICAL ABILITY—TESTS AND SCALES


450. Harris, Jane E. A weighted strength test for the prediction of general athletic ability for junior high school girls. Master's, 1935. Iowa.


Devises an objective test to measure the achievement of beginning students in archery at the standard distances used by women and girls, and establishes norms of achievement.


Analyzes the ability in fundamental motor skills of 2,094 men students at West Virginia University, using measures of chronological age, standing height, weight, vital capacity, running high jump, standing bar vault, rope climb 20 feet, 176 yard dash, and baseball throw. Data indicate that the ability manifested in these tests does not depend upon a general factor present in all of the traits plus specific factors in each of the individual traits.


459. **Murphy, Mary Agnes.** The estimation of present health condition of college women by means of cardiovascular tests. Doctor's, 1935. Iowa.

460. **Opdyke, LeRoy D.** General motor capacity tests and strength tests as indicators of trained performance in junior and senior high school boys. Master's, 1935. Iowa.

461. **Park, Maxine.** The standardization of an objective test on knowledge and interpretation of the rules of field hockey. Master's, 1935. Iowa.


466. **Spitzer, Carl.** A device and method for measuring individual physical capacities of elementary school boys for purposes of classification. Master's, 1935. Buffalo. 125 p. ms.

467. **Wendler, Arthur J.** Test elements in the field of psycho-motor tests as used in physical education. Doctor's, 1935. Iowa.

468. **Young, Kathryn E.** A factor analysis of tests of general motor ability for the purpose of constructing a "motor ability inventory" for high school girls. Master's, 1935. Iowa.

**RESEARCH EDUCATIONAL TECHNIQUES**


Examines and analyzes 100 historical theses in education from six universities to show the purpose of the studies, sources of materials, field and level of education covered,
periods into which historical studies have been divided, and the organization and mechanics followed in writing the studies.


Attempts to determine which of the North central secondary schools of Illinois maintain research work in some field of administration, the characteristics of these schools, the characteristics of the administrative personnel of these schools, the obstacles in the way of research, and the prevailing concepts of research.


Analyzes data secured from 45 of the 54 universities in the United States having departments, schools, and colleges of education in which educational research is carried on. Describes in rather more detail the work done in research at New York university. Discusses the articulation of research between the school of education and the university, student research, the bureau of educational research, financing of educational research, and research work at New York university.

473. Seyfried, John Edward. Principles and mechanics of research with emphasis on term reports and research. Albuquerque, University of New Mexico, 1935. 240 p. (University of New Mexico bulletin, whole no. 269. Education series, vol. 35, no. 1)

Discusses the value and nature of research, the selection of the problem, stating the title and problem, the library and its use, research references and bibliographies, the use of outlines, the process of solving the problem, collecting, organizing and interpreting data, writing the report, style, typing and arranging the report, the opening section, the function and construction of tables, the use and preparation of illustrations, details and mechanics of footnotes, making the bibliography, appendix and index.

REPORTS


476. Eby, Frederick and Frost, S. E., Jr. Graduate theses and dissertations written in the field of education at Bayler university, Southern Methodist university, Texas Christian university, Texas technological college, the University of Texas, West Texas state teachers college, with instruction to candidates for the degree of Master of arts, Doctor of philosophy in regard to the form to be used for the thesis. Austin, University of Texas, [1934]. 77 p.

Includes theses for degrees granted through 1933.


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151. ———. Graduate theses, including schedule of dissertations of approved candidates for advanced degrees with major and minor subjects, official statement from the office of the Dean of the graduate college, February 1, 1935. Iowa City, 1935. 59 p. (University of Iowa studies, new series, no. 293. Series on aims and progress of research, no. 47)

152. ———. Programs announcing candidates for higher degrees February, June, July and August, 1935. Iowa City, 1935. v.p. (University of Iowa studies, new series, no. 299. Series on aims and progress of research no. 48)

153. Municipal university of Wichita. Dissertations accepted for higher degrees in the Graduate school. Wichita, Kans., 1935. 11 p. Contains the first published list of dissertations accepted for higher degrees at the Municipal university of Wichita from June 1929 to June 1936.


155. ———. Summaries of doctoral dissertations submitted to the graduate school of Northwestern university in partial fulfillment of the requirements for the degree of doctor of philosophy, June-August, 1935. Chicago and Evanston, 1935. 302 p. (vol. 3)


158. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1934. Columbus, 1935. 281 p. (Abstracts of doctors' dissertations, no. 15)

The educational theses listed, were included in the United States Office of Education, Bibliography of research studies in education, 1923-74. Bulletin, 1935, no. 5.

159. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, summer quarter, 1934. Columbus, 1935. 289 p. (Abstracts of doctors' dissertations, no. 16)

All but one of these theses were listed in the United States Office of Education, Bibliography of research studies in education, 1933-34. Bulletin, 1935, no. 9.

160. ———. Abstracts of theses presented by candidates for the masters' degree. autumn quarter, winter quarter, 1934-35. Columbus, 1935. 79 p. (Abstracts of masters' theses, no. 17)
491. Pennsylvania state college. Publications and research for the fiscal

492. Peters, Charles C. Abstracts of studies in education at the Pennsyl-

Most of the theses listed in this volume of abstracts were included in the United States Office of Education Bibliography of research studies in education, 1933-34. Bulletin 1935, no. 5.

493. Pittsburgh. University. Abstracts of theses, researches in progress,

494. Ratliff, John Allen. A critical study of master's theses relating to the
junior high school. Master's, 1935. Texas.

495. 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 laws, engineer, master of education, and master of arts, 1934-35. Stanford University, California, 1935. 213 p. (Stanford university bulletin, vol. 10, Sixth series, no. 18)

496. Tauber, Maurice F. Index of theses and dissertations prepared at

497. United States Office of Education. Summaries of studies in agricul-

sity, 1935. (University of Virginia record. Extension series, vol. 19, no. 6, p. 325-478)

CURRICULUM STUDIES

499. Ahnstrak, Henry C. A survey of programs of studies of some Wis-

500. Beaton, Elise de C. Curricula adjustments to the changing status of

501. Carter, Grace Eddy. Curriculum revision in a teachers college. Mas-

502. Draper, Edgar Marion. Principles and techniques of curriculum mak-

review, 43: 17-27, January 1935. (University of Pittsburgh)

504. Jones, Ralph B. Supervisory aspects of a two year curriculum revision

Analyzes the items in an anecdotal record containing 4,766 entries of the supervisory problems during a two-year period in the Peabody elementary school, Fort Smith, Ark.

Master's, 1935. Southern California.
506. Lockmeyer, Elsie. The emergence of a curriculum for the primary grades of Norris school from the social philosophy of the Tennessee Valley Authority. Master's, 1933. Ohio State. 76 p. ms.

507. Lyman, Ronald H. The construction of a syllabus in the high school course known as retail store management. Master's, 1935. Iowa.


Describes an experiment in which a comprehensive battery of ocular tests was given to markedly poor readers selected from the second and third grades of 4 New York city schools, and to normal readers matched as to intelligence, sex, chronological age, and academic experience. Data indicate that visual characteristics should receive definite attention.


Finds that the 33 pupils who completed the course in remedial reading raised their median age in silent reading from 14 years 10 months to 15 years 6 months according to the results of Stanford achievement tests, and to the Gates silent reading tests given at the same time.


522. Goll, Michael J. A study of certain sixth grade pupils' interpretation of the definitions of a list of unfamiliar technical words as presented in three elementary school dictionaries. Master's, 1935. Temple. 43 p. ms.

Finds that the dictionaries used were only half as effective as they should be in assisting the children to interpret the meanings of unfamiliar technical words in arithmetic, geography, and history.


525. Hanson, Ernest H. An experiment to evaluate the relative effectiveness of a certain cooperative supervisory plan as measured by reading progress. Master's, 1935. Minnesota. 100 p. ms.

526. Hanson, Gertie E. An evaluated reading list for junior-senior high school. Doctor's, 1935. Wisconsin.


533. Kopel, David. Physiological factors associated with the etiology of reading disability. Doctor's, 1935. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations. 3: 70-76) Describes an experiment conducted with 66 boys and 34 girls in grades 3-6, inclusive. In the Evanston public schools, whose reading scores on the Metropolitan achievement tests were one semester or more below their grade norms, and with a like number of children whose reading scores on the tests were equivalent to or above their grade norms. Finds the effect of the various visual factors studied to be negligible between good and poor readers.

534. LaGrone, Mrs. Nell Cramer. The effect of free reading upon the development of the reading ability of 482 junior high-school pupils. Master's, 1935. Texas.


538. McCarty, Morris G. The value of remedial and special training in reading at the grade school level. Master's, 1935. Purdue. 34 p. ms. Describes an experiment conducted in a LaFayette public school to determine the effect of special and remedial training in reading on achievement in the different school subjects as well as on the whole. Special and remedial training in reading, in which silent reading for speed and comprehension was emphasized, was given to an experimental group, the regular program was continued for a control group. Finds that during the three months' period of the experiment, the experimental group advanced three school months, while the control group advanced only one school month.


540. Montgomery, Elizabeth B. Types of reading disability at the college level occurring among students at the reading clinic of the University of Oregon. Doctor's, 1935. Oregon.


542. Pace, Charles Robert. The relationship between handedness and reading ability among high school seniors and college students. Master's, 1935. Minnesota. 76 p. ms. Describes an experiment conducted with approximately 100 college students and 100 high school seniors who were classified as left handed, or ambidextrous, and a control group of 150 right handed high school students. Finds from comparisons of the two groups matched on intelligence and age, that the right handed pupils were slightly superior.

543. Patterson, Robert E. A comparative study of village and rural eighth grade pupils of District number 1, Niagara county, New York. In reading, language, and English composition achievement. Master's, 1935. Syracuse. 59 p. ms. Analyzes data on 50 eighth grade pupils from 19 district schools and on 50 eighth grade pupils in the village grammar schools, paired on the basis of age, IQ, and regularity of attendance, to determine which of the groups of pupils seems to be better prepared in reading, language, and the habits and skills involved in writing compositions. Finds that the village pupils excelled the district pupils in the subjects studied.


552. Spencer, Mildred Mary. A study of the relation between ability to achieve and actual achievement in reading and arithmetic in the fifth grade of the Albany public schools. Master's, 1935. N. Y. St. Coll. for Teach. 49 p. ms.


Attempts to determine, by the use of standard tests, the degree of correlation between reading ability and ability in other subjects as measured by the scores made on the tests, using arithmetic computation, arithmetic reasoning, nature study, science, history, literature, and language usage as the subjects for comparison. Finds a definite relationship between reading ability and good grades in other subjects.
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RESEARCH STUDIES IN EDUCATION

556. Wagner, Guy Wesley. The maturation of certain visual functions and
the relationship between these functions and success in reading and arithmetic.
Doctor's, 1935. Iowa.

Investigates the maturation of certain visual functions tested by the Betts Ready to
read tests as shown by the results of tests given to 500 pupils in grades kindergarten to
six, inclusive, in the Syracuse, N.Y. public schools. Finds that a high level of visual
functioning is more closely associated with success in reading than with success in
arithmetic.

557. Williams, Lucile G. Word meanings at the first grade level. Master's
1935. Iowa.

558. Wilson, Vera Gabrielle. A study of instruction in the teaching of

Studies the likenesses and differences in the instruction given teachers of primary read-
ing by state courses of study, by the manuals accompanying state-adopted texts in read-
ing, and by teachers college courses.

559. Wolfe, Lillian S. Experiments on reading disability in nine year old

560. Yoakam, G. A. Basic elements determining abilities in reading. Edu-
cational outlook. 9: 1-11, November, 1934. (University of Pittsburgh)

561. Young, Robert Allan. A study of reading disability cases. Doctor's,

Presents case studies of 41 children of average or superior intelligence who had been
diagnosed at least 3 and a half years previously as being retarded, and gives data on
the social, personality, school, and recreational interests of the children in relation to
their reading. Includes tests of handedness and eyedness in order to determine their
relation to reading disability. Shows that without taking into account the dynamics of
emotions, attempts at remedial work may fail, and that the personality of the tutor is
more important in remedial work than is the technique used.

Master's, 1935. Iowa.

HANDWRITING

563. Briscoe, Laura. The effectiveness of teaching penmanship in separate
classes. Master's, 1935. Iowa.

564. Catich, Edward M. Functional lettering for the elementary and high
school. Master's, 1935. Iowa.

565. Gates, Newell L. Automatic writing as a clinical method. Master's,
1935. Ohio State.

Finds that automatic writing can be used as a clinical method in diagnosing personal-
ity difficulties.

Master's, 1935. Stanford.

567. Ross, Ida Moselle. Penmanship in the junior high school. Master's,
1935. Texas.

SPELLING

568. Becker, Frances Ellen. A critical evaluation of spelling words in-
grades 1 to 4. Master's, 1935. Iowa.

†569. Gates, Arthur I. Generalization and transfer in spelling. New York,
Teachers college, Columbia university, 1935. 80 p.

Reports the results of two comparisons of teaching spelling by a method designed to
foster generalizing and by the method of specific study of words treated as isolated
items, comprising 8,800 pupils in 106 classes in grades 2 to 8, at Public school 210, Brook-
lyn, N. Y., in which the same basal list of words was used with each group. Finds
that the two methods produced practically the same ability to spell the words studied during the term, and that the program of generalization tends to increase to some extent the power to spell new words and to handle the specific derivatives and other elements to which the generalization program was especially directed.


Describes an experiment in which 126 pupils of grade 4, 5, and 6 of the Buffalo, Wyo., public schools were taught by both methods, and achievement was measured by the dictation exercises of the new Stanford achievement tests. Finds a slight superiority for the multiple association method but the differences were too small to be statistically significant, and shows that both methods are valuable if teachers carefully supervise the study habits of their pupils and supplement spelling lists with some form of contextual exercises.


573. Watson, Alice E. Experimental studies in the psychology and pedagogy of spelling. Doctor's, 1934. T. C., Col. Univ. New York City, Teachers college, Columbia University, 1935. 146 p. (Contributions to education, no. 683)

Gives a brief account of experimentation covering a period of 8 years embracing a wide variety of school conditions; studies spelling abilities and vocabularies of high school students; studies spelling errors of high school students; and presents a tentative plan for diagnostic and remedial procedure; and studies methods of teaching spelling.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION


Attempts to simplify and illustrate for the student by means of drawings, games, and exercises, the fundamental grammatical rules, and includes objective tests for use in teaching each phase.


Describes an experiment conducted with 31 men and 39 women students in freshman English at Syracuse University, in which an attempt was made to discover the extent to which written compositions of students can be identified as to their authorship on the basis of the individuality which they reveal, to ascertain what other aspects of students' writing ability or progress are related to this individuality, to learn how individual characteristics express themselves in the writing of compositions, and to derive clues as to the guidance of students in learning to write.


581. Bodine, Marcy G. The maintenance of fundamental English skills in junior high school grades through a pupil self-help project. Master's, 1935. Iowa.


Attempts to determine the extent that grammar was taught at the various educational levels during the period, and the methods used in teaching the subject.


Presents 50 correction-error drill cards to be used by teachers in the correction of language errors by the individual method.


595. Hammock, Robert Carleton. Units for teaching composition in the last two years of high school. Master's, 1935. Texas.


Describes an experiment of 6 years with a sophomore course in general culture.


Traces the growth of the use of college entrance examinations in English from the examination in grammar required by Princeton University in 1819 to the present general use of the examinations. Shows that the course in English owes its place and time in
the high school curriculum to the college entrance requirements, and that while in theory it commits itself to the ideal of attaining socially useful ends, in practice it follows the traditional methods developed in response to the college entrance requirements.


Attempts to determine the points in English grammar in which high school graduates are most deficient in the hope that it may be beneficial to high school English teachers in showing them the points needing most drill work. Finds from a check of 779 test papers in which 26,205 errors were recorded and analyzed, that the greatest number of errors were made in grammar, followed by punctuation, capitalization, and verb usage.


Analyzes 70 original problems in the motivation of the study of English selected from material submitted by 76 teachers in 23 4-year high schools in Indiana, Ohio, and Illinois.


610. Little, Ruth A. Themes as a source of vocabulary study in Lewis consolidated high school. Master's, 1935. Colo. St. T. C.


Attempts to discover the reasons for changes in public secondary school English teaching procedures, to show the nature of the changes, and to evaluate the outcomes in order to justify their more universal adoption and continued use.


Reports the results of city wide tests conducted by the Bureau of research of the Louisville public schools, and applications of the findings to a particular group of fourth grade pupils.


Constructs a course of study in commercial English based on the needs evidenced by stenographers, and examines a number of current business English texts as to choice of subject matter and method of presentation, and finds that the texts examined were somewhat defective in their method of presentation and choice of subject matter.


618. Mortimer, Ralph O. The maintenance of fundamental English skills in junior high school grades through a pupil self-help project. Master's, 1935. Iowa.

619. Mulholland, Kathryn. The efficacy of phonetic training in overcoming faults of English pronunciation in a group of New York city college students who have had Yiddish as a first language. Doctor's, 1934. New York. 198 p. ms.

Describes experiments conducted with students of Brooklyn college to determine whether or not Yiddish as a first language has had a noticeable influence upon the English speech sounds, and whether or not the phonetic approach as a method of speech-correction has validity.


621. Obert, Lucille C. Adapting the course in business English to the needs of the high school student in business. Master's, 1935. Colo. St. T. C.


Analyzes data on 1,000 students taken at five alternate years averaging about 200 cases per year, and shows that neither the entrance English examination nor the American council psychological examination appear to measure the same abilities in English or to predict, to any great extent, success in freshman English.


Reports two control group experiments, comparing some of the effects of two methods of teaching fourth grade English, and illustrates the difficulty of control group experimentation.


Studies 238, 3,544 running words from papers of pupils in grades 2 to 8 in the West side schools of Aurora, Ill., and shows the frequency of use, frequency of error, and grade in which the word was first used.


Studies the 657 members of the sophomore class of Holyoke (Mass.) high school and finds that the pupils with a dual language background in which English was predominant were superior to the pupils of English speaking parents and the pupils of non-English-speaking parents, respectively, in English usage.


634. Thames, Mrs. E. D. Need for and the teaching of English in secondary schools by interdepartmental cooperation. Master's, 1934. Alabama. 44 p. ms.


Discusses the importance of English in French-Canada, and the teaching of English by stressing English grammar, conversation, problems of pronunciation, prepositions, and common errors, and shows that it is much more difficult to teach English to persons with the background of another language, than it is to teach English in a country where inhabitants speak English as their native language.

book for teachers of English, school librarians and directors of extracurricular
activities, listing chiefly free and low cost illustrative and supplementary mate-


LITERATURE

640. Adams, Dorris Esther. Suggestions for the teaching of Milton’s minor
Application Professor Blaisdell’s eight steps for teaching poetry to L’Allegro, Il Penseroso,
Comus, and Lycidas. Suggests introductions for the class and summarizes useful back-
ground material for the teacher.

641. Allen, Rachelle Lee. Shakespeare’s use of his sources in The two gen-
tlemen of Verona. Master’s, 1935. Texas.

642. Baechle, Olive M. A study of the products of Wagner junior high school
poets. Master’s, 1934. Temple. 95 p. ms.
Consider the characteristics of poems written by pupils in the Wagner junior high
school in Philadelphia to evolve a poetry scale from student poems for use in the
classroom.

643. Belser, Josephine M. Educative influences in American poetry from

644. Boyd, Lillian Vera. An analysis of certain methods of teaching Eng-
lish poetry to senior high school students. Master’s, 1935. Southern California.

645. Foote, Amy Rachel. An understanding of poetic structures as a basis
for the speaking of poetry. Master’s, 1935. Southern California.

646. Gray, Luther Henry. Shakespeare’s use of his material in The merry
wives of Windsor. Master’s, 1935. Texas. ms.

647. Hargraves, Mildred Farrington. A consideration of novel technique
for the reader. Master’s, 1934. Ohio State. (Abstract in: Ohio State Uni-
versity. Abstracts of masters’ theses, no. 17: 15-16)
Discusses the technical principles fundamental to all novels.

648. Haylett, Fannie R. The possibility of correlating picture study and
literature in a beginning course in high school English. Master’s, 1934.
Nebraska. 233 p. ms.
Shows, by use of the Lady of the Lake, how well a close correlation may be made
in teaching literature and painting, and that pictures will arouse and stimulate interest
in English literature.

649. Hickey, Mary Ruth. A study of the first act of four Shakespearean

*650. Holt, Marjorie Fairbanks. The significance of color in contemporary
poetry as shown in the works of three representative poets. Master’s, 1935.
Boston Univ. 88 p. ms.
Attempts to show that poetry containing color words is richer in association and
therefore in stimulation and inspiration that that which is merely technically correct,
and that any form of expression which gives the individual a finer appreciation and
sensitivity to beauty tends to increase his morale by giving additional meaning to life.
Presents examples of the use of color in the poetry of Amy Lowell, Walter de la Mare,
and of James Elroy Flecker.

651. Hume, Laurabel Neville. The academical learning in Sidney’s Arcadia.
Master’s, 1935. Stanford.

Analyzes 154 replies to a questionnaire sent to 300 teachers of literature in the high schools of New York state to determine the choice of plays, the method of presenting them, and of testing pupils' knowledge and appreciation of Shakespeare. Surveys expert opinion as expressed in magazine articles listed in the Reader's Digest for the past five years and in books by five outstanding authorities.


Studies the philosophical, political, religious and literary reactions underlying the growth of interest in poetry.


Studies the study habits of 212 seniors who were studying American literature, and finds outstanding differences in the study habits of the superior, normal, and slower groups of students, and suggests that by proper instruction in the art of studying by using well written and planned texts, the students' knowledge of any subject could be greatly increased and a great amount of time be saved.


Finds that there is a place in modern teaching plans for interest devices to make learning purposeful and interesting, to dispel the drudgery of monotonous learning, and to correlate motor and ideational learning.


Describes an experiment conducted with 113 subjects, divided into an experimental group of 55 poets, and a control group of 58 non-poets, in which each person wrote a poem descriptive of a picture of a landscape which was shown him at the beginning of the experiment.


Studies 200 recent biographies to determine their value in a high school reading program, and finds that many of them are equal in reading value to much of the prose work already included in the program.

660. Schramm, Wilbur Lang. Approaches to a science of English verse. Iowa City, University of Iowa, 1935. 82 p. (University of Iowa studies, new series, no. 297, Series on aims and progress of research, no. 46)


Presents the results of an experiment with 26 pupils who were encouraged and guided in writing verse.


Finds that the temperament of the students, their knowledge of the mechanics of poetic language, and their feelings, insofar as they correspond with the poet's experiences recorded in poetry, condition their ability to appreciate poetry.


FOREIGN LANGUAGES

CLASSICAL LANGUAGES


Shows recent trends in objectives, content materials and techniques of teaching Latin in secondary schools in the United States.


Attempts to determine the value of the artificial language section of the psychological test of the American council on education, as a basis for predicting success of college students in the study of Latin, Spanish, and French. Correlates scores from this test for the years 1931-1934 with the grades in first-year Latin, Spanish, and French. Finds that the test as a whole has a higher prognostic value than any of its sections.


Finds that students of Latin are slightly superior.


Describes an experiment conducted with students in all 4 years of work at Indiana state teachers college, in which tests in spelling, synonyms of English words, synonyms of English words taken bodily from Latin, and an interpretation test of English words used in context were given. Data indicate that the ability to spell is increased by the study of Latin, that the ability to understand the meanings of words used both with and without the context is increased by the study of Latin, and that 2 years is the minimum time in which to accomplish the desired results from Latin study.


MODERN LANGUAGES


Analyses 26 grammars published between 1910 and 1935 as to aim, method, grammar scope, drills, vocabulary, pronunciation, reading material. Kulturkunde, realia, proverb, cognates, phases emphasized, number and length of lessons and the ratio of grammatical to reading material.


Attempts to determine whether or not certain traits in these 25 cases are related to the ability to learn French quickly, easily, and well. Finds that imagination is the only factor in these 25 cases definitely related to success.


Finds that scientific knowledge is recognized in the teaching of modern language in the American college, but that the cultural approach needs to be developed.


Describes an experiment with 40 pupils to find what influence speech-sound discrimination has on reading ability in Spanish, and shows that training in speech-sound discrimination had no influence on reading ability in Spanish.


Studies 1131 pupils in Chicago high schools and shows a slight superiority of monoglot over bilingual pupils.


Studies 47 universities granting doctor of philosophy degrees, 42 of which grant the degree in modern languages; studies the language requirements of schools of education; evolves two questionnaires on standards upon which to interpret the general and specific requirements for a doctor of philosophy degree which were sent to authorities in the fields of education and modern languages; and compiles another questionnaire which was sent to doctors of philosophy teaching modern languages in colleges and universities throughout the country to ascertain the equipment of the teaching body.


Analyzes a system of teaching French speech by chart, a phonograph system of instruction, and a combined chart and phonograph system of teaching foreign language speech, and finds the phonograph method superior to the chart method.


Describes an experiment in which a vocabulary test of 80 English words was constructed and administered to 283 students of French, 225 students of Latin, and 194 students not studying any foreign language in the junior high schools of the city of New York. The students were all of normal intelligence and of approximately the same level in educational achievement. The test contained 20 words of French derivation, 20 words of Latin derivation, 20 words of French-Latin derivation, and 20 words of neither French nor Latin derivation.


691. Wellhausen, Bertha G. Course of study for German in high school according to psychological principles. Master's, 1934. Nebraska. 200 p. ms.

MATHEMATICS


Develops tables for testing the formula, and tests the formula with tables on height and weight of boys, distribution of cases for grades in mathematics and science, various measurements of stature, and scores on various tests.


Finds that field work can be used to illustrate mathematical laws, and that illustrative devices and field instruments can be made or purchased to meet the needs of the secondary schools.


Volume 1 surveys curriculum development in mathematics for grades 1-9, and presents a resume of the procedures and findings in related studies, gives a frequency tabulation
of mathematical vocabulary and other numerical concepts found in reading certain newspapers and magazines, compares this material needed in reading with that already in the modern elementary mathematics course as indicated by widely used textbooks and outstanding courses of study; volume 2 gives in detail the data summarized in volume 1.


Attempts to determine the mathematics content of certain prescribed courses in the social science courses in the junior high school and on the college level, and in certain elective courses in elementary economics; to determine the connection between the mathematics and social science materials; and to determine the provision made for training in mathematics necessary for the comprehension of the mathematics in the social science materials. Analyzes 13 textbooks in the Denver, Colo. course of study monograph for junior high school social science; two junior high school textbooks found in common use in questionnaire studies of the content of junior high school social science courses; 9 textbooks used in Columbia college, New York, in a prescribed course in the social sciences for freshmen; 5 textbooks in elementary economics; and 19 textbooks in arithmetic and junior high school mathematics.


Finds that many students are deficient in mathematics at the beginning of a semester, but that significant gains are made over the period of one semester.


Reports diagnostic procedures, remedial work, and improvement in arithmetic for 240 eighth grade pupils.


Diagnoses 'analytically the learning difficulties in elementary statistics by studying the results of a diagnostic test constructed and administered to several classes in elementary statistics.

University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 280-81)

Describes a controlled experiment conducted in the Mount Lebanon high school, Pennsylvania, to determine the value of the subject plan as compared with the unit plan of direct study.


Analyzes 334 basic activities of accountancy, and develops a syllabus based on the replies of accountants who checked a questionnaire listing these activities.


Analyzes the purpose, content, prerequisites, placement in the curriculum, time allotted to the course, department conducting the course in elementary statistics, pedagogy employed or recommended, and other matters pertaining to the arranging and conducting of such courses as shown by the replies of 135 faculty members of colleges in the United States and Canada. Discusses the replies of 77 students to a questionnaire asking for their views on the courses in statistics in which they were enrolled.


Presents the results of a two-year study of the lack of articulation in the mathematical work of the grammar schools and the high school in the city of Lafayette, and shows that the lack of articulation is noticeable arithmetical vocabulary and in work with fractions and decimals. Finds that special instruction along these lines benefited pupils of all intellectual levels.


Analyzes replies to a questionnaire received from 246 teachers of mathematics in West Virginia senior high schools, giving data as to age, sex, marital status, salary, experience, training, and teaching combinations.


Reports changes made in courses in measurement at the State normal school from 1917 to 1935.

Analyzes textbooks in elementary statistics, reports results of a comprehensive test administered to students in elementary statistics in 48 institutions, compares statistical concepts presented in textbooks with those found in educational and scientific literature, and proposes minimum essentials for a course in elementary statistics.


ARITHMETIC

728. Bagger, Margaret Finck. Ability of a child in her second and third years to learn number groups without counting. Master's, 1935. Pittsburgh.


*730. Berman, Etta. The result of deferring systematic teaching of arithmetic to grade 6 as disclosed by the deferred formal arithmetic plan at Manchester, New Hampshire. Master's, 1935. Boston Univ. 71 p. ms.
Describes an experiment in which children of the deferred arithmetic group are compared with an equal number of children who have had arithmetic in the traditional amounts in grades 1 to 5, inclusive. The study was conducted in the sixth grade of eight rooms of seven different schools of similar backgrounds, four rooms of which had had no formal arithmetic, and the other four had been instructed according to the regular program. Finds that sixth grade children without formal arithmetic training, can be brought up to the level of traditional teaching very rapidly.

Attempts to determine, by a study of practices in various businesses, the uses of decimals, when they should be introduced in the curriculum, and the extent to which they should be taught. Finds that a broad reading knowledge of decimals is more necessary than a computational knowledge.

Describes an experiment conducted with 44 second grade children who had been taught the 45 addition combinations the year before in grade 1.


Compares the work in an experimental and three control schools of an approximate equality in which supervision had been in existence at least 3 years, after the installa-


Describes an experiment conducted with a sixth grade class three times a week from October 1 to the middle of January, on the cost of food, clothing, and operating expenses. Finds that the results from such a course in arithmetic more than compensated for the extra work required in preparing the course.


739. La Fleur, Leon G. An attempt to discover the reasons for inhibitions or inferior feelings of pupils of IQ 90 or above in seventh grade arithmetic. Master's, 1935. N. Y. St. Coll. for Teach. 61 p. ms.


Analyzes the scores of 540 children from the seventh, eighth, and ninth grades of the Roosevelt junior high school, Oklahoma City, Okla., on the Otis classification test and the Bristol group reasoning test, form C.


Attempts to determine whether calculating machines can be used in secondary schools for an educational purpose other than the development of artisan skills in vocational courses, and finds from objective evidence that calculating machines have limited educational value in business arithmetic other than developing a specialized artisan skill and that from subjective evidence data indicate that the machines may have important educational influences upon classroom organization and management, and upon pupils' interests and attitudes.


Analyzes arithmetic courses of study and several textbooks on the teaching of arithmetic to ascertain the current practices in the teaching of arithmetic in grades one to four.


Describes in detail an activity worked out with a class of second grade children in an elementary school outside of Boston. Finds that the children were intensely interested in the project of learning and spending, and that the children had an opportunity to meet in real life the numbers they had to learn through drill procedure, that the project was a source of contact with the homes of the children.


749. Sachs, Georgia May. A statistical study of the relationship between improvement in arithmetic and certain factors considered to be prognostic of such improvement. Master's, 1935. Southern California. 143 p. ms.

Measures the relationship of improvement in arithmetic reasoning and in arithmetic fundamentals to initial ability in these two functions, general mental ability, and reading ability. Studies the improvement made by 493 fourth, fifth, and sixth grade children in the arithmetic reasoning and arithmetic fundamentals sections of the progressive achievement tests between the time of administration of Form A in November and Form B in May. Shows a fair but negative relationship between improvement in reasoning and initial ability in that function, that general mental ability is definitely related to improvement in reasoning and to improvement in fundamentals, and that there is little relationship between reading ability and improvement in reasoning or improvement in fundamentals.


Finds that pupils do not have adequate concepts of the numerical value of decimals for mastery of the basic combinations.


Presents a method for diagnosing and correcting pupil difficulties in addition, arranged in a logical order, and describes the application of the method to a group of 17 boys and 16 girls who were assigned to the group because of failure in arithmetic in grades 4, 5, and 6.


Analyses the errors made on tests 1-10 of the compass diagnostic tests in arithmetic by 200 students enrolled for arithmetic review in teachers colleges in California, Colorado, Illinois, and Wisconsin, on the ground that adults' mistakes indicate difficulties which may not be neglected in childhood.

ALGEBRA, GEOMETRY, AND TRIGONOMETRY


Finds that it is desirable to eliminate most of the mechanical processes in working algebra.

Examines 88 algebra and 34 trigonometry texts published since 1923. Presents a thorough and rigorous analysis of approximations and approximate computation covering the field of secondary school mathematics, and gives in outline form, a detailed analysis for elementary algebra and numerical trigonometry.


Compares the relative achievement in ninth grade algebra of two groups of 37 students each, one of which was regularly promoted after completing the second semester of the eighth grade, the other was promoted to the ninth grade from the first semester of the eighth grade, having skipped the second semester of the eighth grade. Finds that students of average, or better than average, mental ability, who skipped the second semester's work in the eighth grade, did as good work in ninth grade algebra as students of equivalent mental ability who had the work of the second semester of the eighth grade.


Describes an experiment conducted with tenth grade students at the Hunter college high school, New York city, in which a combined course in plane and solid geometry was taught, in which students construct models to illustrate and prove the theorems.


Summarizes and interprets 58 studies of the relationship of various types of intelligence, prognosis, and achievement scores, and of marks and other factors with success in high school algebra, geometry, and other mathematics.


768. Foster, Don A. The ability of beginning algebra students to apply specific skills in varied situations. Master's, 1935. Iowa.

769. French, Doyle T. A study of the accomplishment of high school students in plane geometry as shown by results of the test used in the state high school geometry contest of 1934. Master's, 1935. Ind. St. T. C. 81 p. ms.
Attempts to determine the order of accomplishment of pupils entering the state geometry contest in the four major objectives in geometry: to determine the extent to which they understand and show ability to use the four methods of geometrical proof, and to determine types of errors made on the test.


773. Hurd, W. Chandler. A study of individual differences and failures in algebra. Master's, 1935. Boston Univ. 57 p. ms. Describes an experiment to determine the fundamental difficulties in elementary algebra as shown by the study of 25 pupils chosen from the failing pupils in four different classes in elementary algebra. Finds that individual instruction is an important phase of instruction in algebra; that attempts are made to teach too much material to pupils in algebra; that failing pupils had the most difficulty with material that was suggested to be pruned from the study of algebra; and that absences, incorrect type of make-up work, faulty texts, and personal traits of the pupil play a large part in subsequent failures.


778. Lane, Ruth. The efficiency of using graded originals in geometry. Doctor's, 1935. Iowa.


780. McMullen, A. R. The ability of beginning algebra pupils to apply certain skills to varied problem situations. Master's, 1935. Iowa.


Constructs and administers 12 modern type tests for each book in plane geometry to 150 pupils in the Duquesne high school for the year 1934-35.


Determines the relative effectiveness of teaching the multiplication and division of algebraic fractions by the arithmetical and algebraic methods. Finds that there is no significant difference between the two methods.


Compares the recitation, supervised, and the unit methods of teaching ninth grade algebra, and finds, with the small groups studied, that the supervised and unit methods have great possibilities as compared with the recitation method.


Develops a theory concerning the educational possibilities of geometry; evaluates the present organization of subject matter in a typical junior-senior high school, emphasizing especially the one year course in plane geometry; and suggests a tentative plan of reorganization of the course.

792. Steele, Sister Mary Angeline. Supervised study versus home study in first year algebra in a girls' high school Master's, 1935. Loyola. 87 p. ms.

Enumerates the advantages of supervised study such as careful, studious reading, increased interest, and specific study habits.


SCIENCE

GENERAL SCIENCE


Chooses 10 units of work suitable for eighth grade science on the basis of certain educational objectives. Prepares an annotated bibliography for each science unit based on content value relative to the objectives set up for a science unit, and probable high value in improving the student's techniques in reading for various purposes and in reading different types of material.
798. **Barnard, John D.** An investigation to determine the relative effectiveness of two methods of teaching general science. Master's, 1935. Colo. St. T. C.


Determine the standards controlling the selection of special equipment, supplies, apparatus, specimens, and other materials used in the teaching of general science, biology, chemistry, and physics in grades 7 to 12 of public schools, and evaluates the criteria.

800. **Barwick, Edna I.** The meanings derived by children from scientific terms and descriptive phrases in elementary science. Master's, 1935. Iowa.

801. **Buchser, Herman Robert.** A proposed course of study in general science for the Junior high schools in San Jose. Master's, 1935. Stanford.

802. **Dahl, Alfred H.** Relationships of ninth year science and success in subsequent science. Do pupils who have had general science, as well as general science and elementary biology, have a higher regent record in physics and chemistry than those not having had general science as found from the regents records and teacher and pupil opinion? Master's, 1935. Syracuse. 60 p. ms.

Analyzes the regents records of 1,802 science pupils having had general science and some advanced science, and the subjective opinions of 109 science teachers in 101 schools, and 526 pupils in 13 of the 101 schools. Shows that in the schools studied, the pupils who had taken general science did better in physics and chemistry than did those not taking general science.

803. **Douglass, Harl R. and Peterson, George W.** Work-books versus pupil-made notebooks in ninth grade general science. School review, 43: 608-13, October 1935. (University of Minnesota)


805. **Floyd, Oliver E.** General science as preparation for the study of biology, chemistry and physics. Journal of educational research, (University of Minnesota)

806. **Griffeth, Matt Russell.** An experiment with extensive reading in general science. Master's, 1933. Southern California.


Develops a set of 40 laboratory problems on the basis of selected syllabi, laboratory manuals, and general science textbooks.


Finds little agreement among writers as to the advantages and disadvantages, the comparative effectiveness and values of the various methods; considerable confusion in terminology; definite trend toward the use of a combination of methods rather than major emphasis on some specific method; increase in the emphasis on lecture-demonstration in all science; relative neglect of large areas of methodology; neglect of unit-techniques.


Attempts to find a more satisfactory way of recording general science laboratory notes, and finds that class discussion of laboratory demonstrations seem to be more satisfactory than the usual manual procedure.


Evolution of a course of study consisting of a series of problems arranged in their respective units and directly related to the everyday experiences and environment, for ninth year students.


Describes an experiment carried out with the general science class in the Susquehanna, Pa., high school, in which one group of 21 pupils was taught by the traditional recitation method, and an experimental group of 21 pupils was taught by the activity method. Finds that the group taught by the activity method made greater gains in achievement than did the group taught by the recitation method.


831. Wolford, Feaster. Methods of determining types of content for a course of study for eighth grade science in the high schools of the southern Appalachian region. Doctor's, 1935. Cornell.

BIOLOGY


Describes an experiment conducted with two groups of biology students at the College of the City of New York, divided on the basis of intelligence and initial knowledge of the subject matter into two equivalent groups of 125 each. While the two methods are equally effective at all levels of ability, it is recommended that prepared drawings replace the student made drawings in order to give the students more time for observation and other laboratory activities.


Describes an experiment conducted with seven pairs of classes each consisting of a control and an experimental group, in two high schools in Elizabeth, N. J., during the school year 1929-30. Finds no conclusive evidence that the requirement of factual knowledge is increased by partial self-direction in laboratory work in biology; finds that keener interest and more painstaking effort were shown by students who planned their own laboratory studies.

834. Bell, Mildred A. An experiment on method of presentation in the teaching of the human body in biology, conducted in the Owego free academy, N. Y. Master's, 1934. Cornell.


Discusses materials and methods found effective in giving instruction in biology to blind students of high-school age and includes a collection of models and cut-outs with descriptions in Braille.


Describes an experiment conducted with a control group and an experimental group which used radio and motion pictures to supplement the regular work in biology. Finds that the experimental group made the greatest average gain.
887. **Deacon, Charlotte.** An experimental course of study in biology for a special low-ability group. Master's, 1935. Southern California.

888. **Grelach, Victor A.** The status of educational biology in selected colleges. Faculty news bulletin, 5: 2-13, June 10, 1935. (Muskingum college)

Analyzes data secured from questionnaires sent to 68 colleges in New York, New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Michigan, and Wisconsin. Finds that the course in educational biology was practically restricted to New York, New Jersey, Pennsylvania, and Wisconsin, and that most of the courses were established between 1926 and 1931; that the course was ordinarily a required freshman course with prerequisites; and that it is typically an abbreviated survey course in general biology in which the major emphasis is placed on the physiological, genetic, and psychological phases of human biology.


891. **McClurkin, W. D.** An attempt to detect general values from a study of high school biology. Master's, 1934. Arkansas. 96 p. ms.


893. **Nickel, Harvey T.** The present status of biology in the small high schools of Nebraska. Master's, 1935. Colo. St. T. C.


Arranges the course in 9 units with attention given to sequence and time of year each unit is to be taught.


Compiles an "essential" and a "marginal" list of scientific terms in biology.


Attempts to determine the relative effectiveness of teaching biology with textbooks in the hands of individual pupils, and of teaching biology where no basal textbooks are used by individual pupils but where they have access to several textbooks and special references in the biology workshop. Describes an experiment conducted in each of three high schools in West Virginia over a period of nine months from September 5, 1934, to May 24, 1935, in tenth year biology. Finds that the use of several textbooks in the teaching of biology is to be preferred to a single textbook.


Presents a series of the first six lecture units of high-school chemistry, utilizing film-strips for illustrative purposes together with the appropriate films.


Evaluates the relative merits of the demonstration and individual laboratory methods with consideration of pupil achievement, economy, and development of habits, attitudes and skills; and finds that the demonstration and individual laboratory methods are about equal insofar as conclusions can be drawn from tests which measure immediate recall and retention. The demonstration method is definite saving of time for both teacher and pupil and costs only 50 percent as much as the individual method insofar as the purchase of equipment is concerned. The demonstration method of teaching high-school chemistry costs only 7 percent as much as the individual method. The individual method teaches better laboratory technique and manipulative ability. The demonstration method is rapidly coming into more prevalent use.


Consults representative newspapers to determine how much the general public is interested in chemistry and physics, and how much of these studies should be included in high-school curricula.


Describes an experiment in which parallel sections in high-school chemistry, equated for intelligence, were taught through a 2-year period by two techniques. Finds that in most regards the results favor the textbook-recitation method.


860. Flack, Floyd E. Children's interests in high school chemistry in terms of questions asked. Master's, 1935. Colo. St. T. C.

861. Goldstein, Samuel. A comparison of student interest with the importance of the various topics in high school chemistry. Master's, 1935. Coll. of the City of N. Y. 96 p. ms.


Finds, from an experiment conducted with high-school pupils in five towns in Pennsylvania during the school year 1933-34, that mechanical ability is a factor in success in the study of high-school physics, and that boys have greater mechanical ability than girls.


Evolve an evening school text, based on a study of the elementary physics and elementary chemistry needed by employees in the petroleum industry.


Studies economies used by science teachers in Nebraska in the administration of high-school chemistry and physics laboratories, and finds that the greatest economies were effected through sound purchasing technique, progressive technique in laboratory, economical store-room administration, administration of the science laboratories, student-made apparatus and charts, and preparations used in other departments made by chemistry department.


868. Maben, Lillian Cabell. The content of the chemistry course of the tenth grade level for the secondary schools of Virginia. Master's, 1935. William and Mary. 79 p. ms.


Surveys the industries in Fairfax, and shows that physics has more application to the industries than was at first thought.


Indicates that 2 percent of the total enrollment in high schools take chemistry; the individual teacher is responsible for planning the course; the college-entrance examination board examinations have a great influence on the content of the course; apparatus and opportunities for laboratory work are adequate; and that most of the teachers are adequately prepared.


Attempts to determine the extent to which knowledge of chemistry, as taught in the classroom and laboratory in high schools, transfers to the solution of everyday problems of a chemical nature. Data indicate that pupils who study chemistry in high school for 1 year make significant, measurable gains in knowledge of chemistry, which is accompanied by a gain in ability to use this knowledge in meeting situations requiring knowledge of chemistry and in interpreting popular scientific literature. Comparison of two groups of college students with the high-school groups shows relative permanence of the gains in the two traits. Retention of the facts of chemistry is sustained over a longer period than is the ability to apply the facts.


Attempts to determine the science concepts and generalizations in the field of chemistry which are of most distinctive value to man in interpreting his environment, and to evaluate and synthesize these concepts in terms of generalizations for use by various workers in the field of science education.

Sets up specimen units for a course in chemistry which should give the students an understanding and appreciation of the role played by chemistry in the life of an agrarian community.


880. Wagner, Parke R. An experiment to determine the relative merits of two types of laboratory manuals for the teaching of high school chemistry. Master's, 1935. Penn. State. 65 p. ms.

Describes an experiment conducted during the course of 2 years, with chemistry students in the Somerset, Pa., junior-senior high school, in which two laboratory manuals were constructed, in which one manual was like the conventional high school laboratory manual, and the other manual was exactly like it except for the addition of helpful chemical information running throughout each experiment. Finds that the inclusion of elaborate chemical explanations in the high school laboratory manual was beneficial to the student in helping him acquire and retain the facts and principles of high school chemistry and that the inclusion of such explanatory notes was not a hindrance in training the pupils to think and reason.


Finds that the combined laboratory, demonstration, and recitation room was used by all but one of the 9 schools visited, that only 3 of the laboratories had storerooms, that most of the apparatus was kept in wall cases, and that there was a wide variation in the amount of individual apparatus in the laboratories, ranging from 30 percent of the equipment recommended to 300 percent; that the amount of recommended demonstration equipment was small; and that in some of the laboratories no home-made apparatus was used, while in others a large amount of it was home-made.


SOCIAL SCIENCES


Correlates marks for semester final examinations of 200 students enrolled in social science courses in the West Technical High School, Cleveland, Ohio, with Thorndike-McCall reading scale quotients, pupil probable learning rate (Cleveland classification) and standardized American history test marks, to determine objectivity of informal tests.


Seeks to determine whether social studies majors do the same grade of work in social studies that they do in other fields, whether women students who major in the social studies do superior work to that done by men in the same field, and whether there is a difference in merit in the work done in social studies by students from different sections of the state. Finds little difference in the quality of work done by social studies majors in the social studies and in other fields, that women students do a higher grade of work than the men students, and that there is little difference between the work done in social studies by students from the various sections of the state.


Surveys the opinion of social studies teachers in Colorado regarding fundamental problems facing the United States and the world, reasons why such problems are inadequately treated in the school, effective methods for the treatment of them, and 32 representative controversial propositions from which the degree of their liberalism or conservatism could be estimated.


Shows that the school systems of both Russia and the United States are propagandizing agents for the training of citizens and that this training has been relegated to the social studies department. Both countries devote about one-fourth of the program to social studies, but the propaganda in Russia is more consistent and thorough because it is a definite governmental policy.


899. Schwarz, Allan E. Means employed in the enrichment of instruction in the social sciences in selected schools of Nebraska. Master's, 1934. Nebraska. 114 p. ms.


Describes an experiment conducted in teaching the social studies in the Daybrook junior and senior high school, Monongalia County, W. Va., in which the contract method of teaching was employed, and student government inaugurated. Two teachers taught and supervised each other's work cooperatively. Data indicate that cooperative supervision and teaching between teachers of the same school led more completely to a realization of pupil objectives in social studies and related activities than did individual instruction.


Discusses the unit plan, workbooks and study guides, present-day problems and current events, socialized methods and management, laboratory method and visual aids, integrating social studies and English, modifying traditional methods, and objectives in the social studies.

904. Welch, Ronald R. A study of the mental status of a group of eighth grade pupils in regard to ideals, attitudes, standards and habits as related to the social studies. Master's, 1934. Pennsylvania. 149 p. ms.

GEOGRAPHY


HISTORY


Surveys the place of written work in history and the present day practices of handling the examination, map work, the notebook, outlines and themes used by 11 senior high school teachers in Lincoln.


Discusses the pedagogical rise and decline of the Constitution, the treatment of the Constitution in early and recent textbooks for elementary and secondary schools and for colleges, attempts to legislate the Constitution into the curriculum, current instruction in the Constitution in elementary and high schools, and in liberal arts and teachers colleges, and suggests a new theory and technique of teaching the Constitution.


Shows that medieval history has a meaning in modern life and suggests ways of bringing out this meaning.


Studies the desirability of using biography as an aid in teaching history and points out certain uses of biography in junior high school courses. Finds that biography may profitably be used but that teachers do not agree on which biographies to use.


Analyzes the content of special methods courses in history or the social studies as taught in 64 teacher-training institutions, and shows a lack of standardized conception of what should be the content of these courses as well as its correlation with other teacher-training activities.

Covers the story of domestic propaganda dissemination by the United States Government in the World War.


Describes an experimental course inaugurated in the Henry B. Whitehorne high school of Verona, N. J., and includes case studies of typical members of the class.


Analyzes test scores and other records of 369 freshmen. Finds that knowledge of current problems was no greater than knowledge of historically significant events, which implies that history teachers need to place more emphasis on current social and economic problems. Inaccuracies in test answers show a need for stressing exactness in all facts involved in the social studies.


Devises an attitude scale and an achievement test for American history. Describes an experiment conducted with an eleventh-grade class in American history at Centre Hall, Pa., high school, and with a similar class at the East Pennsylvania Valley high school, Millheim, during the school year 1934–35. Each class was divided into control, groups using the same textbook, and experimental groups reading from 8 to 12 books of historical fiction. Shows that historical fiction as an auxiliary agency in teaching history effected only a slight improvement in pupil attitude toward history, but that it augmented pupil achievement in history to a considerable extent.

932. Kardokus, David Percy. An attempt to devise a plan for teaching first semester United States history as suggested by Gestalt psychology. Master's, 1935. Indiana. 120 p. ms.


Shows the possibilities for teaching the travels and influence of the Northmen in secondary schools.


Presents a brief history of Bergen county, N. J., from 1600 to 1934, for children.


943. Rolke, Sanford D. Pupil’s information bearing on important concepts in American history, 1492-1689. Master’s, 1935. Iowa.


946. Sparrow, Dorothy S. Vitalizing the teaching of Roman history through Latin source material and comparison with modern problems. Master’s, 1935. St. T. C., Upper Montclair. 60 p. ms.

Shows that Roman history of the republic, 269-49 B. C., can be presented, by a teacher intimately acquainted with Latin source materials, in such a way that it will be valuable and attractive, and that a teacher of ancient history should have classical training as well as economic and sociological to teach Roman history effectively and interestingly.

947. Thompson, Raymond K. Case studies of pupil’s ability to get meanings from paragraphs in American history. Master’s, 1935. Iowa.

948. Trosvig, Ida. The study and teaching of history in the College of William and Mary. Master’s, 1935. William and Mary. 117 p. ms.


Discusses the attempts of individuals, patriotic and other societies to regulate the content and teaching of history by bringing pressure to bear on legislative and school authorities. Finds that the content and teaching of history have been determined by many influences other than those of a professional, educational, or scientific spirit.

3. CIVICS


Devises three types of tests to measure the knowledge of 50 of the 164 technical terms in a civics textbook used in a Mississippi community.


Attempts to determine by what method of instruction the greatest difference between civic attitudes and civic information is found, the workbook, contract, or the traditional assignment-recitation method; and to determine whether there is a greater difference in civic attitudes or civic information as measured by pre-tests and end-tests, as shown by an investigation conducted in Red Lion High School, Red Lion, Pa. Finds that the
results achieved in civic information and in civic attitudes appear to be equally good under any of the three methods of instruction, and that there is evidence of gains in civic information and civic attitudes, and shows no significant difference between gains in civic attitudes and civic information.


Stresses the importance of current events as a means of educating the individual to live in a complex environment.


Concludes that rural life situations and needs are definitely different from those of urban life, and outlines contents of a new course of study designed for use with rural school pupils, and recommends that a text be prepared for use in rural schools.


ECONOMICS


961. Houghton, Marx, and Douglass, Harl B. Age and grade classifications as factors of achievement in high school economics. School review, 43: 766-70, December 1935. (University of Minnesota)
Describes a controlled experiment in the teaching of economics to sophomores, juniors, and seniors in high school, and finds that the subject may well be taught to sophomores and juniors as well as to seniors.


963. Shooshan, Queenie, Evelyn. A study of the instructional values to be derived from the use of collateral reading in courses in economics in public secondary schools. Master's, 1935. Southern California.

PSYCHOLOGY


Describes an experiment conducted with two groups of 13 subjects using 13 typewriters which were stripped of all keys and other nonessential pages except the keys F G H J K, in which the subject responded to a stimulus appearing framed in a window at his eye level, by striking one of the five keys, in which 30 stimuli were presented four times at one of the three speeds. Three learning units were given each day, and each of the four types of material was run for 6 days.


Outlines current conceptions of habit, points out their educational implications, and shows the ways in which they affect other phases of life.


Describes an experiment in which multiple-choice code learning material was presented individually to 120 fifth-grade children, correct responses were rewarded by the statement “Right” and wrong responses were punished by one of three intensities of an unpleasant sound transmitted by ear phones worn by the subject. Finds that wrong responses followed by any of the three degrees of sound were repeated at later trials equally often. No significant differences in the spread of reward to connections given different degrees of punishment were found.


Studies the effect that a successful or an unsuccessful response may have on uniformity or variability of behavior in a serial learning situation as shown by 263 college students in two experiments, and by 52 white rats in a third experiment.


Attempts to determine the relative potency in learning of two kinds of rewards: a state of satisfaction carrying little or no information or knowledge about the success or failure of any particular connection, and a reward which gives satisfaction and knowledge that a certain connection is successful. Shows that rewards should be made specific and directly connectible with the act for which the learner was rewarded.


Describes an experiment in which the Babcock test of mental efficiency was given to 155 individuals between the ages of 20 and 29 years, inclusive, and to 175 individuals between the ages of 60 and 69 years, inclusive. Finds that age alone is an insufficient factor by which to judge one's efficiency in his own work; that individuals vary in efficiency, and tests indicate that some 60-year-olds are fit to continue their accustomed tasks with their usual efficiency, that some are fit for work at a somewhat lower level, and that others are fit only for retirement.


Describes an experiment in which three types of material were given to 133 subjects of high-school and college rank, to test their abilities in reproduction, retention, and relearning. Finds little relationship between these three phases of memory tested.


Describes an experiment conducted by the Institute of Child Welfare of the University of Minnesota, comparing the influence of environment on the intelligence of a group of adopted children, and the influence of heredity and environment on the intelligence of a group of children in their homes of their parents. The children were matched in sex, age, occupation, and education of fathers, education of mothers, and residence in communities of 1,000 or more, and whose parents were of the white race, non-Jewish, north-European extraction. Adopted children formed the experimental group, and the family group the control.


Describes an experiment conducted with 80 junior high school pupils to determine the effect that a successful or an unsuccessful response may have upon the contiguous responses in a serial learning situation.


Describes a controlled group study employing 42 college and university students in which the learning material consisted of artificial language tests prepared by the author. One of the groups practiced three times a week for ten trials. The other group used the first three periods for study of the material without actually translating the sentences. Finds that the pre-study method yields initial facilitation but no reliable difference prevailed in the final averages of the two groups.
198. Melrose, Mildred Gall. Does practice in a simple learning task tend to make pupils more or less alike in achievement? Master's, 1934. T. C., Col. Univ.


201. Pierce, Fay N. The present status of instinct in psychology, as shown by trends in literature, experimental evidence and expert opinion of biologists and psychologists, together with an historic background. Doctor's, 1935. New York. 156 p. ms.


Contents: (1) Generalized attitude scales—studies in social-psychological measurements, by H. H. Remmers, p. 7-17; (2) Construction and evaluation of a scale to measure attitude toward any institution, by Ida B. Kelley, p. 18-36; (3) Construction and validation of a generalized scale designed to measure attitudes toward defined groups, by H. H. Grice, p. 37-46; (4) Construction and validation of a scale for measuring attitude toward any home-making activity, by Beatrix Kellar, p. 47-63; (5) Construction and validation of a scale to measure attitude toward any practice, by Harry W. Bues, p. 64-67; (6) Construction and evaluation of a scale of attitudes toward occupations, by Harold E. Miller, p. 68-76; (7) Measuring attitudes toward vocations, by H. H. Remmers, p. 77-83; (8) An experimental generalized master scale: a scale to measure attitude toward any school subject, by Ella B. Silance and H. H. Remmers, p. 84-87; (9) Relationship between attitudes toward school subjects and certain other variables, by Richard Marion Bateman, p. 88-97; (10) Validation of a generalized attitudes scaling technique, by Floyd D. Miller, p. 98-109.


Shows that the need for psychological clinics grew out of the enforcement of compulsory educational laws which led to a greater interest in problem children and the development of mental tests; that they work through public and private schools, bureaus of child welfare, state hospitals, and social service organizations; and that they are supported by funds from private and public sources. Finds that due to the increase in mental disorders in the United States, there is a growing need for psychological clinics, and that the clinics should have a better trained staff, do more research, and cooperate more directly with the medical and educational professions.


Shows that conditions of rest affect the rate of improvement in pursuit skill as much as do the number and length of practice periods. That between 5 and 9 minutes rest favors the most rapid improvement in this skill, and that fatigue fails to account for the relatively poorer performance, without rest.


Describes experiments conducted with 22 graduate students at Stanford university, with 34 12-year-old boys, and with a group of eighth-grade children. Experiments show that, with a whole defined as a perceptual unit and with material involving a large idealational element, whole presentation is more economical than part presentation.

908. Sharp, Delia L. The correspondence between educational progress and changes in intelligence. Doctor's, 1935. Iowa.


Tests 272 high school freshmen and 74 college students to determine the incidence of the eidetic disposition, and concludes that it is not a normal phase of the development of all adolescents, but is the special endowment of a limited number. Describes an experiment conducted with two groups of high-school students paired on the basis of chronological age, IQ, reading age, and being eidetiker or non-eidetiker in which tests were given in spelling, composition writing, phases of literary appreciation in which imagery featured, supplemented by an informal personality inventory, completion tests, and a comparison of final marks in all major school subjects.


Discusses changes in the intensity of interests with age, control of adult interests, learning what is intrinsically uninteresting, interest in the constituent elements of a topic, differences between young adults and old in interests and attitudes, inventories of adult likes and dislikes, individual differences among adults, interest and the distribution of adult education, interest and the curriculum of part-time adult education, and methods of teaching adults.


Finds an interaction between familiarity and use such that either is a factor in facilitating associations for the other; and that two people exposed to the same amount of advertising may be affected in different degrees due to their differences in attitude.

Describes 17 different experimental procedures in which a total of 20 "deep trance" subjects were employed at some time during the experiments. The functions investigated were: Tracing finger maze, memorizing lists of 9 three-place numbers, solving problems involving relatively difficult disarranged words, spelling in reversed order difficult phrases, pursuitmeter learning, picture-nome test, and conditioned withdrawal responses.


Describes a laboratory experiment in learning.

1012. Woodring, Paul Dean. An investigation of the need for a course in psychology in the senior high school together with recommendations as to the nature of such a course. Master's, 1934. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17: 46-47)

Finds a definite need for instruction in psychology and mental hygiene in the secondary school, and shows that pupils and authorities agree in the need for training in emotions and emotional conditioning, habit, development of desirable personality traits, intelligence and intelligence testing and mind, memory, and study habits.


MUSIC EDUCATION


Shows, by an experiment conducted with two groups of children, that training has little if any noticeable effect upon ability to discriminate rhythm.


Attempts to determine the trend of music instruction in the high schools of Michigan as shown by the records studied. Finds that membership in musical organizations shows a trend upward; that school administrators have increased the credit given toward participation in high-school music. Recommends that school music work be planned on a definite basis with certain materials covered each year in all the music activities; that classes be taught by trained music instructors; and that the work be accredited in a business-like manner.


Considers the contributions of 73 persons who had vocal music in their high-school experience with a group of 73 persons who had no music in high school, as to the nature of their music activities since graduation as shown by listening to the radio, attending concerts and other musical performances, and activity in musical organizations.


Considers the tonal and rhythmic features of music and their effectiveness, and the procedure by which these values may be inculcated through education.


Determine from listening to spontaneous songs of 204 children, ranging in age from 2 to 6, whether or not songs taught are best adapted to their voices in pitch, range, and interval.


Considers the contributions to the development of international good will which can be made by public-school music in the elementary grades. Studies the use made of music in the elementary assemblies in the large cities of Massachusetts. Shows that more work tending towards international good will is done in the classrooms than in assemblies, but that the use of music as a definite means of developing international good will has not yet been seriously considered in most of the cities studied. Offers constructive suggestions for the development of international good will through public-school music; lists materials found in basal series of music books and in supplementary books made up of folk songs; discusses techniques for using the materials listed; and offers programs, arranged by month, for use in assemblies.


†1030. Hattwick, Melvin S. and Williams, Harold M. The measurement of musical development II. Iowa City, University of Iowa, 1935. 100 p. (Un-


Presents an account of the historical development of the folk song; and a survey of present practice in the use of folk songs in school music.


Attempts to determine the degree of success of public-school music departments of Indiana teacher education institutions in developing musicianship in their students; to measure the relative effectiveness of junior and senior college studies, and different major instruments in the development of sight reading skill; and to determine the relationships between attainments in sight reading and intelligence and musical talent.


1037. Lewis, James C. A further study in the determination of the content for a music survey course. Master's, 1935. Colo. St. T. C.


Describes an experiment conducted with 100 boys and girls in the senior class at Peabody high school, Pittsburgh, who were tested in the Seashore pitch, intensity, and tonal memory phonograph record measures, and to whom were given a numerically cumulative interest scale and a group of unscaled questions of a general informational nature. Shows that reliable differences were found to exist between the scores of musically trained and untrained subjects, but that no causal relationship was established.


Compares the performance of Blakely high school band members with non-members on the Seashore musical talent test.


Compares practices in Wyoming with those in other states and finds that music is not as widely offered as the traditional subjects.


Describes an experiment conducted with 44 students at the University of Pittsburgh in which representative selections of jazz and classical music were presented twice to each subject, at different sitings to determine the effects of musical training, order of presentation of the selections, and preference as well as for general tendencies. Finds that there was little difference in response to the two types of music.


1051. Rodgers, Lois C. A measurement of the effect of measurement on musical achievement. Master's, 1934. Wayne.

Measures and compares, by means of a controlled experiment, the musical achievement made under a conventional and an individualized method of teaching public-school music, in which songs were selected by the students and learned by a combination "rote-note" process. Shows that greater achievement scores were realized by the experimental than the control group.


Studies the minimum requirements demanded by 46 States and of 18 cities with a population of 50,000 to 100,000, and of 38 cities with a population of 100,000 or more, before a person can teach music in the elementary, junior, or senior high schools.


Analyzes the pitch preferences of children from the third grade through senior high schools of 6 cities in New York, one city in New Jersey, and one city in Illinois. A total of 2,537 boys and 2,943 girls preferences were studied. Finds that songs in low, medium, and high keys are acceptable to children, and that in publishing songs for school children, publishers should publish them in different keys.


Compares music instruction in the free elementary schools of England, France, Prussia, Switzerland, and the United States, and finds that England and the United States offer the largest number of diversified musical opportunities to their elementary school children, while France offers the smallest.


1059. Strong, Andre. The relation of music as taught in junior college to certain leisure-time activities of students. Master's, 1934. Southern California. 120 p. ms.


Presents an intensive study using measurements and ratings comparing 10 successful and 10 unsuccessful students in the College of music of Cincinnati.


Evaluates for certain predictive purposes, the Detroit advanced intelligence test, 16 standardized music tests, and 2 new music tests using as subjects 116 freshmen students in the College of music of Cincinnati.


1069. Winslow, Ralph G. A study of the effect on the number of successes in singing primary tunes when the pitch is lowered five semi-tones. Master's, 1935. N. Y. St. Coll. for Teach. 24 p. ms.


ART EDUCATION


- Attempts to trace, by means of historical investigations, origins and underlying theories, the status of standardization in modern art teaching in the public schools of the United States; to determine the subject matter in art which could be standardized; to survey what is being done in various progressive city systems; to ascertain what is being developed in leading universities; and to develop a plan for teaching and standardizing a specific subject. Finds that with the new creative methods of art teaching there is less standardization of art and that the only subject matter to be properly standardized in art is concrete knowledge concerning the theory of color, the history of art, and perspective.


- Attempts to ascertain under what physical and organizational conditions the draftsman works; to discover what elemental jobs he performs; and to determine the training objectives which must be attained for skillful performance of those jobs.


- Traces the development of art education in public schools and other institutions in Cincinnati from 1825 to the present.


- Shows a need for change in the philosophy and practice of elementary art teaching in accordance with contemporary social changes.


- Compares fourth, fifth, and sixth grade pupils gifted in art, with an unselected group of the same grade levels, in their ability to judge art work, on their emotional stability, their achievement in school subjects, their IQ, and their economic status, and finds that the children selected for their ability in art showed unmistakable tendencies of being superior to the unselected group of children in the traits measured in this study.


Presents data on the teaching of art in the first six grades of the rural schools of Ohio from 1925 to 1935.


Presents an experiment in grading which demonstrates the proportionate amount of grade on drawings which drafting teachers unconsciously give because of good lettering.


Describes an experiment using 81 boys from the Connecticut school for delinquent boys, ranging in age from 9 to 18 years and whose IQ test in language was above 80, and using four groups of boys from the New York city children's hospital, an institution for the feeble-minded, a public-school group, a public trade school group, and a group from a state home for dependent and neglected children, to whom the Goodenough drawing test and intelligence tests were administered. Finds that spontaneous drawing is a powerful tool in personality analysis; that qualitative differences persist in the face of rigorous equation of groups on an intellectual basis, that the Goodenough scoring method cannot be extended to higher level drawings, leaving the reliability undisturbed; and that the scoring method restricts the evaluation as a capacity or ability basis.


Attempts to discover tendencies in children's innate preferences for detail and shading in pictures, and to determine the influence of grade, age, sex, intelligence, and subject matter upon choice as shown by a study of children in grades 2, 4 and 6 in public schools in Springfield, Mass., and in Bronxville, N. Y., and New York city. Finds that grade, age, sex, and intelligence were not influencing factors in these tests; that children prefer animate to inanimate pictures; and that they prefer detail and shading to outline pictures.


Studies the relationship between the overt behavior of children from 5 to 7 years old and the corresponding concept, and finds a positive correlation between the portrayal of activity, the tendency to associate with others, and an awareness of one's environment in the concepts and the overt expression of these same concepts.


Presents a proposed outline for unification of art subject matter with other studies.


Reports an experiment in measuring and developing appreciation of architectonic form, using as subjects 93 second-grade children and 23 art experts.


Finds that the teaching of mechanical drawing in the junior high schools of Texas is not uniform; that it is an elective, and that most of the teachers lack practical experience in drawing.


1109. Smith, Jesse E. An experience in teaching drawing by the individual method. Master's, 1935. Ohio State. 68 p. ms.

Finds that teaching drawing by the individual method resulted in: A free and natural development of expression, an outlet for interests and aptitudes, shortening the time required for graduation, an opportunity for specialization, minimizing the number of failures, affording the slow pupil the same opportunity as the fast, paving the way for guidance and counselling, economizing time of pupil and teacher, inspiring the down-and-out pupil, minimizing expense, accommodating larger classes, affording the exceptional pupil an opportunity to proceed in terms of ability, and affording 'easy placement of part-time pupils.


Describes experiments in correlating art with other school subjects in a Durham, N. C., public school.


Attempts to determine children's preferences for abstract color when presented with a color chart, the choices for value and intensity of hue, the influence of age, sex, and possibly nationality on their choices; and their liking for color when used in drawings of the same subject.


Dramatics


SPEECH EDUCATION


Describes a questionnaire study of 222 public secondary schools in Wisconsin to determine the present status of the teaching of speech. Finds that the amount of speech training available to pupils increases in proportion to the size of the school; that most classroom speech-training is offered in English classes; that 5 percent of all pupils are enrolled in courses in speech which attract a greater percentage of girls than of boys; that 34.6 percent of all pupils enrolled in the 222 schools studied receive some speech training, either curricular or extracurricular; and that the course in speech training is comparatively new, having existed in most cases from 3 to 4 years.


Constructs and evaluates an achievement test in public speaking by administering it to 361 high-school students of three schools in Texas and New Mexico.


Finds that choral speaking is an excellent means of teaching speech and the appreciation of poetry.


Finds that public speaking as an academic subject is neglected and needs better recognition and that school administrators are willing to reconsider the present English program in order to make a better place for speech study.


JOURNALISM


Analyze the contents and functions of high-school annuals published in southwestern Ohio and northern Kentucky in three periods, from 1914 to 1934.


Finds that newspapers and yearbooks are the most popular types of publications; that 66 percent of smaller 4-year high schools and 87.5 percent of all junior high schools had publications, and that more than half of the senior high schools had two publications.


Finds that the school magazine is the oldest form of school journalism; that it mirrors many school activities; that it offers a medium for pupils' creative work; must secure interest by attractive make-up; should pay for itself; and maintain high standards of school journalism.


THrift Education


SAFETY EDUCATION


1153. Miller, Ross V. The history, organization, and administration of safety education in the junior high schools of Los Angeles. Master's, 1935. Southern California.

HEALTH EDUCATION


Discusses the scope and services of certain clinic facilities in relation to child health and the school health program.


Analyses the national health agencies used in the public-school field, and attempts to establish the importance of their materials to the physical education teacher and to the general education teacher. Analyzes replies to a questionnaire given to 91 graduate students enrolled in the Physical education camp of New York University during the summer of 1934, and returns to a questionnaire sent in by teachers in 50 school systems in Pennsylvania in which the enrollment was between 2,000 and 4,000 students. Data indicate that the health agencies and the materials which they issue are not used by many teachers, and that their publications would be of great value in health instruction.


Surveys health service, health instruction, and physical education in 50 Negro institutions of higher learning.


Analyzes replies to a questionnaire administered to 260 students in Indiana state teachers college and 194 pupils in State training high school to determine the age at which students received certain sex information, the sources of the information, its accuracy, whether the students were satisfied with it, the questions the students would like to have answered, whether the students have counselors in sexual matters, and the attitude of the students toward such a study. Finds that the school is the logical agency for imparting sex information because its contacts all of the children; the teachers are recognized teaching agents and there are not the emotional barriers between teachers and pupils that there are between parents and children. Suggests that the junior high school is the proper school level on which to begin this instruction.


Traces the history of hygiene in the curriculum of the New England colleges and universities; discusses the opinions of students and teachers in 32 accredited colleges and universities on current hygiene instruction; analyzes the courses of study followed in classroom instruction in these institutions; discusses extraclassroom instruction in hygiene; discusses the educational qualifications of the teachers of hygiene and physical education; and analyzes objectives in hygiene teaching and approaches to these objectives.


Attempts to determine the normal pulse, its normal variability, and its normal increase under the influence of given amounts of work, in the case of girls of high-school age.

Discusses the incidence of physical defects and ratings of physical condition in three occupational groups, and the physical condition and industrial efficiency of women clerical workers.


Analyzes data on 55 children, classified as to grade and sex, in grades 4 to 6 of the Malden elementary schools, who were or felt themselves to be over-weight, to determine the psychological and emotional effects of their weight on their attitudes. Presents case histories of six over-weight children. Finds that the weighing procedure carried on in the Malden elementary schools is not serving its purpose and presents a dilemma to the over-weight children.


Compares the results of health knowledge survey of January 1935, with the results of the survey made in January 1933, and because the ratings made by the elementary and junior high school pupils in 1935 were so much lower than in 1933, analyzes the test items and the course of study to determine the reasons for the low ratings. Finds that the school children ranked low in food knowledge and in knowledge of structure and functions of the body and disease items which are not covered thoroughly in the course of study; that they ranked high in knowledge of wholesome living habits, on which a great deal of emphasis is placed in the course of study.


Discovers the vocabulary necessary for an intelligent understanding of the health education concepts needed by an administrator in his contacts with faculty, students, parents, and health agencies connected with the school.


MENTAL HYGIENE


Studies over 300 Olney, high school (Philadelphia, Pa.) boys and girls to discover some conditions affecting their mental health. Finds that they need assistance in school subjects, health, parental, teacher, and individual guidance.

Constructs a scale designed to measure wholesomeness-maturity of sex attitudes. Analyzes data derived from responses of 147 teachers to a questionnaire on a sex education program for public elementary schools.


1182. Spurrier, Katherine Ring McDonald. Mental hygiene as a preventive of maladjustment. Master's, 1935. Southern California.

PHYSICAL EDUCATION


1186. Bacon, Pearl Marie. The relative behavior emphases of school children at different age levels as related to physical education activities. Master's, 1935. Iowa.


Attempts to measure the dominant interests in personality of 308 college seniors enrolled in the physical education curricula of 11 colleges and universities engaged in the preparation of teachers of physical education. Shows that men students of physical education are stronger than women students in theoretical, economic, and political interests; that women students are stronger than men in aesthetic and religious interests.


Discusses the opportunities for guidance in this department of the high school. Shows by individual and group case studies that there are many opportunities for guidance that do not exist in other phases of school work.


Attempts to determine some of the fundamental differentials that characterize those junior high school boys who enter whole-heartedly into the play activities of the physical education program versus those "fringers" who must be unduly encouraged to "get into the game". And to determine how the physical education teacher, the classroom teacher, and the trained observer compare in their responses to these differentials. Studies 50 fringers and 50 actives chosen by teachers in 4 junior high schools in Springfield and in one in Ludlow, Mass. Finds that boys and girls consistently discriminated against boys designated as fringers, and that the behavior trends of fringers have a negative social stimulus value.


1202. Estabrook, Marjorie. Personality differences between university women students in regular physical education and those in individual gymnastics. Master's, 1934. Nebraska. 28 p. ms.

Finds no marked personality differences between those able to take regular work in physical education and those whose physical condition will permit only light exercise.


Shows three distinct periods in the development of physical education in Negro colleges.


CURRICULUM STUDIES


Describes a controlled experiment in physical education covering a period of 2 years and using the women students who entered the University of Minnesota, September 1932, in which one group of 269 subjects designated as experimentals participated in required physical education courses, while an equated group of 265 controls was not permitted to take part in work open to freshman and sophomore women students. Finds that at the end of 1 year of training the experimental or physical education group showed reliable gains over the controls in attitudes, knowledge, and motor ability.


1209. Johnson, Granville B. The new physical education: an introduction to the philosophy, the psychology and the pedagogy of modern physical education. Minneapolis, Minn., Burgess publishing co., 1935. 79 p. ms. (University of Denver)

Deals with the traditions and development of physical education, the psychological elements of human nature, the laws of learning in physical education, individual differences, objectives of physical education, and the building of a program of physical education.


Reports the results of an objective investigation of the effect of physical fitness of various physical activities for freshmen at the Northwestern University during the fall and winter of 1934-35; draws conclusions and makes recommendations looking towards the improvement of supervision in activities continued, the extension of facilities for the most productive activities, and a background of facts which will guide student advisers and students in selecting activities for future development.

1214. McKinny, Harry Hall. The effect of a typical gymnasium lesson on the heart as measured by the pulse rate. Master's, 1934. Temple. 38 p. ms.


Describes the development of a test for measuring physical activities involving the use of large muscles, and its use with college men in the freshman class.


1218. Noyes, Raymond B. The status of physical education and athletics in certain senior high schools in the western half of Nebraska. Master's, 1935. Colo. St. T. C.


Reports the results of an objective investigation of the effect of physical fitness of various physical activities for freshmen at the Northwestern University during the fall and winter of 1934-35; draws conclusions and makes recommendations looking towards the improvement of supervision in activities continued, the extension of facilities for the most productive activities, and a background of facts which will guide student advisers and students in selecting activities for future development.

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1218. Noyes, Raymond B. The status of physical education and athletics in certain senior high schools in the western half of Nebraska. Master's, 1935. Colo. St. T. C.


1221. Ryan, Richard Francis. A study to determine the weighing and teaching sequence of the fundamental units of a selected group of physical education activities. Master's, 1935. Southern California.


Reviews personnel, facilities and equipment, scheduling and class organization, curriculum, and intramural programs in six city high schools.


Traces the history of physical education in St. Louis since 1855, and discusses the current program.


*1229. Waterman, Emma F. The ability of the physical educator to make judgments on the items of a physical examination for women students in colleges and universities. Doctor's, 1935. New York. 282 p. ms.

Describes present-day practices in 12 institutions in the physical examination given to entering women students by the department of physical education.


1232. Younger, Maxmillian W. Factors governing the effectiveness of the remedial work in the physical education program in junior and senior high schools in cities over 100,000 population in the United States. Master's, 1934. Temple. 67 p. ms.

ATHLETICS

Studies the scholastic records of 348 high-school football squad members with an equal number of non-athlete boys in 10 Texas high schools, and finds that athletes' records were slightly below the average of non-athletes.


1236. Bartelma, D. C. The objectives to be attained through wrestling in Iowa high schools. Master's, 1935. Iowa.


1238. —— Speedball, the new game in physical education for women. School and society, 42: 262-63, August 24, 1935. (State teachers college, Clarion, Pa.)

1239. Basler, Bruce L. An experiment in the teaching of golf: teaching to emphasize kinesthetic dominance vs. eye and ideational dominance in golf. Master's, 1935. Iowa.


Finds that the majority of instructors rank worthy use of leisure time as their first objective; that separate outdoor and indoor facilities are provided for carrying on the girls' intramural program; that 94 per cent of the instructors in intramural sports for women are women; that varsity sports are being discontinued and the intramural program is taking its place; that instructors are attempting to classify activities to meet all the needs of the individual; that 75 per cent of the instructors are attempting to develop hobbies while administering the intramural program; and that play days are promoted by 34 colleges.


Discusses the training, characteristics, and accomplishments of the great athletes in Homeric Greece and medieval Europe, and describes the athletic gatherings, sports, and pastimes of the periods.


Shows that the superintendent holds the major role in the administration, organization, and control of athletics and that the care of equipment, the pupil and public interest, the management and control of finance must be directed and supervised by the superintendent if they are to be done efficiently and economically. Suggests that the students participate in the management of funds raised by and for athletics. Shows that high schools in Minnesota have part- or full-time health service, including the nurse, doctor, and dentist.


Studies the cost and values of secondary school athletics in 57 schools of the middle west. Shows that athletics receive less financial assistance than curricular subjects, that fewer qualified instructors supervise the physical development of the secondary school pupil, and that the physical should take its place on an equal footing with the mental development of the child. Shows a trend toward greater faculty supervision and instruction in the lower schools, and shows neglect in the extremely small schools.


Studies the free throws attempted in a series of games played by the Indianaola, Ill., High School varsity squad, and by the reserve squad of the same high school.

Compares 130 athletes and an equal number of non-athletes of the same college years as to intelligence, scholarship, hours carried, time spent in college, likelihood of graduation, subjects failed, and numbers on probation.

1261. Kellner, Ben W. The judgments of parents of high school athletes concerning the merits and demerits of interscholastic competition. Master's, 1934. Nebraska. 65 p. ms.
Analyzes replies of 100 parents to a questionnaire on the physical, emotional, and social effects of athletics.


Compares the intelligence and interest in athletics of 793 boys from 18 schools in central Oklahoma, and finds that the boys who were interested in athletics were slightly more intelligent than those who were not.


Studies the opinions of 100 coaches and 37 football players as to why an athlete at times fails to equal his usual standard of efficiency. Finds that there are four major factors for an athlete's failure to equal his usual standard: Poor physical condition, poor mental attitude, nervous tension, staleness.


1270. Nichols, Anne. The psycho-motor factors that are associated with the ability to play superior golf. Master's, 1935. Iowa.

Analyzes data secured from 302 coaches as to their college training, institutions from which they came, their work in teaching, coaching and intramural fields, their coaching experience, tenure of positions, age, and their professional attitude.


1273. Owen, Lester M. An attempt to establish a set of standards or scale for marking high school boys in six standard track and field events. Master's, 1935. Temple. 69 p. ms.
Studies the 50-yard and 100-yard dash, standing broad jump, running hop, step and jump, running broad jump, and free style basketball throw.

Analyzes data secured from 440 replies to a questionnaire sent in by University of Alabama alumni, including the members of each fifth year class from 1900 to 1930 and 210 alumni who had been members of varsity sport squads in college, irrespective of the year of graduation, in order to strengthen the University of Alabama activity program to meet the sports needs of the students after graduation. Finds that the promotion of activities beyond the varsity program was left largely to student efforts until 1930, and that the inadequacies of the University programs served to handicap both student and alumni participation in sports.


1276. Piper, Ralph A. A study of the relative improvement in athletic ability among various groups of University of Minnesota freshmen. Master's, 1935. Minnesota. 81 p. ms.

Describes a controlled experiment covering the men students of the freshman class, and finds greater improvement by men taking physical education than by those taking no physical education.


Selects games usable in developing skills for baseball, football, basketball, swimming, soccer, volley ball, golf, and tennis.

1278. Ruble, Olan G. The athletic conference as an administrative unit in Class A high schools in Iowa. Master's, 1935. Iowa.


Finds that ice hockey holds a minor place on the physical education programs of New England colleges, that the numbers participating are small because expensive facilities are inadequate to handle large groups, that it is impractical as an intramural sport, and that weather conditions are favorable only in northern New England.


Analyzes the scholastic records of football and basketball players during the first semesters of the decade studied. Finds that athletes make better grades while competing than while not competing; that their grades are variable, sporadic, and lacking in permanence; and that they weaken towards the end of the season.


Presents a brief picture of college athletics in the Midwest over the past 40 years, and studies the solution of various intercollegiate athletic problems.


Determines the relation between body build, as reflected in a number of anthropometric traits, and the ability of a college woman to throw a baseball accurately at a target and for a distance.


PLAY AND RECREATION


Attempts to determine the recreational facilities provided for adults and children during the summer of 1934, the recreational activities of adults and children, the education and training of workers in the recreational centers, the salaries expected by recreational teachers or supervisors, and the organization responsible for the administration of recreational centers. Finds that the programs in the 26 cities studied do not show a wide range of activities, but are based primarily on the traditional sports and games. Finds that the only qualification required of a playground teacher in these cities is that he be declared destitute; that the salaries are very low for both playground supervisors and instructors; and that persons in charge of recreational work in these cities have had little training to fit them for their work in physical education.

1292. Balen, Herman. Effect of the discontinuance of supervision of certain Philadelphia bureau of recreation play areas upon the delinquency rate of boys aged 16 to 20 years, inclusive. Master's, 1935. Temple. 91 p. ms.

Finds that 65 percent of the 4,900 cases studied live within 8 blocks of some recreation center; that supervision of the centers has an appreciable effect on the rate of delinquency; that there is a 10 percent increase in delinquency of boys living more than 8 blocks from a recreation center in the fall months over the summer months; and that environmental conditions are important factors in the delinquency of older boys.


Finds that the trend in the 120 elementary schools studied is away from mechanical equipment toward competitive games.

1294. Harris, George A. Recreational preferences of the men students of the University of Texas. Master's, 1934. Texas.

1295. Johnson, Marguerite Wilker. The effect on behavior of variation in the amount of play equipment. Child development, 6: 56-68, March 1935. (University of Michigan)

Describes experiments conducted with three groups of children, in one of which the amount of play equipment was reduced from that to which they were accustomed, and in the others the children were given additional play equipment.


Describes an experiment conducted at Camp Ousamequin on Lake Monponsett at Halifax, Mass., in which upon arrival in camp, each boy was given a medical examination and the Rogers' physical fitness test, and the camp program arranged according to his physical fitness index. The boys were tested every 2 weeks, and their program changed to suit the current physical fitness index.


Traces the organization and administration of the Recreation department during its first year, showing how it developed, its program of activities, the selection and training of personnel, the placement of workers in the agencies with their job locations, the institutional and committee relationships, and some results of the experiment. Shows that the Recreation department was limited to the physical, social, and handicraft activities, and that it taught persons of all ages, ranging from children in the kindergarten stage to adults well advanced in years.

1301. Sherbon, Alice. The role of the dynamic spiral in the art of the dance. Master's, 1935. Iowa.


1304. Watkins, Seven Newton. Recreation programs for men and boys in cities; the significance of these programs to small towns and villages. Master's, 1935. Nebraska. 90 p. ms.

Surveys 29 cities to determine their recreational programs for men and boys and suggests a program of athletic recreation and worthy club activities.


COMMERCIAL EDUCATION


Attempts to determine the reasons for the organization of the city directorship, and studies the duties of the director of business education from the standpoint of day, evening, continuation or part-time and summer sessions. Analyzes data supplied by 23 city directors of business education.


1321. Childs, Vera A. A study of materials of a social-economic nature for the business courses of the senior high school program of studies. Master's, 1935. Southern California.


Analyzes textbooks and courses of study in occupations and in elementary business training, and discusses the opinions of pupil counselors in public secondary schools, commercial employment agencies, and employment managers for business concerns in an attempt to secure guidance information for the enrichment of the commercial curriculum in the secondary schools.


Find that the typing of words with one hand is conducive to a greater number of errors than when both hands are used; approximately twice as many errors were made by the universal keyboard students on certain words which they had to type with one hand as were made by students typing the same words on the simplified keyboard.


Describes an experiment in which an objective test of 140 items designed to measure general business knowledge was given in 5 junior high schools to 566 pupils, 193 of whom had studied junior business training and 363 had not. Shows that courses in junior business training are valuable for giving general business knowledge.


Attempts to discover whether there is any difference between the accomplishment of boys and of girls, whether the large or the small high schools do the better work, and
what the outstanding errors are and what are their causes. Finds that there is no
difference between the accomplishments of boys and of girls, that the large high schools
make the better scores, and that the outstanding errors are those on adjusting entries
caused by the pupil not having an understanding of the effect of transactions.

1343. Johnson, Mae Louise. A study of business education in the public

1344. Johnston, Laura I. A comparison of secondary school typewriting
errors at different levels of intelligence. Master's, 1935. Iowa.

1345. Jones, Mrs. Edna May. The present status of commercial education in
the representative junior college. Master's, 1935. Denver. 133 p. ms.

Studies the curriculum in the 100 junior colleges enrolling from 200 to 500 students
and shows that uniformity does not exist and that it is not desirable. Shows that the
junior college is especially adapted to the secretarial training major, and that this
is the field most stressed, especially by the women's colleges. Finds that a guidance
program is essential and that prognostic testing would be of value in the junior college.

1346. Kaler, Warren Hugh. The status of junior business training with
particular reference to the course in Tucson. Master's, 1935. Arizona. 92
p. ms.

of a changed home key position on the use of the universal typewriter key-
board. Master's, 1935. Southern California.

1348. Kremers, Edward L. The origin, development, and present status of

1349. Kyker, B. Frank. A determination of the business information needed
by secondary students preparing for non-commercial occupations. Doctor's,
1935. Iowa.

1350. Levine, Harry M. A comparison of general business training outside
of Philadelphia with that in junior high schools of Philadelphia. Master's,
1935. Temple. 95 p. ms.

Analyses data collected by means of a questionnaire sent to 480 junior high schools
throughout the country.

1351. Lohan, Francis Martin. Prognostic testing in typewriting through
60 p. ms.

Analyses intelligence test scores, manual dexterity scores, speed and accuracy scores,
and typewriting grades of 325 typewriting students of the West Springfield high school.
Finds that the combination of IQ's and dexterity quotients is a more reliable measure
of typewriting ability than the dexterity quotients alone.

1352. Luithlen, David E. A survey of office practice equipment in Pennsyl-
vania high schools and Philadelphia business office to determine equipment for

1353. MaGee, Harry W. Occupational opportunities in retail merchandising

1354. Mart, Ethel Luella. Survey of methods and materials in the teaching
of transcription in the public secondary schools. Master's, 1935. Southern
California.

1355. Maule, Mabel. A study of the trends in the teaching of shorthand
since 1900 revealed by analysis of the professional literature relating to the

Discusses the problems of business education in Kansas high schools, and the courses offered during the 1924-25 and 1934-35 school terms. Shows that few subjects have been added to the business curriculum since the 1924-25 school term.

1357. Miller, Gervus Dewey. Administration of enrichment materials to superior students of bookkeeping classes in all Indiana high schools with enrollments of 1 to 150 compared with all high schools of Indiana with enrollments of 151 to 300. Master's, 1935. Indiana. 82 p. ms.


Finds that the volume of business, of business occupations, and of enrollment in the commercial departments of the Puerto Rican high schools has shown an upward trend. That the high school provides most of the office employees needed by the business men in Puerto Rico; that young people are employed largely as stenographers, office clerks, salesmen, and saleswomen; and that mature people are employed as accountants and bookkeepers.


Determined the practice in accounting for shares of no par value capital stock issued by industrial corporations organized under the laws of Delaware, Maryland, and New York in order to provide a factual basis for that part of the accounting curriculum of a collegiate school of business which relates to no par value shares.


Describes an experiment conducted with 100 students at Whittier Hall, and with 2,499 students from Yonkers and Pleasantville, N. Y., and Englewood, N. J. Results indicate that typewriting was an important and valuable tool for the type of college students considered in this study; that 1 year seems to be a sufficient amount of time to spend on learning typewriting for personal use; that shorthand does not function as a personal use college study tool; and that typewriting cannot be justified for personal use in the high schools unless typewriters are available for the in-school use of students.


1370. **Sears, Elizabeth Kent.** The techniques of job analysis as applicable in public employment office use. Master's, 1934. T. C., Col. Univ.


Analyzes 69 tests and measurements of 120 junior high school pupils in an attempt to predict typewriting success.


1373. **Smith, Pauline Mary.** Relation of hour of class period to improvement of accuracy and speed in typewriting I. Master's, 1935. N. Y. St. Coll. for Teach. 79 p. ms.

1374. **Solar, Herman W.** A survey of the commercial graduates of the South Philadelphia high school for days of the classes of 1924 to 1928 inclusive. Master's, 1935. Temple. 94 p. ms.

1375. **Tapp, Irma Laws.** A study to determine the values of student participation in student-body finances in increasing business knowledge. Master's, 1935. Southern California.

1376. **Thomas, Abigail Veronica.** The personality traits of clerical workers. Master's, 1935. Southern California.


1378. **Thomas, Maude Ethel.** An analysis of word frequency of the Gregg shorthand manual and Gregg speed studies. Master's, 1935. Southern California.

1379. **Virts, Dorothy Aileen.** The collegiate secretarial science curriculum—its history and present status. Master's, 1935. Ohio State. 145 p. ms.

Finds that the University of South Dakota was the first of the 20 colleges and universities studied to offer secretarial courses, these being included in the 1891-92 curriculum; that there is a dearth of secretarial training at the college level.


Investigates 250 university freshmen and sophomores to determine effects of use of typing on papers; correlates success in learning to typewrite with a number of factors, using more than 500 students of typewriting. Use of typewriter raises grades approximately 0.5 point, on 5-point scale. Intelligence test score, reading rate, age, and serial response, motor ability are significantly and independently related to typing ability.


Attempts to determine the bookkeeping terms which occur most frequently in the current reading, in the economics and civics texts of high-school pupils; and to determine the extent to which these terms are socially meaningful and significant to these pupils.


Analyzes 40 typewriting tests published over a period of 5 years by four different companies, to determine their difficulty. Suggests that tests be constructed to allow for growth and improvement in typewriting, and that they be grouped in three classifications, easy, medium, and difficult.


Analyzes the accounting curricula in the collegiate schools of business in New York City, and finds that potential business executives should be acquainted with the greater part of the subject matter presented in courses in accounting in collegiate schools of business that are now required or available for both specialists and non-specialists.

INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS


Analyzes replies received from 86 percent of the industrial arts teachers of West Virginia to a questionnaire; and shows that woodworking and mechanical drawing are the courses most commonly offered, that the eighth grade contributes the greatest number of pupils; that on the average 1 hour a day is devoted to shop classes; that vacancies average 31 a year; and that only a small percentage of industrial arts teachers are being trained in West Virginia. Evaluates a score card used to show the shop equipment and teaching methods and devices used in industrial arts departments. Data indicate that the departments are not giving as good service as they might due largely to the fact that the courses are not broad enough to give the pupils enough desirable experiences, that some of the shops are not well equipped and that some teachers were not keeping their shops and equipment in good condition.


Analyzes 177 courses of study in industrial arts, and suggests a form for courses of study.


Selects, by means of a questionnaire distributed to parents and pupils in four Denver junior high schools, the most desirable objectives for girls in industrial arts.


Develops criteria for selecting schools or agencies offering vocational training of less than college grade, applies the criteria to agencies in Baltimore, and compiles a directory of private schools offering vocational training of less than college grade on the basis of the criteria developed.


Presents the theory of unique traits, and compares the results of various tests given to men in several occupations and to women in a number of occupations; studies the relation between particular occupational ability patterns and degrees of success within the occupation, the relation between particular occupational ability patterns and locus of employment, and factors as the basis of differential occupational ability patterns.


Inquires into the purposes, content, organization, and methods of industrial arts in the schools of 27 central Illinois counties. Indicates trends toward general shop installations and increasing emphasis on appreciations, attitudes, and desirable habits.


Finds a skilled mechanic, as shown by job analysis, to be a type of worker distinguishable from the mass of industrial workers, characterized by the nature of his work, the way he does it, and the time it takes to train him for successful participation.


Analyses 82 occupations, and breaks each down into work operations. Shows that each apprentice should know what he is to learn and the divisions of the trade should be taught in logical sequence.


Studies the effects of printing activity upon spelling, reading, and visual perception of 140 pupils attending a special elementary school for dull, normal, retarded, and maladjusted children. The children ranged in age from 11 to 17 and in IQ from 64 to 115. Data indicate that setting in type specially prepared paragraphs containing graded spelling words improves the spelling of those words, that printing activity improves visual perception to a small extent; that specially prepared paragraphs taken from graded readers used in the elementary school set up in the print shop are helpful in reading comprehension; and that there is a slight tendency for printing activity to improve the ability to distinguish the letters of the alphabet.


Develops a course of study in printing for the junior high schools on the basis of an occupational analysis.


Surveys the Civilian Conservation Corps units in Oklahoma, and suggests a program for continuing the program as an educational institution, stressing education for those below the eighth grade by making attendance compulsory for 2 hours a day.

1415. Kittle, Dean F. The activities and equipment found in the home workshops of 60 boys of Lima, Ohio. Master's, 1935. Iowa St. Coll. 40 p. ms.

Studies the extent and nature of home workshop activities of boys and of the parts which industrial arts teachers can play in order to secure for the boy the greatest good from the movement.


Investigates the changes that have been brought about in the industrial patterns of society and proposes a curriculum based on a progressive philosophy of education and specific objectives of industrial arts. Finds that a reinterpretation of the traditional subject matter of industrial arts in the light of social-economic trends for social reconstruction is necessary and justified.


Attempts to determine the status of industrial arts teachers, the subjects taught in the shop, and the surroundings among which the teachers taught, and discusses the tools and materials used in teaching industrial arts.


Describes an experiment conducted in the high schools of Jacksonville, in which through a cooperative arrangement with employers and parents, pupils in their junior and senior years of high school enter the various training agencies cooperating with the schools, where they secure training in the occupation of their choice under real conditions 4 hours a day for 5 days a week, or 4 full semesters of work. They spend from 2 to 3 hours each day in one of the three senior high schools, receiving from 2 to 3 hours of regular academic training required of juniors and seniors for high-school graduation. They spend from 1 to 2 hours each day for 5 days a week in the vocational school studying the technical subjects directly related to the job and 4 hours each day 5 days a week on the job.


Analyzes 20 books on elementary photography to determine the common topics which should be included in the outlined course.


Analyzes data obtained from the vocational students of Washington high school, East Chicago, Ind.

1432. Radtke, Roy A. Course in woodwork for the junior high school. Master's, 1933. Wisconsin.


Surveys the industries of Sand Springs, plans courses to be offered in the General industrial school in order to prepare boys for entering and pursuing an occupation in one of the industries, and describes the first year's work of the school.

1436. Scales, M. C. Some contributions which industrial arts has made to trade and industrial education with special application to Alabama. Master's, 1935. Alabama. 58 p. ms.


Traces the crucial influences in industrial arts education since 1871, based on city, state, and federal reports, school catalogs, courses of study, proceedings of organizations related to the field, writings of leading educators and contemporary examples of industrial arts practices.


Attempts to discover the light intensity at the working plane under which student printers can do most efficient work.


1442. Tolin, Charles M. What a layman needs to know about life insurance. Master's, 1934. Colo. St. T. C.


Finds a decline in apprenticeship training which is being delegated to the public industrial high school.


Traces the history and development of prevocational education for overage, retarded, truant, and problem pupils in the elementary and junior high schools.

CURRICULUM STUDIES


AGRICULTURAL EDUCATION


*1451. Buckley, Ralph B. Distance from home to school as a factor influencing certain phases of the supervised practice program of boys taking vocational agriculture in the high schools of West Virginia in 1932-33. Master's, 1935. West Virginia. 50 p. ms.

Considers the supervised farm practice of boys in 53 high schools in West Virginia where the boys are regularly enrolled in courses in vocational agriculture, and are conducting certain farm enterprises, managing, caring for, and marketing certain farm crops and animals at home under the direction and supervision of the high-school teacher. Studies the scope of the proposed and completed program as measured by the total man hours of labor, pupil's labor return, proportion of labor done by the pupil, proportion of net profit accruing to the pupil, and the number of teacher's visits. Divides pupils ranging in distance from the school from 0.5 to 15.49 miles in 1-mile groups. Data indicate that boys living at a considerable distance from the school carried on supervised farm practices under a handicap and that the greater the distance the greater was the handicap.


Determines the trends in supervised farm practice as to the kind of enterprise projects, their size, the length of time they will continue, the correlation of enterprise projects with major farm enterprises, and the nature of the responsibility of the pupils in their supervised farm practice.


Discusses the general agricultural education offered in the high schools of Nebraska and Iowa, and finds that 56.9 percent of the high schools of Nebraska, and 34.9 percent of the high schools of Iowa offer no agriculture except of normal training type for a 2-year period; that the subject matter should be revised; and that better qualified teachers are essential.


1459. Flowers, Walter A. An analysis of the recommendations of teachers and farmers as to what should be taught in farm mechanics courses in the Negro high schools of Mississippi. Master's, 1934. Iowa St. Coll.


Attempts to determine the kinds of equipment needed for the teaching of the various enterprises of vocational agriculture in the high schools of Kentucky. From questionnaire replies received from 100 teachers of vocational agriculture in Kentucky.

1462. La Croix, William J. Course of study for the department of vocational agriculture at the Colfax high school. Master's, 1935. Louisiana.


Sets up a procedure to aid school executives in developing a unified program of elementary education, a core curriculum, a procedure to be used in a program of curriculum construction; presents a psychological approach to the problems of classroom procedure, a functional course of study in social studies, a plan of school organization, a series of new daily programs, a plan for a new type of school building, and a plan of teacher training.


Finds that of the 713 cases adopting improved farm practices, one-fourth of them were credited to the instructor making application to the individual farmer's situation, in one-fifth of the cases the credit was due to individual reasoning on the part of the farmer, and in one-fifth of the cases the influence seemed to be mainly that the practice had been tried before and had proved profitable.


HOME ECONOMICS


Finds that students who had taken chemistry and home economics in high school did better work in home economics in college than did those without previous training.


Traces trends in the number and kind of home economics courses offered in 60 Illinois high schools during the period 1929-1934, trends in the abilities considered most desirable for class emphasis; attempts to determine whether the specific abilities were emphasized in a single unit or in different units and whether there was any evidence of a trend toward uniformity of emphasis in the home economics work in these schools. Finds that there has been a broadening of the subject matter in the fields of home economics within the traditional courses; that the development of objectives has been distributed over all the units and not confined to any one; and that there was no evidence of a uniform trend in the home economics other than enrichment of the courses already organized.


Studies the social and economic status of 100 families of retarded children and uses them as a basis for evaluating the work offered in home economics in the special junior high school for retarded children in Tulsa. Finds that the health and nutrition, sanitation, and home and family relationship units in home economics should be strengthened; that the units should be shortened in order to provide the child with as many contacts as possible; and that courses in child development and the prevention and control of illness should be given these children.


Studies the nature of courses in home economics for boys in junior and senior high schools of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New Jersey, Pennsylvania, and New York, and studies the nature of the activities of the home economics clubs for boys.


Studies the occupational records, scholastic averages, and personal ratings of 450 graduates of the division of home economics of Iowa State college for the years 1924-26.

1478. Comley, Katherine. A comparison of the demonstration and the laboratory method of teaching meal planning and serving. Master's, 1935. Minne-

Botta.

Describes an experiment carried on in two classes of eighth-grade girls paired as to age, IQ, scores on an objective pretest, and in having a foods course in the seventh grade, to compare the value of the demonstration and the laboratory method of teaching meal planning and serving. Finds that the group taught by the demonstration method made a significantly higher score on a test covering information and applications than did the group taught by the laboratory method.


Studies the effectiveness of a mothers' council in Memphis, Tex., operating in connection with the home economics department of the high school, as measured in terms of enrollment in home economics classes, community publicity for home economics work, interest on the part of the home economics students, and an improved home economics program. Finds that the mothers' council was of considerable value in bringing about changes in interest and publicity.


Describes the objectives, content, motivation, teaching procedure and aids, and home economics for boys in recent courses of study on the secondary level.

1484. Doyle, Dorothy Curtiss. A study of the home economics graduates of Purdue university to determine the adequacy of their training for homemaking. Master's, 1935. Purdue.

Recommend more training for homemaking with less emphasis on training for the profession as graduates leave the profession and go into homemaking within a few years after graduation.


Finds slight differences in the clothing practices of the two groups, but that the home economics group tended to be more aware of clothing problems, to use more reliable guides in selection of clothing, and to do more independent work in solving clothing problems than did the non-home economics group.


Studies the home activities of 122 high-school girls enrolled in the ninth, tenth, eleventh, or twelfth grades of a high school in Arkansas, and finds that in general the home economics girls performed and liked the activities more than did the non-home economics girls.


Determines the effect which home economics training, sex, age, and course in school have on the interest of 1,800 pupils in home problems in 11 vocational schools in Michigan. Finds that home economics training in junior and senior high school did not seem to affect the interest of the pupils in the home problems submitted.

1489. Green, Katherine P. Study of the teaching load of home economics supervisors of student teaching and home management house supervisors in the land-grant colleges and universities. Master's, 1935. Louisiana.


Describes an experiment conducted with two groups of second-year foods classes in the Beaumont, Tex., high school, to determine the effectiveness of the workbook method of instruction as compared with the usual classwork method. Data indicate that neither method is superior.


Sets up a procedure for the gathering of adequate information as to home practices in a non-homogeneous community; applies the procedure to the food uses of high-school
girls at Rocky Ford, Colo., who are separated from the rest of the community by racial, religious, or economic barriers; and recommends changes in the food units in home economics work to meet the needs of the community more adequately.


Suggests the need of parent education for both fathers and mothers, of education for home life, the training of teachers to give educational values in family living, and guidance in family living for boys and girls of all ages, and gives a course of study for high school boys which aims to develop understanding that will improve practices in everyday living particularly as they relate to the family as a basic social unit.


Describes experiments conducted with a group of home economics students in the high school, Seymour, Tex. and with a group of home economics students in the North Side Senior High School, Fort Worth, Tex., to determine whether organized and supervised home projects in care of clothing cause an increase in the amount, or an improvement in the quality, of home work done in clothing care by these second-year home economics students. Shows that the home projects in clothing care, as used in this study, cause an increase in amount and an improvement in quality of work done by the girls and that the increase and improvement tend to become a permanent part of the habits of the girl.


Suggests the use of home contracts, conferences, classroom instruction, and previous experience in interesting and guiding students in choosing home projects.


Finds that the group who had home economics training in high school followed better food practices than did the group without such training.


1504. Navratil, Lillian F. Comparison between ratings on personal appearance and grades in certain clothing courses of senior home economics students at Iowa state college. Master's, 1935. Iowa St. Coll.

Devises a rating scale for measuring personal appearance, and compares ratings on personal appearance of senior home economics students with grades in certain clothing
RESEARCH STUDIES IN EDUCATION

courses. Data indicate a closer relationship between ratings on personal appearance and costume design than between ratings on personal appearance and clothing construction.


1508. Rendall, Rena S. The correlation between objectives for food units in junior high schools in courses of study and texts and references. Master's, 1934. Texas St. Coll. for Women.


Constructs a checking device for reporting home projects, and evaluates it by administering it to 459 high-school girls in 31 Tennessee high schools.


Presents suggestions for curriculum-making, for a program of home economics education for a specific school situation, and for evaluating the use of home economics materials in a school.


Analyzes the activities in adult homemaking education of 44 agencies in Champaign-Urbana. Finds that there was no definitely planned community program for adult homemaking; that the major portion of the instruction available was of an informal nature largely incidental to service; that homemaking problems were not provided in the aims of the agencies; and that the community is doing little through taxation to help finance any educational activities for adult homemakers.


Shows that this group of students benefited by the direct and indirect training received in personality development at Iowa State College; and that the students developed more in certain traits, qualities, and abilities than in others; and that, while ratings made by instructors and students did not always agree statistically, they moved in the same direction.


Finds great differences in the character of the first courses in cookery and in the total number of hours required in both cookery and nutrition and dietetics.


Attempts to correlate those art techniques and principles which are needed for successful costume designing with the construction processes and principles of selection of clothing found in home economics courses.

Attempts to determine the relationship between intelligence, home environment, and achievement in home economics as shown by a study of 51 first-year home economics girls in the Huntsville, Tex., high school. Data indicate that the relations between intelligence and total achievement were insignificant; that there was no relationship between home environment and achievement; that pupils with a poor home environment seemed to be of a lower grade of intelligence than students with a good environment.


1518. Webster, Marie Adrian. An experiment with a survey course in foods for the junior high school. Master's, 1935. Southern California.


Attempts to determine whether advertising is a foe or an ally of a real educational program.

1520. White, Nell. Home economics objectives on the secondary level and the measurement of achievement toward a specific objective in house design and furnishing. Master's, 1935. Minnesota.


1525. Worley, Helen Adelia. The changes in personality traits and trends as a result of home economics training. Master's, 1935. Texas St. Coll. for Women.

Studies the nature of the home economics course, and finds that units in family relationships have a definite influence on personality adjustment, that home economics can be made to function in personality adjustment.

CHARACTER EDUCATION


Studies 135 boys who had successfully completed the Schepf Foundation plan for character education and who had received their awards to determine the positive and negative effect of the pledge on the boy, and whether or not it was adhered to during the 3-year period which it covered; to determine the part played by the award in
getting boys to enroll and in preventing infractions or causing infractions to be kept secret; to determine the nature and frequency of contact with the sponsor and the way he succeeded or failed in helping the boy. Finds that the plan was not working well and should be discarded.


Studies the factors underlying the preventive method and the way St. John Bosco applied them to character education.


Contents: Part 1. Reviews and syntheses of studies of the relation between morality and intellect by many investigators; parts 2 and 3. Reports of two investigations of the relation between morality and intellect by the author.


Analyzes the basis for answers given in tests of moral knowledge by 165 pupils from four schools of different sections of the city as indicated in writing and in certain cases orally.


Shows that admirable as the aims of modern educators are they will be only partly realized unless teachers are able to back up their moral lessons with the sanctions of religion.


Shows that scouts achieve better than non-scouts; that they probably possess more moral information; are more reliable and honest in self-rating; possess better reputations for character and good conduct as voted by others; and are more honest under controlled conditions where some specific situations are judged.


Studies provisions for vocational guidance, school attendance, extracurricular activities, and public relations in their relation to character development in the Utah school systems.

Constructs a character education curriculum for a town public school and evaluates it by use in the Chelsea elementary school system.

Describes an experiment conducted in the junior and senior high schools of Bedford, Pa., in which the incidental method of instruction was used with 182 junior high school pupils, and the direct method was used with 110 twelfth-grade pupils. Data indicate that practically no persisting knowledge was gained through the type of incidental instruction offered, as far as was determined by the measures employed, and that direct instruction is slightly more advantageous.

Survey of the Bible in 212 school systems and gives a detailed report of experimentation in one school with biblical study as a high-school elective.


Finds that there are a great number and a large variety of character education materials in the reading matter of the elementary Latin textbooks published since 1924.

Presents examples of objectives, courses, and the results of these courses as reported by 104 teachers in Indiana in schools ranging from elementary schools through college.


RELIGIOUS EDUCATION


Gives a statement of the Catholic doctrine and its relation to the philosophy of Catholic education, and criticizes some modern conceptions of education in the light of this doctrine.


Analyzes data secured by the administration of tests to 3,953 boys and girls in grades 4 through 9 in the Episcopal Sunday schools throughout the United States. Presents a set of instruments for a study of children's knowledge and attitudes that can be used by teachers in local parishes. Tests indicate that the children have not adequately learned or understood the history, resources, symbolism of the church or the purposes of the major sacraments; they believe the church to be concerned with ritual rather than with ethical values; they accept uncritically contradictory statements and repeat stereotyped responses to religious questions; the church's curriculum materials concentrate upon teaching about individual virtues and lack recognition of social values.


Reports case studies of 33 denominational societies of 7 denominations in 8 American cities to show how well they live up to their ideals and their responsibilities for the adequate churching of the cities, and in what ways they could better fill their role in the church and in the city. Shows the aspects of the city societies which have to do with adult education.


Presents a life background picture of Franklin township in the Erie diocese of the Protestant Episcopal church, and recommends that the program of religious education set up for this area should be based upon the facts of isolation revealed in the findings of the study.


Analyze the results of the Nermann-Kohlstedt diagnostic test for introversion-extroversion, the Allport and Alport test for ascendency-submission, and the Allport Vernon scale of values given to 87 religious workers.

Finds a lack of agreement on the aims of Christian religious education in the various sects.

Brings together material for making an estimate of St. John from the standpoint of religious education, and presents the principles of educational practice which have value to contemporary religious education.


Discusses the life and times of Baxter, the nature of the church, the teaching office of the church and its government, and the ordinances and worship of the church, and evaluates critically Baxter’s views and their applicability to contemporary church problems.

1583. Miller, Margaret Vizannah. The Disciples of Christ and education as shown by a history of four of their educational institutions. Master’s, 1935. George Washington. 90 p. ms.
Prepares a brief history of the Disciples of Christ, and describes their work in Transylvania (Bacon college), Bethany college, Butler university, and Texas Christian university.

1584. Mosier, Helene K. Teaching religion to intermediate boys and girls: an evaluation of the educational theories, resources and procedures in present day intermediate Sunday church school class sessions. Doctor’s, 1935. Drew.

1585. Nall, Mabel Dougherty. A history of the educational activities of the Protestant Episcopal church in the diocese of Texas. Master’s, 1935. Texas.


Analyzes replies to a questionnaire, 1,000 of which were received from youths ranging in age from 18 to 23 years, and 1,000 of which were from persons ranging in age from 18 to 79 years. Finds that young women are more religiously sensitive than are young men, and that the tabulations show a stronger reaction towards an essentially conservative idea religiously by Catholic youth than by Protestant or Jewish youth.


Traces the story of education for leadership in the Protestant churches of the United States from 1872 to 1933. and analyzes and evaluates various factors involved in the movement.


PRESCHOOL EDUCATION


Describes an experiment conducted with 8 groups of preschool children in 6 institutions—4 controlled and 4 uncontrolled with 8 children in each group, the group being matched for age, sex, and IQ. Constructs the DePaul personality rating scale to measure achievement in the daily educational program, and revises the Kuhlman test so that it can be used with institutional preschool children.


Gives a historical background of theory and practice of preschool education—changes in legislative provisions, number of kindergartens and nursery schools, children enrolled, number of teachers during the period 1929–1934.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN


Finds that data indicate the value of a regular program of excursions by kindergarten children as a basis for primary reading and as an aid in developing social adaptation.


Attempts to determine the relationship between intelligence, academic achievement, and leisure-time activities of pupils in grades 4, 5, and 6 in five public schools of varying environments in Washington, D. C. Finds that there is little difference in the type and frequency of activities among children of the intermediate grades, and that economic conditions and home environment do not determine the manner in which leisure time is spent. Shows that the children in all of the schools like reading, especially that of an exciting type, listening to the radio, attending motion pictures, visiting museums, athletic games, and riding in automobiles, and that most of the children help around their homes before and after school.


Analyzes data collected by means of questionnaires returned by 841 children, 511 parents, 68 teachers, and 10 supervisors giving their opinions as to the desirability or disadvantage of homework, reasons for their opinions, favorite types and frequency of homework, and length of assignments. Studies grades 3, 4, 5, and 6 in a group of schools representing a good grade of middle-class people in a new development in which a number of the parents had college educations, and in a group of schools in which many families were supported by relief agencies. Shows that parents and pupils were in favor of homework, but that educators did not believe so strongly in it.


Formulates principles dealing with the first step in formal education, covers systematically and completely the work of the primary grades, and presents the teacher with criteria by which to judge the outcomes of her work.


Traces the earliest types and control of public elementary school units established by legislation; shows the changes made by legislation in the development of public elementary school units from period to period and the period of greatest change as determined by legislation; and determines the trends that have taken place in public elementary school units by legislation.


Analyzes 11 doctors' and masters' theses and 13 books by prominent educators on progressive education and enumerates general subjects, principles, goals, and criteria for judgment of the progressive movement.


1608. Missner, Mrs. Selma B. The relative effectiveness of two types of kindergarten training in the development of mental ability and personal social adjustment. Doctor's, 1935. Iowa.


Analyzes statements of teaching difficulties made by white elementary teachers in the city of Birmingham and in Jackson, Jefferson, and Escambia counties of Alabama. Compares the difficulties of elementary teachers in city and in county systems; the effect of training on teaching difficulties; the difficulties of teachers of different amounts of experience and the influence of grades or subjects taught on difficulties recognized.


Studies the attitudes and activities of parents in relation to home assignments in a small city school with an enrollment of 610 pupils, and finds that parents and older brothers and sisters play an important part in the working of children's home assignments.


Studies the nature and effect of non-aggressive personality difficulties on the school achievement of 25 elementary school girls of normal or superior intelligence. Presents case studies of the girls from the physical, social, psychological, and psychiatric points of view. Shows that their difficulties seem to be the result of school failure, adverse environmental conditions, faulty attitudes, and physical defects, and that their difficulties also cause failure.


Attempts to determine the causes, results, extent, and recognition of symptoms of favoritism of teacher to pupil in the classrooms of public schools in three counties in grades ranging from 4 to 11. Finds that favoritism was practiced by teachers in parts of all grades of all schools visited, that the Christian name of the child was a factor, as was the size of the family from which the child came, that girls were favored more than boys, and that children who were favorites knew it and enjoyed it.

1615. **Rogers, J. Lloyd.** A survey of the relative effectiveness with which Iowa elementary schools are developing certain basic study skills. Master's, 1935. Iowa.

Attempts to determine to what extent pupils in the sixth, seventh, and eighth grades in certain Iowa schools are gaining adequate control of certain basic skills needed for study: location of information in books and ability to read maps and graphs; to evaluate the tests used in the study; and to study the provisions for instruction and reference material available in each school. Finds, from a study of pupils in 217 school systems, that the schools are falling short of the objective of the elementary school in developing the tools of learning.


1617. **Schultz, Frank G.** A detailed analysis of administrative and fiscal factors relating to ungraded elementary school districts employing more than one teacher. Master's, 1935. Minnesota. 208 p. ms.


1619. **Sheppard, Leslie Chauncey.** Pupil achievement in the elementary schools of Albert City, Iowa. Master's, 1935. Southern California.

1620. **Smith, Paul Roscoe.** A diagnostic educational survey of the Lawndale elementary schools. Master's, 1935. Southern California.


Finds that schools need to give more guidance in use of leisure time and need to provide the equipment and space for extra-curricular activities that train for the wise use of leisure time.

1623. **Stephens, Gertrude Agnes.** A study of the leisure time activities of a group of 50 fifth and sixth grade boys of Los Angeles. Master's, 1935. Southern California.

1624. **Stoneman, Merle Arden.** Enrichment subjects in the elementary school. Master's, 1934. Nebraska. 115 p. ms.

Finds that physical education, homemaking, manual arts, art, and music could be taught without placing undue strain upon the financial condition of the schools.

1625. **Thomas, Calla May.** A study in defense of the concept of children's interests influencing the elementary school curriculum. Master's, 1935. Southern California.


1627. **Tutwiler, Cameron Philipps.** A study of fifth grade pupils in five consolidated schools of Albemarle county. Master's, 1934. Virginia.

*1628. **Van Ornans, Francis Hunt.** The possibility of reducing the range of individual differences within the grades of an elementary school through re-grouping on the basis of composite grade, reading or arithmetic scores. Master's, 1935. Syracuse. 147 p. ms.

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Describes an experiment conducted with pupils in grades 2–1 through 7–2 of an elementary school in Syracuse, N.Y. Finds that regrouping on the basis of composite reading, or arithmetic scores tends to increase the range in CA in the several grades; regrouping on the basis of composite reading, and arithmetic scores tends to reduce the variability in IQ in some grades and to increase it in others; composite scores as a basis for regrouping tend to reduce the variability in MA more than do either reading or arithmetic scores; the variability in EA is reduced in all grades when the pupils are regrouped on the basis of composite scores; regrouping on the basis of composite reading, or arithmetic scores is not a satisfactory administrative means of providing for individual difference in an elementary school.

1629. Webster, George. The intrinsic method as compared with the extrinsic method in the teaching in the first grade. Master’s, 1935. Buffalo. 73 p. ms.

1630. Whitehall, John Bertram. The administration of the elementary school as a coordinating factor in the community. Doctor’s, 1935. Yale.


Analyzes and evaluates 226 original compositions of kindergarten-first-grade children. They revealed variety of ideas, readiness and ease of language, simplicity of expression, and aesthetic feeling.

SECONDARY EDUCATION


Finds, from the study of 93 students of the 1934 class of the South Hadley High School, that intelligence, school marks, home environment, personality, and conception of theoretical, aesthetic, religious, social, and moral values are all positively correlated.


Presents the history of secondary education in Somerset County, and surveys the effect of the social, political, and economic conditions on the development of the county’s educational policy.

†1640. Broady, Knute O., Platt, Earl T., and Mooney, Dean. The Chester six-year high school. Lincoln, University of Nebraska, 1935. 84 p. (Educational monographs no. 7)

Describes the community and the high school before its reorganization, the building and carrying out of the new program.

Traces the development of secondary education in Louisville, Ky., from the beginning of the Jefferson Seminary in 1798 to the present. The development of each of the present high schools and the trade school is treated separately.


Traces the development of secondary education in Montana, discusses the availability and accessibility of secondary education in all parts of the state; and gives a summary of the school situation in 1935.


Studies practices in 178 schools in 47 States, the District of Columbia, and Alaska.


Studies the physical, mental, and social traits of student elected high-school leaders as compared with non-leaders. Finds that student elected high-school leaders are, on the average, younger, taller, and heavier than non-leaders. They have higher intelligence quotients, get better grades, have better home backgrounds, and are more socially competent than non-leaders. High-school students seem to select their leaders on rather definite grounds rather than through political manipulation as seems to be the case in adult life.


Attempts to determine the most natural and desirable centers for secondary schools in Randolph County, and studies buildings and equipment, distribution of school population, methods of transportation, and consolidation in order that the most efficient and economical plan of secondary education may be effected.


Studies the number of diocesan priests engaged in secondary school work in the United States, teacher preparation in major and minor seminaries, and the relation between this preparation and the requirements of accrediting agencies.


Discusses the social activities of the senior classes in Texas high schools, class sponsors, class rings, yearbooks, senior tutors, honor rooms, exemption from examinations, early daily dismissals, selection of diplomas, selection of commencement speakers, commencement vacations, rental of caps and gowns for graduation.


Analyzes conditions in 231 small high schools of South Carolina to determine the weaknesses in organization, administrative practices, and in the curriculum of the schools due to their size. In order to suggest a remedy for the weaknesses. Shows that the chief weaknesses of the programs of studies are: Limited programs for differentiated study prevail in all schools in all grades with an ever-increasing degree of limitation; that a reorganization of offerings between the second and third years prevents continuous study of many subjects; that foreign language dominates in the specialized subjects; that the vocational interests of pupils are accommodated to any worth-while degree only in agriculture and home economics and that they are largely confined to the first 2 years; and that while the number of subjects required of pupils are reduced as the schools increase in size, specific subjects are required extensively in all schools largely for the purpose of meeting college-entrance requirements.

1957. Donoho, Dorsey. A comparison of the results of student achievement in the 11 grade school systems as represented by the 1935 senior classes in the high schools of Crisfield, Marion, and Princess Anne, in Somerset county, Maryland, with the 12 grade school systems represented by the 1935 senior classes in the high schools of Laurel, Seaford and Georgetown, in Sussex county, Delaware. Master's, 1935. Maryland. 43 p. ms.

Includes organization charts showing the staffs of the state departments of education of Maryland and of Delaware. Finds that there is no apparent advantage in the 12 grade system used in the Delaware schools over the 11 grade school system of Maryland.


Analyzes data on the proportion of high school graduates continuing their education, the schools they attend, and the courses they take; the proportion of graduates going to work, the kinds of work they secure, and their past and present occupational history. The data were secured on graduates of the classes of 1926-1934, inclusive. Suggests that less stress be placed upon preparing students for college entrance as the number of high school graduates continuing their educations is rather small, and that more stress be placed on training pupils for entrance into business and industry. Proposes
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a curricular set-up for college-preparatory, business, technical, and general high-school training, which would be sufficiently flexible to allow students to elect studies from fields other than that in which they were registered.


Analyzes replies to a questionnaire received from 92 affiliated high schools and 60 unaffiliated high schools in Texas. Finds that the teachers in the affiliated high schools are better prepared, receive higher salaries, have smaller teaching loads than the teachers in the unaffiliated high schools; that there is no definite method of admitting students from an unaffiliated high school to the affiliated school; that the work done in the unaffiliated high schools is inferior to that done in the affiliated high schools; and that students in the average affiliated high school of Texas receive nearly twice as much class instruction as the student in the unaffiliated high school; and that the average cost of instruction in the affiliated high school is only three-fifths of that in the average unaffiliated high school.


1968. Fisher, J. W. A study to find out if the offering of special subjects in the Maryland county white high schools has been accompanied by a higher percentage of promotions in the traditional academic subjects. Master's, 1934. Maryland. 53 p. ms.


Compares a working group of boys in a Chicago high school with a group in the same school that did not work, to determine the effect of part-time work on their achievement and finds little difference in achievement for the groups as a whole.


Describes an experiment conducted in the junior high schools of Washington, D. C., in which the Sims' socio-economic test was given to 400 children ranging from the highest to the lowest IQ. Data indicate that associated with a certain level of intelligence are a series of socio-economic factors which have played an important part
in shaping the personality of the child, and that these factors should be recognized in planning an educational program adapted to his needs, interests, and probable future plans.


Finds that approximately equal numbers of students from each type of school enter college, nurses training, normal school, agricultural pursuits, forestry, and fishing; that more public-school graduates enter business schools, the trades, domestic and personal service, and clerical occupations; and that more parochial school graduates enter professional and graduate school, manufacturing and mechanical industries, transportation and communications pursuits, and public service occupations.


Finds that the majority of 6-year high schools are not organized on a unified, systematic plan of administration; that the teachers in these schools are as well trained as are the teachers in the secondary schools taken as a whole, but they are not assigned to teach all grade levels and in both divisions of the school; that these high schools are limited in the opportunities which they provide for pupils leaving before graduation; that there is an increasing interest in the 6-year high schools, especially as a plan of organization for small high schools; that these high schools are practicing those phases of administration which will aid in economizing in buildings, equipment, and administration; that they provide the advantage of the junior high school to some pupils who otherwise would be denied the privilege; and that programs of studies are primarily academic in nature.


Analyzes the schedules and programs of study of 47 medium-sized high schools in Nebraska and Iowa as to the length and number of periods in the school day, size of classes, teaching load, subjects, and curricula.


Presents a general description of individual schools in the study and shows the need of locating and classifying private schools within counties of southern California (present list not complete) and that present sections of the School Code referring to private schools are meager and indefinite, and that recognized standards for secondary education are needed.


Studies the records of the social and educational background of 12 girls and 10 boys of the freshman class of the Landisburg High School.


Presents a composite picture of the 99 6-year high schools in West Virginia in 1932-33, and suggests improvements to be made in the buildings, increase in the size of the auditoriums and gymnasiums, improvement of library facilities, enrichment of the curricu-
lum, raising teacher-training standards, changing the duties of the principal so that he may have more time for administrative and supervisory duties and teach less, and organizing schools on a 6-year basis only when there will be 150 pupils enrolled in grades 7 to 12.


Compares the scores of athletes and non-athletes in the five high schools of Erie, Pa., in English and in terms of questionnaire data covering home situation, social development, and success in school subjects.


Determines the attitudes toward various phases of the program of the public elementary and high schools of those who have been graduated. Shows that the high school should stress vocational guidance rather than vocational training; that educational extension beyond the high school should include employment or some arrangement guaranteeing an economic status permitting marriage; that the school should provide training for leisure-time activities by stressing club work of various types; that teacher-training institutions should have some plan of selection so that only those with desirable personality traits would be trained; that the present system of marking should be abolished as soon as possible; that school executives should have a planned program of public relations; and that public high schools should have courses designed to prepare students to become intelligent school patrons.


Reports the reactions of 521 individuals graduating from high school in 1923-1932 to the high-school commercial curriculum, in the light of experience after graduation.


Traces the influences and forces responsible for the evolution of secondary education in Indiana.


Finds that a small percentage of the high schools in the United States maintain dormitories and that the schools maintaining them are largely in Montana and South Dakota; that a number of dormitories have been established under the FERA; that only rural students stay in dormitories; that the dormitories were not self-supporting; that dormitories resulted in increased attendance from rural districts and provided better living quarters for rural students; and that rural pupils are under school supervision at all times except when they are home with their parents.


Analyzes data from a questionnaire answered by 540 boys and girls representing the upper and lower thirds scholastically of each of two Wyoming high schools to determine how far the attitudes of parents are contributing to the attainment of the objectives of secondary education. Finds that the majority of the students whose parents were most interested were in the upper group.


1098. Kirkendall, Lester A. Factors related to the changes in school adjustment of high school pupils with special reference to selected factors in the home environment. Doctor's, 1935. T. C., Col. Univ.

Describes an experiment conducted with high-school students in Hastings-on-Hudson, New York, in which pupils were divided into five adjustment groups, based on their replies to the Symonds adjustment questionnaire and to the intra-family questionnaire. Data indicate the need of a counseling and guidance program designed to take account of the many factors which may be affecting pupil adjustment, and which would work with the pupil over a longer period than is now usual.


Finds little correlation between high-school grades and later earnings; the placement bureau of the school one of the best sources for securing employment; that Jewish and Catholic students are the most difficult to place; that the number of unemployed commercial graduates has mounted in greater proportions with each year since 1930; that there is an increased tendency for commercial graduates to attend night school; and that there has been a steady decline since 1929 in the earnings of the group.

Attempts to determine the ways in which the Pleasantville High School has served the community and ways in which it could improve its service by analyzing replies to a questionnaire sent in by 200 of its 280 graduates and by 64 of its 114 withdrawals. Suggests that the high school should have two curriculums, the academic and the non-academic, which would make plane geometry and Latin elective, and that commerce, vocational information, and advanced mathematics should be added to the curriculum.


Attempts to determine whether there is a correlation between scholastic rank in high school, as measured by teachers' marks in English and mathematics classes, and post-school success in life as shown by a study of the financial success and service of the upper 15 percent and of the lower 15 percent of the male graduates of the Stillwater high school graduates from 1919 to 1928. Finds that on the whole, students who received high scholastic ratings in high school were more successful than the students who received low ratings.


Contrasts the study schedules of 1,040 pupils in 26 high schools in the Pittsburgh area, and finds that the number of study periods varied widely and that the average was approximately 10 periods a week, or 8 clock-hours.


Analyzes occupational records of 338 girls who had attended the Garland, Tex., high school during the years 1927-1932. Recommends a course of study to be made available for all girls entering high-school home economics classes, dealing with: Personality development, family relationships, social relationships, good manners, studies of types of occupations open to girls in the community, qualifications necessary for these occupations, how to apply for a job, how to adjust to a new environment, and salaries in various occupations, money management, health, food, personal appearance and good grooming, and use of leisure time.


Compares the work of a group of Junior high school pupils who were admitted to the first year of senior high school in Reading, Pa., one semester earlier than if they had made normal progress through Junior high school, with a group of regular first-year senior high school pupils, as shown by a study of their marks in English and algebra. Shows that the teachers feel that the accelerates with high IQ were not hampered in their school work but that those of average or below average IQ were seriously maladjusted in the senior high school.


1711. Melbo, Irving B. Information of high school seniors on contemporary social, political, and economic problems and issues. Doctor's, 1935. California.

Analyzes the results of a test administered to 4,348 graduating seniors in 38 representative California public high schools, and finds that in general boys possess significantly more information than do girls, that the type of social studies instruction given the high-school seniors in the schools studied was highly similar, and that the correlations between the amount of information on contemporary problems and issues and the amount of social studies instruction taken are indicative of an almost complete lack of relationship.

1712. Mooney, Dean. The reorganization and improvement of a small Nebraska high school. Master's, 1934. Nebraska. 150 p. ms.


Finds that the Catholic high-school system has grown from 1 school in 1849 to more than 90 schools with a total enrollment of 14,133 pupils in 1934. Shows that the curriculum is comparable to that of other school systems of the same size.


Attempts to discover the abilities, interests, economic conditions, physical and mental capacities of boys in order to determine a program of guidance needed at Northeast High School, Philadelphia, Pa.


Discusses the history, nature, and extent of standardization of the Catholic secondary school; compares state and regional standards; discusses the influence of standardization on the schools, and quantitative versus qualitative standardization.


Examines 10 different Philippine public secondary school curricula and applies the seven cardinal objectives of secondary education to them. Finds that schools are offering an increasing number of curricula with increasing diversity of subjects, that the changes in the curricula evolved subjectively at first and objectively later on in the period studied; that the vocational curricula are gaining in popularity; that the agricultural, trade, and home economics curricula are very important; that the high-school population is a select group; that the schools are more popular with boys than with girls; that the vocational curricula are not equally accessible to the students; that the academic curriculum is attracting too large a proportion of the students; and that popularisation of secondary education in the Philippines has been affected adversely by the economic depression.


Finds that the smaller high schools have a greater number of students belonging to the pep squad in proportion to their enrollment; a large percentage of the schools require that students be regular members of the school before they are permitted to participate in pep squad activities; that the larger schools have more formality in their pep squad organizations than do the smaller schools; that the chief objective of the squad is to develop pep, school spirit, and pride in the athletic games and other programs of school life.


Investigates the business practices in 85 high-school supply stores in 44 Ohio school districts. Finds that school stores are justified because the pupils and teachers would be at a disadvantage without them, because they enable pupils to obtain suitable supplies for specific classroom purposes, and because of the valuable training given the pupils who work in the stores.


Finds that teacher, pupil, and standardization accountings were increasing while valuation and mill levies were declining at the close of the study in 1932.


1734. Scott, Don. Averill. The scholastic ability of Iowa high school graduates in relation to their intended educational, vocational, and professional careers and to the institutions of higher education they plan to attend. Doctor's, 1935. Iowa.

Studies the scholastic abilities of 4,173 graduates of 157 Iowa high schools in 1934 in relation to their educational and occupational plans.


Measures the social attitudes of graduating high-school seniors, of their parents, their teachers, and university professors in the field of the social sciences; develops a means of comparing social attitudes; and discovers the relationships among the attitudes of the four groups under observation.


Traces curriculum changes over a period from 1922 to 1933 in three classes of high schools in North Carolina, and studies changes in student enrollment.


Studies attitudes of secondary school pupils of La Porte County toward certain subjects and certain vocations and the effects of these upon the corresponding semester marks, choice of vocations, and relations between stability and the effect or influence of fathers' vocations.


Finds that assemblies are regularly scheduled in 85.7 percent of the high schools; with one assembly a week the predominating practice; that Friday morning is the most
popular time for assemblies; and that the type of program varies greatly. Recommends that pupils be given more active participation in conducting assemblies and that definite standards be set up for the programs.


Develops three scales for measuring the secondary school as a part of the pupil's environment: A long scale, a scale to measure large schools, and a short scale. Shows that the scales can be used in surveys where a general score representing the level of schools is desired, in studies of the effects of various practices used to raise the levels of the schools and of the school systems, and in comparing rural and city schools and large with small schools.

1755. Walters, Everett L. What is the frequency of various subject combinations in high school teaching in Wisconsin. LaCrosse, Wis., State teachers college, 1935. 12 p. ms.

Seeks to discover current demands for types of teaching positions as a basis for more intelligent guidance of teachers in training. By studying subject combinations in 125 of the 4- to 6-teacher, and 40 of the 10- to 20-teacher high schools in Wisconsin.


Gives a brief history of the selection of the site and the planning of the city of Washington, describes the nature of the population, manners and customs, the condition of the city, the beginnings of a school system, the public schools from 1815-1860, and the growth and administration of secondary education from 1860 to the present.


1759. Wentland, Paul W. The relation of success in high school to occupational status ten or more years later. Master's, 1935. North Dakota. 41 p. ms.

Attempts to determine to what extent high-school grades could be used in vocational guidance, by comparing the grades made in high school by 1,694 graduates of both sexes from high schools in seven places in Minnesota with their occupational status 10 years later. Finds that pupils should be guided into occupations suited to their mental abilities.


Compares pupils in industrial arts, home economics, commercial, and college preparatory courses as to mental ability, social-economic status, interests, and other variables.


PRESENTS AN HISTORICAL SKETCH OF THE PSYCHOLOGY AND THE PHILOSOPHY UNDERLYING THE INTEGRATED CURRICULUM THEORY, APPRAISES THE THEORY IN TERMS OF RESULTS OBTAINED FROM VARIOUS EXPERIMENTS NOW BEING CONDUCTED, AND GIVES A RESUME OF ACTUAL MATERIALS AND CONTENT AS DEVELOPED IN VARIOUS EXPERIMENTAL SCHOOLS.


Analyzes 350 replies to a questionnaire sent to girls who had graduated from three high schools in Boulder County, Colo., between 1917 and 1930, and shows a definite need for an adequate vocational guidance program, and that training in family and community relationships, development of desirable personality and character traits, health, and ability to earn a living should be definite goals of high-school education.


Attempts to determine the qualities of high-school seniors interested in teaching compared with a group of representative urban high-school seniors and with a group of seniors interested in certain other vocations. The pupils studied were enrolled in high schools in Pittsburgh, Pa. Data indicate that the teaching profession has attracted persons slightly above the generalized average of urban high-school seniors.


JUNIOR HIGH SCHOOLS


Discusses early secondary education in the United States and traces the development of the junior high school.


Studies the possible effects of school history, sex, weight, sleep habits, socio-economic factors, character traits and habits, extracurricular activities, and interests of the pupils in the Alice Deal Junior High School, Washington, D. C., where IQs were over 120, but who were doing unsatisfactory work in school. Finds that the pupils maintain a low standard of achievement in several subjects, and that no one factor can be isolated and pointed out as the cause of unsatisfactory work on the part of mentally superior children.

1774. Hobson, Ralph S. Persistence in junior high school or achievement attained in elementary schools. Master's, 1935. Iowa. 69 p. ms.


Attempts to determine the relationship between the superstitions of junior high school pupils and their intelligence, the superstitionality of their parents, the pupils' emotional stability and their socio-economic status, and to devise a superstition test which will measure the superstitionality of individuals ranging in age from that of junior high school pupils to adults.


Describes actual methods used in the routine of 64 classrooms in a junior high school, and attempts to determine whether the degree of standardization of routine matters affected the school life of the children in it. Finds that standardization saved time for the teacher, and that forgetfulness of children in the execution of practices increased as the amount of standardization decreased.


1783. Stewart, Dorothy Mae. A critical evaluation of rival theories of attaining fusion in the junior high school; together with a proposed plan of social studies organization. Master's, 1935. Howard. 47 p. ms.


JUNIOR COLLEGES


Gives extracts from letters showing the policies of 18 institutions whose locations were such that transfer of the emergency junior college students would be convenient.
1780. Morrison, Robert H. Success of emergency junior college students in institutions of higher learning. Newark, New Jersey emergency junior colleges. 1935. 4 p. ms.

Shows that of the 74 students who had studied in the emergency junior colleges in New Jersey during the collegiate year 1933-34, 59 completed the first semester in 42 institutions located in 18 different states and the District of Columbia. Indicates, by their records, that students from the emergency junior colleges can make good in institutions of higher learning.


Finds that there is a gradual, definite trend toward the public junior college of sufficient enrollment and financial support to insure a variety of offerings guaranteeing terminal selection.


Studies the development and status of 17 public junior colleges in Texas. 200 teachers, their training experience, and teaching load, and the curriculum and standards of the junior colleges.

HIGHER EDUCATION


Validates the battery of tests used in the selection of clerical employees at Purdue University.


Determines the reliability of certifications for college work of high-school principals from large, medium, and small high schools. High-school principals' certificates are 88.7 percent accurate in forecasting ability of freshmen to do college work, and those from the larger schools are more accurate than those from smaller schools.


Discusses the events leading to the incorporation of the Pittsburgh Academy in 1787, which became the original school of the University of Pittsburgh.
1801. Beach, Arthur G. A pioneer college: the story of Marietta. Published on the 100th anniversary of the present charter of Marietta college and the 138th of the founding of Muskingum academy. [Chicago] Privately printed, 1935. 325 p. (Marietta college)


Describes the new college plan inaugurated at the University of Chicago with the incoming freshman class in September 1931.


Traces the evolution of the several phases connected with the study of history in the college and treats the personalities connected with the department, the methods and content of the courses offered, the textbooks used, the influence of the library, and extracurricular activities of the department.


Describes an experiment in which the Ohio State University psychological test, form 18, was given to 3,365 men and 1,430 women enrolled in the University of Oklahoma. Each student also filled out a questionnaire on which he stated his vocational intention. Shows that students of all grades of intelligence chose all the different vocations; that there is little difference in the intelligence of the students who had chosen a vocation and those who had not; that of the 3,690 students who had made a vocational choice, 52 percent were going into law, medicine, engineering, and teaching; that 22.3 percent of the men and 34.4 percent of the women had not selected their vocation in life. Some colleges and schools of the University show more guidance than others by the increased percentage of seniors over that of freshmen who know what vocation they intend to follow.


Compares college achievement of 700 professional and non-professional students of equivalent ability in common courses, and finds that professional students of the same intelligence as general students achieve higher marks in common liberal arts courses than do general students.


Studies freshman and senior groups chosen at random from the School of Commerce, School of Education, and Washington Square College, to determine what degree of freedom from prejudice was attained as the student progressed through college. Attempts to fix the relationship between attitudes and the factors of religion, sex, and political preferences.


Analyzes data involving a group of 2,140 graduates from the classes of 1928-1934, inclusive. Data indicate that in the autumn of 1934, 91.3 percent of the entire group were employed. 89 percent gainfully, and that more than two-thirds of those gainfully employed were engaged in activities for which they were specifically trained at Purdue University.


Examines the attitudes of 500 students of Purdue University for a change in attitude toward the school subjects of philosophy before and after material was presented to the students which might effect a change in their attitudes.


Attempts to determine by means of a check list the content of 26 courses in public-school administration and supervision and to compare them on the basis of similarity of content, similarity of treatment given, content common to courses, and similarity of student enrollment.


Describes a 2-years’ experiment with selected students, seniors and juniors, in seminar for exchange of ideas and interests. Finds the seminar a valuable device for promoting intellectual exchange and for finding projects for independent study in correlating fields of interest.


Analyzes the positions held, incomes and salaries received, and the tenure of 241 college graduates of 1930 for the period July 1, 1930, to July 1, 1934. Finds that the teachers-college graduates ranked first for positions held; the university graduates for incomes and salaries received and for tenure in positions held.

Describes an experimental study in which a group of 144 students who did not meet the entrance requirements were admitted to the general college and compared with students who did meet all requirements, and finds that the students who met all entrance requirements were slightly superior in achievement as measured by marks, and scores on course examinations and comprehensive examinations. The differences found were slight and probably not great enough to warrant maintenance of the requirements then in existence.


Attempts to determine whether a relationship exists between age at graduation from college and success in life by a study of 400 individuals listed in the 1934-35 Who's Who in America who received the bachelor's degree from four mid-western universities between the years 1800 and 1910, as compared with an equal number of persons from the same institutions who were not listed in Who's Who. Indicates that those who attain success in life are likely to receive their bachelor's degrees at less than the average age at graduation.


Analyzes the records of 472 students who took a total of 1,838 examinations on 43 of the 50 subjects accepted for admission to the freshman class. Finds that very few students satisfy admission requirements wholly by examinations, but that those who do make better records in college than those taking examinations on a small number of units; that the examinations vary in difficulty; that many students passed entrance examinations on subjects which they had never studied in school; that entrance examination students tend to make lower grades than do accredited high-school graduates; and that the percentage of examination students who remain in college until they receive their degrees is smaller than the percentage of accredited high-school graduates.


Studies the basis upon which scholarship aid was granted to the students entering Pennsylvania colleges with scholarships in September 1928; the relation between the achievement of the students in college and the basis on which the scholarships were granted; and the amount of money involved. Indicates that the 400 students holding scholarships in 27 Pennsylvania colleges during the period 1928-1932 were above the average and maintained their superiority throughout their college courses; that no effective influence on achievement was exerted by the size of the scholarship nor by working to earn more money, nor by participation in extracurricular activities; that selection of students likely to succeed in college should be made by means of such scholastic measures as competitive examinations and standing in high-school classes; and that money for scholarships should be granted on the same scholastic bases.


Analyzes replies to a questionnaire sent on December 15, 1934, to 51 Ohio colleges to determine the student capacity of the institution, enrollment and graduation trends, effect of enrollment trends and the depression upon college income and expenditures, recruiting methods and practices of the institution, and recommendations of the college made by the president and a committee of four officers after the balance of the questionnaire was completed.

1885. **Oppenheimer, J. J.** Evaluation of our criteria determining senior college admissions. Louisville, University of Louisville, 1935. 4 p. ms.

Finds that a new method of determining senior college admissions, based upon a combination of grades and scores on National sophomore tests gives more satisfactory results than the use of grades alone. Describes the method, presents the results to date, and compares the selected group with previous senior college groups.


Describes an experiment of inducting a number of high-school juniors into the College of liberal arts, includes procedures, bases of selection, gives an itemized account of grades and test scores, describes questionnaires employed. Finds that the students maintained the scholastic standing that might have been expected from a group of regular freshmen of similar aptitude and that they did not participate as much in extracurricular activities.

1887. ——— Seniors rate the college. Louisville, Ky., University of Louisville, 1935. 8 p. ms.

Surveys student opinions of college policies in a reorganizational period, and discusses suggestive criticism of a graduating class. Finds that seniors approve of progressive idea in curriculum reorganization.


+1889. ——— Orientation or survey courses offered by various liberal arts colleges and universities. Cedar Falls, Iowa State Teachers college, 1935. 28 p. ms.

1890. **Renfrow, Evanel.** The adequacy and cost of dormitory diets in the Florida agricultural and mechanical college for colored students. Master's, 1935. Iowa.


1892. **Robinson, Elizabeth.** The personality patterns of different groups of student leaders on the Purdue university campus: a comparative analysis. Master's, 1935. Purdue. 74 p. ms.

Measures the general intelligence, neurotic tendency, self-sufficiency, introversion-extroversion, dominance-submission, and scholastic achievement of seven groups of student leaders on the Purdue University campus. Finds that student leaders tend to be alike
in that they are on the average more intelligent than the average run of students, more stable emotionally, more self-sufficient, more extrovertive, more dominant in the face-to-face situation, and more successful in their college work.


1848. Troyer, Maurice E. An attempt to broaden the bases of prognosis and the criteria of success of college freshmen. Doctor's, 1935. Ohio State.

Studies the differences between degree with distinction students, who are socially as well as academically competent, and probation students.

†1849. Upshall, C. C. The college student wins? Bellingham, Washington state normal school, 1935. 10 p. ms. (Bureau of research studies no. 45)

Points out constant tendencies in the assigning of grades at this institution.


Studies the effect of the average number of days in the academic year of the high school from which the students entered college, the median number of students in the high-school instruction classes, the number of individuals in the high-school graduating classes, classification of the school district on the basis of population, and class rank of the individual in high school, on 512 individuals who were graduated from the Pennsylvania State College and 456 persons who withdrew prior to graduation.


Studies practices in 51 State and 9 privately endowed institutions, and finds need for articulation, selection, and educational guidance.

1856. Whitney, F. L. Unitary board control for state higher education. School and society, 42; 333-38, September 1935. (Colorado state teachers college)
STUDENT PERSONNEL PROBLEMS


Analyzes 1,218 replies to a questionnaire made by 722 men and 496 women students at Brooklyn College for the school year 1933. Data indicate that the average student is between 16 and 20 years of age, from a middle-class family of moderate means in which one or more members of the family are employed.

1859. Brown, Clara M. Student social life at the University of Minnesota. Minneapolis, University of Minnesota, 1935. 100 p. ms.

Finds a lack of social adjustment on the part of many students; failure to take advantage of the wide variety of extracurricular activities offered by the university and the Twin Cities; a close relationship between amount of income and the ways students spend their leisure time. Shows that short terms, large classes, and a student body scattered over a wide metropolitan area render acute many problems of social adjustment.


Surveys the organization and activities developed by 20 universities in their placement bureaus, notes the methods used for finding occupational opportunities for students and graduates, and attempts to discover ways of meeting the requirements for employment in the industries, business enterprises, and the professions.


Discusses personnel procedures in the fields of selection, orientation, health, mental hygiene, personal guidance, part-time employment, extracurricular activities, personnel research and records, administrative organization, placement, and follow-up.


Part 1: Personnel counseling—decentralized personnel procedures; part 2: the centralized personnel department or guidance bureau; part 3: personnel methods. Attempts to show personnel methods which have been and can be applied, and which can be adapted to the various levels of education. Describes the personnel service at Purdue University since 1926, and investigations of personnel subjects at Cornell University, and the University of Chicago.


Compares a fraternity group with the run of college men, and finds the fraternity men more mature, more sophisticated, with many more interests, and more individualistic than the average undergraduate.


Analyses data secured from 90 graduate students resident among the student bodies of the University of Chicago, the University of Illinois, the University of Michigan, and Purdue university, on the problems arising from personal habits and personal problems, in social relations, on academic work, and in regard to national and international relations.
WOMEN—EDUCATION


Studies the practices of 70 institutions of higher learning in the use of trained senior women as aides in the orientation of freshmen women.


Considers the persons required to staff and operate the house and food units; conditions of their employment, labor hours and labor costs; menu planning and budget control; and cooperative housing. Finds that 96 percent of the 120 colleges and universities furnishing cards for 1931-32, use student labor in residence halls and dining halls; that the dormitory is used as a teaching unit in 82 institutions.

*1869. Beach, Gladys. Study of the vocational interests and abilities of the senior women of Syracuse university in the class of 1933-34. Master’s, 1935. Syracuse. 95 p. ms.

Determines the vocational interests and abilities of the senior women, and analyzes them in terms of fitness for these vocations.


Discusses the theoretical aspects of women’s position, and women’s life as reflected in legislation, in the activities of the women themselves, and in the comments of prominent Americans and travellers.


Compares the results made by freshmen students of Syracuse university of 1930–31 and 1931–32, with those made by members of classes of 1934 and 1935 on the Leonard social adjustment questionnaire, comparing their scores as freshmen with their scores as seniors. The 25 highest and the 25 lowest ranking students in each group were used for the comparison.


Discusses colleges for men and seminaries for ladies; educated woman and her place; the religious basis of American life; the curriculum; and colleges for women.


Discusses the education of Indian girls in the Indian mission schools and the tribal schools before Oklahoma became a state. Shows that white girls had few educational opportunities as they were not allowed to attend Indian schools, and that as the territorial schools developed they attended coeducational schools and had the same educational opportunities as their brothers.

*1875. Duncan, Inez P. A personnel study of the women commuting students who attended Syracuse university at the first semester of the 1933-34 school year. Master’s, 1935. Syracuse. 176 p. ms.

Compares the general trend of the health, participation in the social life of the University, participation in the cultural opportunities offered by the University, and in the
academic status of off-campus students and women students living on the campus in university owned and operated dormitories. Data indicate that the commuting women’s students have slightly better health habits, their academic standing is slightly higher, and they participate to a greater extent in religious activities than do the campus women students.


Formulates goals in relation to which the content of education for and during the last half of life should be determined; attempts to understand more adequately the kind of difficulties most likely to occur in later life and the factors predisposing to difficulty or the lack of it; makes educational proposals for the important phases of women’s activity which might look to the prevention, or at least to the amelioration, of unnecessary problems and difficulties; and locates fields needing more detailed scientific investigation.


Investigates the academic standing, social and religious life, physical welfare, mental attitude toward institutions, and the personality of an undergraduate woman student at Purdue University who is employed part-time as compared with a non-working, undergraduate woman student with the same native ability, of the same school and class, carrying the same academic load. Indicates that the effect of employment on Purdue women students is on the experience and the personality of the student rather than on her health and academic standing.


PROFESSIONAL EDUCATION


Analyzes four current textbooks in Materia Medica, 4,346 state examination questions, a check list checked by 64 teachers of the subject, and the result of a test of 464
HIGHER EDUCATION

objective type questions administered to 892 student nurses in 28 schools of nursing located in many states, at various stages of progress in the course.


Analyzes the requirements for the degrees of master of arts, master of education, and master of science in those cases where these degrees were in the field of education as reported by 116 different institutions.


Finds, from a study of 641 members of the Geological Society of America that geologists are nearly all men, that it is increasingly important to have a doctor's degree, and that there is no specified age for retirement.


1895. Friesell, H. E. Conditions in dental education when the dental educational council was organized. Journal of the American college of dentists, 2: 5, January 1935. (University of Pittsburgh)

*1896. Harrison, Frances N. An analysis of selected data regarding senior members of the American association of social workers admitted during the years 1924 to 1927 and 1930 to 1933. Master's, 1934. New York. 43 p. ms.

Presents a brief history of the American Association of Social Workers. Analyzes data on the age, sex, education, professional training, and position of 1,049 members in the earlier group and 1,572 in the later group.


Presents the curricular offerings of 30 major seminaries training the diocesan clergy in the United States, in their relation to the religious and social conditions confronting the Catholic clergy in the ministry at present.


Surveys the entrance requirements of 71 selected colleges of engineering in the United States; studies the scholastic success of students entering the College of Engineering, University of Minnesota, 1928 to 1931 with conditions in high-school advanced algebra and solid geometry as compared with the success of those entering without conditions; studies the relationship between rank in high-school graduating class and scholastic success in the College of Engineering, University of Minnesota, of the entrants for the years 1928 to 1931; and studies the prediction of scholastic success in the College of Engineering, University of Minnesota. The following predictive measures were employed: Scores on the Iowa aptitude and training tests in English, mathematics, and chemistry; scores on the Minnesota college aptitude test; and rank in high-school graduating class.


Describes two experiments conducted with a control group and an experimental group of FERA students in a materials testing laboratory. Recommends that any laboratory instructor interested in the development of desirable concomitants allow as much leeway in the choice of activities, in the construction of hypotheses, and in the planning of testing procedures as his students can profitably enjoy and that he determine this point by actual teaching experience.


Investigates the extent to which success in the College of engineering can be predicted from high school marks and scores on the American council psychological examination.


ADULT EDUCATION


Studies the history, curricula, leaders, aims, and aspirations of the workers' education movement in the countries throughout the world, and discusses significant steps in its development in the United States.

ADULT EDUCATION


Studies the work of the Montgomery County Civic Federation to discover the forms of adult education which accrue from the several activities of a civic organization of that type. Finds that delegates to its subsidiary organizations receive education through discussions, debates, speeches given on the floor, through newspaper accounts of the work of the association, through printed reports, and through the interactions of the civic federation and other organized groups in its area.


Shows the flexibility of the program which enabled superintendents of schools to arrange a balanced program of adult education to meet the needs of their particular communities by transferring unemployed teachers from one county to another.


Analyzes the weaknesses found in the mill villages, and suggests a plan of adult education for the mill workers.


Presents a historical summary of adult education, and discusses the meaning and nature of adult education, the necessity for it; presents actual instances of Catholic adult education in practice; and discusses the agencies and organizations of adult education.


Shows the actual leisure-time activities of a group of young adults, 16 to 25 years of age, inclusive, and the frequency with which each activity was selected. Finds that the depression has not caused young adults to change their preference for "white-collar" jobs; that employed and unemployed show no significant difference in the total number of activities engaged in; that the books read are of a high type, but that there is need for improvement in the type of magazines read; that the movies seen were of high caliber; that financial condition does not prevent the unemployed from participating in those activities necessitating expense; that the employed and the unemployed utilize their leisure in about the same way and in the same degree, which suggests that the unemployed are not availing themselves of all the leisure-time activities possible.


Attempts to determine the relationship existing between the vocation, age, sex, educational background, and reasons for participation of the students enrolled in the home study department of Columbia University, and the courses which were selected. Finds that the reasons for taking course work are: To complete school requirements (mostly high school), or their equivalent; personal need for study which will help them fit more satisfactorily into social relationships; vocational majors, to broaden vocational qualifications in the field in which the participant is employed; vocational minors, to broaden vocational qualifications in some field other than that in which the participant is employed; and cultural, participation purely for pleasure.

Presents an historical study of cooperative extension work, a sociological approach to urban adult education, philosophical unity for adult education, and guidepost for integrating agencies.


Contents: (1) Adult interest as related to education, by Wayne Dennis, p. 5-14; (2) Special capacities of adults for continuous education, p. 15-29; (3) Methods and techniques in adult education, by Scott M. Buchanan, p. 30-32.


Studies the administration of elementary and high school and evening college extension work, vocational schools, and school centers under the school systems of 29 cities in the northeastern part of the United States. Discusses the training, salaries, and teaching load of teachers and supervisors. Sets up standards to be used in the organization and administration of different phases of adult education.

PARENT EDUCATION


Discusses nursery schools, kindergarten and elementary schools, changes in the curriculum, basic and terminal subjects of the curriculum, the organization and equipment of the modern school, tests, records and reports, discipline, teacher training, and such cooperating educational agencies as the library and museums, the church, movies, and radio.


Contents: (1) Theoretical considerations underlying curricular and learning studies, by Ralph H. Ojemann, p. 8-27; (2) Generalizations relating to child development involved in intelligent parental guidance, by Ralph H. Ojemann, p. 31-98; (3) Measurement of attitude toward self-reliance, by Ralph H. Ojemann, p. 103-111; (4) Information and attitudes regarding child development possessed by parents of elementary school children, by Lola Alberta Ackerley, p. 114-67; (5) Study of the needs of high-school students and the effectiveness of a program of learning in selected phases of child development and family relationships, by Evelyn Inl Butler, p. 170-248; (6) Effectiveness of a program of learning designed to change parental attitudes toward self-reliance, by Blanche E. Hedrick, p. 269-391.

TEACHER TRAINING


Analyzes replies to a questionnaire sent to the 40 colleges training teachers in Tennessee, and recommends supervisory control, raising certification standards, reorganization of courses, and selection of candidates for the teaching profession.


Discusses the growth of the high school, number, distribution, preparation, certification, teacher, and salary of high-school teachers in Oklahoma from 1920 to 1930; the curricula of the high schools; essentials in high-school teacher preparation; the number of high-school teachers required; judgments of school superintendents and principals concerning the training of high-school teachers; and compares the training of high-school teachers in Oklahoma with their training in 8 other States.


Discusses the evolution of the Tennessee State educational organization, the development of teaching as a profession, and analyzes conditions and needs in 1933-34. Takes up the profession of teaching, teacher certification, in-service training of teachers, preparation of teachers in educational institutions, administrative practices and procedures concerning the teaching personnel, the problem of supplying an adequate teaching personnel, teacher education, and the relation of teacher education to the general program of higher education.


Studies the intelligence, socio-economic status, reading ability in educational psychology, and aptitude for teaching of students enrolled in courses in educational psychology in the School of Education of New York University and in a college in New York City from September 1931 through January 1933. Analyzes data for 1,223 students who were given various types of standardized tests.


Gives a detailed analysis of the official transcripts of approximately 1,500 teachers of high-school English, divided about equally among the years 1922-23, 1931-32, 1932-33, in an effort to discover trends in training with respect to English and professional courses, and finds that constant improvement is apparent but shows a need for more positive, more vigorous leadership in teacher training in this field.

NORMAL SCHOOLS AND TEACHERS COLLEGES


Analyzes replies of 100 1-room rural teacher alumni to a questionnaire regarding the adequacy and value of present content of required rural education courses. Finds that the course content was of value to teachers in the field; that the amount of professional training given in a 1-year course was inadequate; that more emphasis should be given to school management and to special techniques; that more stress should be put on the value of professional reading; that more education courses should be required; that the professional and financial status of rural teachers should be improved; and that a better system of rural supervision is needed.


Attempts to discover the extent of the demand for teachers trained to guide and direct extra-class activities; to ascertain the provisions now being made in State teachers colleges to give such training; to analyze these provisions; and to suggest a program for State teachers colleges which will make adequate provision for training teachers in guiding and directing extra-class activities.


Finds that five classifications are used in referring to the subjects of the social studies—history, geography, political science, economics, and sociology; that educators do not agree as to the proper title for these subject combinations; that a variety of terms is used to describe time requirements in the colleges; that there is a wide range of academic courses as well as of professional courses offered; that observation and practice teaching are required in all 26 colleges; and that the greatest number of the teachers colleges have their own training schools so that the supervisors and critic teachers may keep in close touch with the student teacher while in the training school.

1946. Fraser, Bird Hitchcock. The student life department of State teachers college, Trenton, N. J. A study of its purpose, organization, program and activities. Trenton, New Jersey state teachers college, 1935. 40 p. (Trenton studies in education, no. 3)

Presents the methods used in setting up situations that affect the experience of students from the time he has been accepted by the college until he is prepared for placement in a teaching position. Described the first 4 years of the student life department of the college.

Describes the growth and the problems of the college.


Contains historical material concerning teacher training in Pennsylvania prior to the opening of the normal school in 1848, and traces the history of the normal school from 1848 to date.

Considers only those students who did not receive more than 15 semester-hours' advanced standing credit given for work completed at another institution, and those taking the psychological examination for high-school graduates and college freshmen of the American Council on Education.

Attempts to determine the extent and nature of the duplication of topics in courses in education, psychology, and sociology at the Western Illinois State Teachers College, to ascertain the functional value of these topics to the teachers in service. Prepares a check list of 328 topics based on the curricula offered by the college, and analyzes the replies of the 2-year, 2 1/2-year, and 4-year graduates of the classes of 1926-1933, inclusive, and of the students of the junior and senior classes for the school year 1932-33.

Studies the relationships between teacher-training costs and teacher supply and demand in six areas of West Virginia.

Traces the development of the teacher-training schools from the opening of the first institution in 1885 to their abolition in 1933. Presents the historical background, the educational system in existence prior to the opening of these schools in each community, the contemporary institutions within the city, and the changing economic or political factors relating to the schools.


Covers the period from the founding of Keystone Normal School in 1866 to 1934.


 analyzes the catalogs of state teachers colleges, 311 liberal arts colleges having schools or colleges of education of 82 universities for to determine academic and nonacademic entrance requirements.


 traces the history of the teaching of general theory in teacher-training institutions, studies recent tendencies as shown by replies to a questionnaire sent to each member of the faculties of 25 normal schools and liberal arts colleges in the eastern and middle western sections of the United States.

PRACTICE TEACHING


 studies the facilities, contracts, and finances, administrative and supervisory practices, in 90 percent of the teacher-training institutions of Ohio.


 finds that problems of discipline give the student teacher the greatest concern; provision for creative work and the development of skill in stimulating pupil activity is handicapped due to short practice-teaching periods; inconsistency between teaching ratings of student teachers and their scholarship records; time devoted to conferences by the training teachers varies so considerably as to constitute a serious problem; criticisms given by the training teacher to student teachers stress activities of daily routine in the schoolroom and fail to emphasize the broader purpose of developing well-rounded teachers.


 compares qualifying examination scores, subject-matter marks, and psychological scores of 1,084 students in the College of Education of the University of Minnesota with judgments of student-teaching performance, in order to determine the validity of a selective admission technique.


 compares the relative cost and effectiveness of the campus and off-campus plans of student teaching as used in the State teachers colleges of California in the training of elementary school teachers. Finds that the off-campus plan of student-teaching shifts part of the cost of training to the student; that the campus group was allowed more independence in their teaching, and that they spent more time on other school duties and in preparation of their work and less time in observation; and that the activities of campus
TEACHER TRAINING

student teachers are more like those of teachers in service than are those of off-campus students.


Describes an experiment conducted at the West Virginia University demonstration high school to determine the influence on teacher improvement of several factors in the supervision of student teaching, particularly the influence of specific training in questioning. Data were based on the activities of 6 supervisors, 28 practice teachers, and 370 pupils of 13 classes in English and social studies. Data indicate that the groups which received special training in the use of the question as a teaching device made the greater improvement; that supervision by detailed direct criticism is as valuable as supervision by less direct criticism, suggestions, and references to literature.


Discusses the present practices in organization and administration of student teaching in 37 state teachers colleges, evaluates their practices in the light of present theory and practice, and offers suggestions on the training school and student teaching.


Analyzes data secured from 42 colleges and universities using public high schools as student-teaching centers, sets up criteria for evaluating these practices, and recommends changes in the supervision of student teaching done in the public schools.


TEACHER TRAINING IN SERVICE


Studies the teachers who had been promoted in 250 cities throughout the United States during the 5 years previous to 1932 to determine the reasons given by the teachers for their promotions; the types of in-service education these teachers had before or engaged in after their promotion; the extent to which in-service education precedes promotion; and the amount of financial advantage that accompanies promotion. Data show that two-thirds of the 3,673 teachers cooperating in this study felt that summer school work, supervision, and self-help were the types of in-service education which helped them secure promotion.

TEACHERS—STATUS


Surveys the activities of a group of non-vocational home economics teachers for the purpose of guiding teachers-in-training in the selection of teaching combinations and the understanding of other responsibilities. Shows that this group of home economics teachers spent at least 50 percent of their time in teaching subjects other than home economics and that the subjects most frequently taught are English, social sciences, physical education, and biology and that extracurricular and community activities are an important part of their responsibilities.


Involves 5,009 teachers who received aid through the Federal emergency program of work relief in education, and discusses the number of their dependents, age, institution last attended, major subjects of preparation, training, certification, experience of the rural, elementary, and high-school teachers.


Attempts to determine the value of teacher participation in the policy making of the school.


Undertakes to determine the exact amount of time spent daily by each teacher participating in all of the conceivable activities of the modern school at the elementary, junior high, and senior high school levels.


Establishes a series of subject weights indicative of the relative difficulty of teaching various high-school subjects, and applies these weights to the measurement and comparison of the teaching loads in five New Jersey high schools.


Attempts to determine the status of the commercial teachers in Ohio, the present provision for their training, their duties, and their opinions as to the adequacy of their preparation. Analyzes the curricula of the 8 accredited teacher training institutions in Ohio, and replies to a questionnaire received from 101 teachers of commercial subjects in Ohio high schools enrolling from 1,000 to 3,000 students. Finds that the teachers would like more training in English, methods in commercial education, office machines, economics, business law, and secretarial practice. Recommends changes in state requirements of training for commercial teachers, in the curricula of teacher-training institutions, and in high-school curricula, and recommends the appointment of state and city supervisors to help bridge the gap between the business world and the educational institutions in addition to keeping abreast of the latest developments in the business world through research and to helping the teachers in their work with the students.


1908. Green, David M. A study of the relative teaching success as measured by ratings of a selected group of teachers of the state of Delaware prepared in liberal arts and teachers colleges. Master's, 1934. Temple. 43 p. ms.

Finds that 56.4 percent of teachers with degrees received an "A" rating, and that no teacher with a degree received an unsatisfactory rating; that there is a 3.6 percent difference in favor of the liberal arts graduate in the highest ratings; that the teachers-college group showed higher ratings than the liberal arts graduates over a period of years; that teachers-college graduates with a master's degree showed a decided advantage over the liberal arts teachers with a master's degree; and that graduates of the University of Delaware showed to a disadvantage when compared with the other groups.

1909: Guthrie, M. Elizabeth. The teacher as a personality versus the teacher as a mechanic, or the growth of teacher personality. Master's, 1935. Ohio State. 160 p. ms.

Shows the personal and social implications of the teacher-mechanic upon child growth and development, and contrasts them with the implications of the teacher-artist or the teacher characterized as a creatively integrated personality.


Studies the qualifications and activities of the Latin, French, Spanish, and German teachers in the Ohio high schools for the year 1932-33. Finds that women in the field outnumbered men 7 to 1; that teachers devoted from one-third to less than one-half of the total teaching time to the teaching of foreign language subjects; that English was the outstanding subject taught in combination with foreign language subjects; that approximately three-tenths of the 1,531 Latin teachers were unprepared to teach Latin; and that teachers with less experience were asked to carry as heavy and in many cases a heavier teaching load than were teachers with more experience.


Finds that a cultural standard of living is desired by the elementary public-school teachers in New York state but is not possible for them to maintain on their present salaries.


Studies the educational history, experience, economic status, factors bearing upon the securing of a position, the physical education activities, and the other subjects taught by the women teachers of physical education in the public high schools of Ohio in the school year 1932-33. Discusses the setting in which the tasks are performed and the deficiencies of the teacher in the execution of her tasks.


Attempts to determine the situations asserted by teachers to be annoying to them; the relative degree of the various stimuli; the relationship between degree of annoyance and such personal items as sex, marital status, weight, height, health, economic status, place of residence, manner of living, regularity of church attendance, number of years of formal education beyond high school, level of education at which one is teaching, length of experience in teaching, degrees held, size of system in which one is teaching, type of community, and tenure of office; the relationship between degree of annoyance and aspects of personality such as neurotic tendency, self-sufficiency, introversion-extroversion, and dominance-submission; the relationship of annoyance of school stimuli and out-of-school stimuli; whether teachers are active in taking steps toward the adjustment of situations which they find annoying; the steps taken toward such adjustment; and the way that teachers may be conditioned so that they will not be affected by annoyances.


Deals with professionalism, motivation, moral training, health, mental hygiene, guidance, school plant, records, placement agencies, curriculum, extracurricular activities, research, community relations, economic conditions, tenure, state departments, certification, salaries, insurance, retirement funds, and promotions.


Describes the status and functions of teachers meetings in 185 public high schools having five or more teachers in each system, and recommends changes which should make the meetings more interesting and more valuable to the teachers.


Compares 173 in-service teachers with 151 student-teachers enrolled in teacher-training work at the University of Georgia, on all factors assumed to be related to teaching ability, measures of emotional stability. Finds that it is impossible to predict the success scores of active teachers by means of the variables tested, and assumes that it would be impossible to predict the success of the individuals of the prospective teaching group.
Finds that as a group, the new teachers of the Minnesota elementary schools, 1934–35, are better prepared professionally than all other teachers in the elementary schools, that their salaries are much lower than the salaries paid to all teachers in 1930, and that the standards of the Minnesota elementary schools are improving slowly.

Attempts to determine the restrictions and demands placed upon teachers by representative communities in Nebraska. Shows that the smaller the town the greater are the demands made upon teachers by the people, and that the success of teachers depends much more than is generally realized upon their activities outside of the classroom.


Prepares data to show the superiority of regular day teachers to teachers in night high schools, in terms of professional training, experience, and ability ratings.


Prepares an historical study covering prominent writers on educational topics from the time of Aristotle to the present. Shows that the characteristics looked for in good teachers today are essentially the same as those mentioned by Aristotle, Plutarch, and others.

Constructs a supervisory bulletin consisting of a teacher's self-analysis outline, explaining the meaning of each factor of the outline and in most cases quoting authority for including the factor in the outline. Describes the method of evaluating the use of the supervisory bulletin with a group of 20 rural teachers in Oneida County. Finds that the use of a supervisory bulletin has value as a means of teacher growth.

Finds a clear indication of a complex of favorable or unfavorable feeling toward occupation affecting reactions to apparently unrelated factors. Outstanding indices of contentment or discontent are: Degree of adjustment to social status, degree of rapport with professional group, frequency of indicated causes of excessive tiredness or nervousness.

Studies the underlying principles, developments, and outcomes of a series of three consecutive school teachers strikes in Old Forge, Lackawanna County, Pa. Discusses strikes at Jessup and Mayfield, Pa., which were also caused by the inability of the school boards to pay teachers salaries. Shows that the striking teachers felt that strikes disrupt the
social and economic life of the community and should be used only as a last resort, and that it would be preferable for the teachers to give up their profession rather than to strike. Discusses the local status of school teachers strikes.


Finds that the responsibilities of high-school home economics teachers in Kansas are numerous and varied, that their out-of-class responsibilities are given great importance by school administrators, and that these responsibilities present more difficulties than do in-class activities, and that the Kansas teacher-training institutions are not preparing home economics teachers adequately for their future responsibilities. Recommends various changes to improve the preparation of the teachers and to assist them in the field.


Studies the use of unit and written plans, criteria for making assignments, collateral reading and use of textbooks, supervised study, methods of motivating instruction, procedures for providing for individual differences, procedures for recitation, and moral, educational and vocational guidance by teachers in the Class B schools.


TEACHERS—APPOINTMENT AND TENURE


Analyzes teacher turnover in a city school system as affected by economic conditions, salary schedule, and other factors.


Data from replies of 101 superintendents of schools in Massachusetts, indicate that there is great variation in training requirements within the State; that from one-half to one-third of Massachusetts towns have no experience requirements; that in 80 percent of the communities studied, definite regulation or actual practice forbid the hiring of married women; 36.7 percent of the teachers under the supervision of 80 Massachusetts superintendents are local teachers; that the sources of supply are personal applications, placement bureaus of teacher-training institutions, teachers agencies, and “scouting”; that Massachusetts maintains a well-organized teachers' registration bureau through which about 12 percent of new teachers were placed; finds that application blanks, reference blanks, personal interviews, examinations, and classroom observation are used in selecting teachers.


Ascertains the number of graduates of colleges in 1933-34 who were qualified to teach, and the number from the same group of graduates who were placed in full-time teaching positions before January 1, 1935.

TEACHERS—CERTIFICATION


Shows lack of preparation in home economics subject matter, related and professional subjects, and shows that the State certification requirements were inadequate to prepare teachers for the responsibility incurred in teaching the State course of study in home economics.


Finds that until 1926 the several authorities empowered to grant certificates focused attention on licensing and examining, that in 1926 the State became the central authority and made academic and professional preparation the basis of certification.


Analyses material gathered from 34 States out of school laws and personal correspondence.


Presents abstracts of the requirements for teacher certification in the high schools and junior colleges of most of the States and outlying parts of the United States.

TEACHERS—PENSIONS AND RETIREMENT


Finds that the principal causes of disability retirement from 1921 to 1935 were: Mental unfitness, nervous breakdown, heart disease, tuberculosis, defective hearing, defective sight, arthritis, and neurasthenia. Shows that women are particularly subject to nervous exhaustion, cancer, and goitre, and that men are particularly subject to mental disorders, defective hearing, heart disease, and diseases of the respiratory system.

TEACHERS—RATING


Attempts to ascertain in what characteristics of prospective teachers public-school superintendents were most interested, about what aspects of prospective teacher-placement agencies most frequently inquired, and to construct a graphic rating scale that might be of value to both of these groups.

2055. Hendrichs, Loreta Anna. A comparison of students' and administrators' viewpoints relative to the characteristics of the ideal woman physical education teacher. Master's, 1933. Southern California.


Analyzes data from 2,300 high-school students in 23 high schools in the States of Washington, Oregon, and California, and of 400 students in two normal schools in Washington. Shows that the students' reactions to their teachers, and their analyses of the teachers were sufficiently reliable to warrant the taking into consideration of their opinions where teacher analysis is involved.


Analyzes the results of a questionnaire answered by students on various aspects of their instructors' teaching, personality, and eccentricities. Finds a high degree of stability in student ratings.

TEACHERS—STATUS

Attempts to determine whether or not the Purdue rating scale for instructors can be used as a device for helping student teachers; whether or not the ratings which the pupils give the student-teachers agree in general with those given by the supervisor of training, the critic teachers, and the high-school principal; and whether or not any relationship exists between pupils' marks and their ratings of student-teachers. Describes an experiment in which 40 student-teachers taking training at the West Liberty High School, West Liberty, W. Va., during the year 1932-33 and the first semester of 1933-34 were rated by high-school pupils, using the Purdue rating scale for instructors. Shows that pupils apparently have the ability to rate training teachers rather accurately if supervisors' judgments can be taken as criteria and that there was little correlation between pupil ratings and their scholastic marks.

TEACHERS—SALARIES


Analyzes the development, support, and administration of the salary schedule, and discusses its relation to teacher training in Kansas City.


Presents a sketch of the development of teachers' salaries in the elementary schools of the city of New York prior to 1880 and a detailed analysis of developments during the period 1880 to 1930. Upon recognition, teachers learned to organize and the value of appealing to outside groups for help in their campaign for a living wage. For years teachers were paid less than laborers and other city employees and their economic position was especially poor after the outbreak of the World War when living costs rose tremendously and salaries remained at their low level. Not until 1929 was an adequate salary schedule established for teachers of the elementary schools in the city of New York.

2063. Grasse, John M. Failure of boards of school directors to meet their financial obligations with teachers and supervising officials as studied from certain typical districts in Pennsylvania from July 1930 to September 15, 1933. Master's, 1934. Temple. 56 p. ms.

Data indicate that in the third- and fourth-class districts studied, 5,423 teachers were in arrears in salary; that there were great financial inequalities in the districts. Suggests that the State bear a proportionately larger share of the cost in order that educational opportunities may be equalized.


Discusses the status of teachers' salaries in the Lexington schools, factors involved in salary scheduling, the salary schedule, and its cost.


Studies trends in teachers' salaries from 1930-31 to 1933-34 to determine whether they have declined more than the cost of living, justifies, more than salaries of other public officials and employees, and more than local receipts. Finds that they have been reduced excessively when compared to the cost of living and to expenditures for other governmental functions, and they have held about the same reduction as has total local receipts.

Comparis salaries in 1928-29 and in 1932-33 of teachers, municipal employees, and postal employees in 36 cities in Oklahoma.


2069. Welch, Hugh David. The relationship between training, tenure, experience, and salaries of secondary school teachers in Missouri. Master’s, 1935. Colorado. (Abstract in: University of Colorado Studies. Abstracts of theses for higher degrees, 1935: 78) Analyzes data on 804 teachers in 65 first-class high schools for the school year 1934-35, and shows that the median salary of teachers increases as additional amounts of college training are taken, that the increase is greater for a given increase in professional training than for either total college training or academic training, that there is a gradual increase in the median salary of teachers who remain in the same position year after year, and that the median salary of teachers increases within certain limits with additional years of experience.

TEACHERS—SUPPLY AND DEMAND

2070. Elliff, Mary. Some relationships between supply and demand for newly trained teachers: a survey of the situation in a selected representative state, Missouri. Doctor’s, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia University, 1935. 69 p. (Contributions to education, no. 654) Finds that the Missouri teacher-training institutions in 1932-33 produced 2,865 newly-trained teachers of whom only 1,074, or 37 percent, secured positions. Suggests a program for the control both in number and in type of the annual supply of newly trained teachers.


TEACHERS—SUBSTITUTES


COLLEGE PROFESSORS AND INSTRUCTORS


2076. Payne, Fernandus and Spieth, Evelyn Wilkinson. An open letter to college teachers. Bloomington, Ind., Principia press, 1935. 350 p. (Indiana university. College of the City of New York) Criticizes college teaching; discusses its handicaps, education of the teacher, the use of colleges as experimental laboratories, experimental methods, the methods of teaching of great teachers, the student personnel, both the exceptional students and the average pupil, tests of human abilities and achievements; and offers suggestions for changes to better college teaching.


Studies the academic status and training, experience, economic status, vocational progress, duties and personal data of the faculties of the Pennsylvania State Teachers Colleges in the school year 1933-34.

*ADMINISTRATION OF SCHOOLS


Analyzes reports of 187 teachers on disciplinary problems, and shows that discipline County, ranging from 2 to 5 years. Discusses the difference in the functions of school boards and of school executives, compares the functions of boards of large schools with those of small schools; discusses the relations between the school boards and the public, larger districts, and inefficiencies peculiar to small school districts. Recommends the reorganization of the schools into a county unit with its attendant equalization of educational opportunities for all of the pupils of the county.


Analyzes reports of 187 teachers on disciplinary problems; shows that discipline is a major problem regardless of years of experience, sex of teacher, or subject taught.


Describes a controlled experiment involving 218 students to determine whether individual differences are increased or decreased when students of varying abilities are subjected to equal classroom advantages. Suggests that provision for individual differences can properly be made only through conscious effort on the part of the teacher to find them out and make provision for them by correct teaching methods.


Discusses the "dual school system" maintained in 500 communities in Illinois, and the unit system used in other-communities of the State. Finds that dual systems result in inefficiency because pride of office and jealousy of prerogatives tend to keep schools from cooperating for the common interest of their students; that they throw relatively too heavy a tax burden on the rural territory; and that they prevent proper articulation between the elementary and secondary divisions of the school system. Suggests that the school district system be reorganized so that the schools from the nursery school to the college level should be considered as one administrative unit.
Corbin, Charles E. The attitude of high school pupils toward various methods of discipline. Master's, 1935. Purdue. 204 p. ms.

Attempts to discover pupil and teacher attitudes toward various methods of discipline in high school; to find out just how the various groups, schools, classes, sex, and students and teachers differ; and to determine whether or not these differences are significant. Finds that students are fair in their convictions toward the offenses and penalties for them; in general they believe the items listed are offenses but are somewhat more liberal toward penalties than are teachers. Girls are more compliant than boys. Students from the different schools do not vary greatly in their ideas, due to the fact that students are prone to conform to and like the regulations in their school. Freshmen and sophomores have more rigid ideas toward discipline procedure than do the other classes.


Analyzes the duties of the dean of girls in 80 schools in 26 States.

Elliott, Thomas Myron. The powers and limitations of Nebraska school boards to contract. Master's, 1935. Southern California.


Faust, J. E. A study of certain general control officers and certain general control practices in fourth class school districts in Pennsylvania. Doctor's, 1935. Penn. State.

Analyzes reports of 387 interviews with board secretaries or other officers.


Describes an experiment conducted at the Harris Township Vocational School, Boalsburg, Pa., in which during part of the year students in freshman English met daily in 20-minute class periods, and students in algebra I met daily in 60-minute class periods; during the spring semester the groups were reversed, with English periods of 60 minutes and algebra periods of 20 minutes. Finds that the 20-minute period is most economical, and in the second semester produces the greater achievement.


Attempts to determine how closely school boards in Texas follow the general practices recommended by authorities in the field of educational administration.


Reveals a high percentage of foreign-born population, poorly trained teachers with a large amount of inbreeding and a heavy annual turnover, and impoverished schools and curtailed educational opportunities in the county, and a very acute problem of unequal tax burdens due to types of school districts.


Finds that public-school publicity depends upon free news items in the newspapers and upon funds secured from extracurricular activities; that it is an incidental activity with little organization for a definite program; that it depends to a great extent upon the initiative of the local editor rather than upon the school officials; and that schools in the smaller towns show more interest in school publicity than do those located in the larger towns and cities.


Measures the amount of space given to public-school publicity in one edition of each of the six leading newspapers from July 1933 thru June 1934, and compares the findings with those of B. M. Parkey in his What to tell the people about the public schools. Shows that in both studies, the items in which the public was most interested received the least publicity in the newspapers, and that extracurricular activities, including athletics, received the greatest publicity and ranked last in public interest.


2105. Lightbody, E. G. Devices and aids for routine management of the classroom. Master's, 1934. Nebraska. 60 p. ms.


Compares study practices and attitudes of pupils before and after a reorganization of study hall administration in a high school enrolling 374 pupils.


Based on a study of the literature on assignments, evolves a plan for evaluating the various types of assignments found in the Morgantown High School, the West Virginia University Demonstration High School, and the Morgantown Junior High School in the fields of art, biology, English, home economics, and the social studies. Compares the results of total scores in subject-matter fields with those of scores on separate items of the rating scale. Finds that the rating scale devised focuses attention on the assignment, suggests desirable characteristics, and points out deficiencies.


Covers the relationship of the school system of the District of Columbia to the government of the District of Columbia and to the Federal Government. A detailed study of the administrative, supervisory, and instructional organization of the school system.


Finds that approximately 25 percent of the county superintendencies of the United States are filled by women, that a number of State superintendencies are held by women, and that grade principalships and supervisory positions are shared by men and women, and that there are few opportunities in the field of city superintendency for women.


2126. Tovey, Michael A. Status of the public school administrators of Montana. Master's, 1934. Montana.


ADMINISTRATION OF SCHOOLS


EDUCATIONAL LAWS AND LEGISLATION


Studies the function of the state in education, constitutional limitations of a state control of education, compulsory attendance, exceptions to compulsory attendance, school districts, and school officers.


Analyzes school cases appealed to the supreme court of Oregon from 1868 to 1935, and shows the trends and tendencies in school cases to correspond with population growth, consolidation, and changing of the boundary lines of school districts.


Examines school laws dealing with high schools, and discusses the establishment of free non-resident high-school tuition in Kansas, county and community high schools, Barnes law high schools, rural high schools, and high-school extension and equalization of tuition.


Finds the general property tax antiquated and inefficient as a method of taxation for school purposes in Illinois; that there are too many small schools in these counties to provide an efficient standard of education without dependence upon the financial support which the non-high-school districts supply; and that the flexibility of the law permits unethical solicitation of tuition students.


Traces the development of the constitutional status of education in Alaska from 1867 to date, and appraises the Federal and the Territorial school systems. Shows that the two systems of education have grown apart, that the Federal system has become decentralized with each of its six isolated and distinct district superintendents functioning as head of his district, and that the Territorial system has become centralized with the authority to manage and control it delegated by the legislature to the board of education which appoints the commissioner of education as the responsible head of all of its schools.


Deals with legal problems concerning authority of the teacher to make and to enforce rules, discipline, attendance, and control of school children when not actually in classes.


Finds that society is gradually taking command of education for its own purposes and basing its right to control the child upon a democratic philosophy, not upon the parental delegation of authority.
Discusses finances in general, warrants, orders, bonds, and taxation, and reviews cases concerning taxation laws of school districts as decided by the state supreme court.

2140. Linley, James Markham. Supreme court decisions for the years 1931, 1932, and 1933 with respect to educational administration. Master’s, 1935. Southern California.


Shows that in the decade 1924-1934 there were enacted laws requiring the teaching of 111 subjects in the elementary schools of the various States, and 114 prescriptions concerning the high-school curriculum. Data indicate that legislative control is giving way to control by curriculum committees composed of experts technically trained.

2145. Minowitz, Herbert S. The legal basis for the teaching contract in New York, as determined by court decisions and recent legislative changes. Master’s, 1935. Coll. of the City of N. Y. 82 p. ms.
Examines the teachers’ contractual status in the State of New York by analyzing the decisions rendered by the courts of the State, and discusses the trends in recent legislative changes, particularly in the period 1928 to 1934.


Studies the legal authorization for recreational, medical, and social welfare services in the public schools throughout the country, stressing particularly the nature and extent of the service, persons for whom it is to be provided, provisions for making it effective, the mandatory or permissive nature of the service, the agency by whom it is to be provided, and provisions for cooperation between agencies supplying the service.

Studies the academic and professional preparation of 4,926 senior and 1,385 junior high school teachers of Kansas, 1934-35. Finds that the present Kansas teacher-certification laws and regulations do not function, and that a large percentage of teachers are not adequately prepared to teach the subjects assigned to them.

Analyses the issues and the bases of the decisions of the courts concerning the legal rights of school boards involving cases of non-admission, suspension, or expulsion of pupils
from the public schools as determined by these decisions. Finds that in supporting their decisions, the courts appear constantly to have considered the welfare of the school system and the rights of the student; that their decisions are not affected by geographical considerations; and that there has been little variation in the trends in the decisions over a period of 100 years.


Analyses the licensing laws of Wisconsin as applied to architecture and civil engineering, attorneys, chiropractic, clergy, dentistry, librarians, massage and hydrotherapy, medicine and surgery, optometry, osteopathy, pharmacy, public accounting, teaching, and veterinary. Includes data on the educational qualifications of persons for different grade positions in the professions, which should be of interest in educational and vocational counseling and curricula building.


Attempts to determine the issues pertinent to separation of races in the public schools, that have been legislated upon by lawmaking bodies, or adjudicated by the higher courts of the United States and the several States, and enumerates and summarizes the legal principles laid down by the courts in their decisions.


Attempts to establish the legal powers and limitations of private educational corporations; to trace the development of the legal processes through which these powers and limitations have been derived in Tennessee; to ascertain the types and numbers, and to evaluate the effectiveness of the private educational institutions that have been chartered at different periods in the history of the State; and to suggest legislation to correct some of the abuses of the chartering privileges as it applies to educational institutions.


Discusses the legal entity of the school district, the general powers and duties of the school corporation and its relation to the State and citizen, specific powers and duties of the school corporation, its liability through its board of school directors, and the liability of the officers and members of the school board.


Treats of contracts calling for services or materials, such as building or construction contracts, contracts for repairing, improving, furnishing, equipment, supplies, textbooks, buses, and fuel as shown by general school statutes and supplements from all of the States of the United States.


Studies the effect of supreme court decisions on the State board of education, board of county commissioners, district school boards, school officials, teachers, school districts, school finance and funds, elections and meetings.


Traces the evolution of the school system from the time West Virginia was admitted as a State into the United States, the evolution of the present elementary and high-school curricula, and the unit of administration through its different stages to the present county unit.


Determines the legal trends of the various means and devices provided for the training of teachers in service from 1911 to 1933, and indicates the authorities responsible for the administration of these means and devices.


Finds that legislation in all States requires or limits social science teaching, that organizations and groups have been active in working for laws of this kind, that the school system is under lay control and that there is reluctance on the part of the public to give control of the curriculum to educators.

SCHOOL FINANCE


Gives a complete picture of school indebtedness in all public-school districts of Kentucky except Louisville; shows the ability of the State to finance education in relation to the school indebtedness; and proposes a practical and workable policy which will amortize the school debt and provide funds for future capital outlay needs.


Shows that the corporate wealth in the school districts of three counties is responsible for the inequalities in ability and in effort to support schools, and in State aid received.
administraton of schools


Presents an historical review of legal provisions for bonding persons handling public funds from 1792 to 1934; discusses present legal requirements for protecting school funds; analyzes bonds executed by public-school treasurers and depositors; discusses the new financial accounting system as a safeguard, and the bonding of State college officials.


2178. Chism, Leslie. The economic ability of the states: being a study of the ability of the various states to raise tax revenue under a plan of taxation based on the model plan of state and local taxation, with special reference to the relative ability of the states to support education. Doctor's, 1935. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1936. 169 p.

Presents a technique for measuring the relative ability of the States to raise tax revenue for the support of education and applies this technique to the various States, using the best available economic data, to determine their relative ability to finance education.


Analyses the sources of revenue and the expenditures of all the public schools of Caddo County for the year 1933-34 and finds vast inequalities in ability and in effort to support schools.


Attempts to determine whether districts with corporate wealth are wealthier than districts without it; whether the inequalities in education are made greater by corporate wealth; and whether the district has the sole claim to the corporate wealth within its borders, or whether the State is justified in taxing this wealth and in using the funds to equalize the effort to support and to improve the quality of the educational offering throughout the State. Finds that the district system in Oklahoma is antiquated and no longer best serves the needs of the children; that it would be an almost impossible task to equalize the educational offering among the 4,816 districts of the State and an economic waste to do so; that the granting of State aid to weak schools has not
solved their problems: and that educational expenditures have decreased greatly since 1930, but that the educational load has increased.


Investigates current practices and cost of the administration of temporary and bonded indebtedness in the 2,500 school districts of Pennsylvania for the school year ending July 3, 1933; analyzes the school laws of all of the States relative to the legal provisions covering the administration of indebtedness in the various school districts of each State, and proposes a new law limited to the elements that function primarily in the cost of administration of temporary and bonded indebtedness of all different classes of school districts in Pennsylvania.


Discusses the lines of re-education effected in three cities, their effect on the amount and quality of educational service in these cities, and develops a technique for studying the subject more extensively. Studies the effects of salary reductions, reduced personnel, discontinued types of service, subject elimination from the curriculum, and reduced expenditure for supplies, and for repairs of buildings and equipment.


Determines current practices in the accounting of extracurricular finances in certain Ohio high schools and compares present practices with a simplified system of accounting.


Finds that the Federal Government uses five bases in making grants to the several states for public elementary and secondary education and that 15 different bases are used by the states in granting aid to local districts of which the school census is the chief basis used.


Shows that the average yearly increase in county government expenditures during the 15-year period is 3.5 percent, while the average yearly increase in school expenditures is 0.9 of 1 percent for the same period. School costs were lower in 1934 than in 1920, but enrollment in schools has increased in number from 1,506 to 2,737.


Studies intensively a consolidated school district with half of its valuation in corn-mining property, which will probably be off the tax rolls when the "strip mines" have "worked." Recommends that complete assessment data be gathered; the wealth of the district be classified as mining property, farm land, city property, and personal property; the permanence of each class of wealth be estimated; school enrollment data be gathered and estimate made of future trends; an educational program be planned which will be as adequate as possible considering future decreases in population and wealth; and that school bonds be retired before shovels and other mining equipment leave the district.


Attempts to evaluate the all-year school operating in Aliquippa and in Ambridge, Beaver County, Pa.; to show the relationship between net enrollment, assessed valuation, real valuation, and bonded indebtedness in the eight districts studied; to determine the actual economies in the two districts as the result of the all-year school; to show possible economies in the six districts where the all-year plan is not in operation; and to determine what percentage of the total school budget could be saved as a result of the all-year school.


Studies the purchasing methods used in business circles, selects the elements which could be used in school buying, and analyzes the major component parts of the purchasing procedure.


Finds that the trend in cost of instructional services, auxiliary agencies and maintenance of plant was downward; the cost of capital outlay was uniform; and that of fixed charges was sporadic.


Gives a brief history and description of the county, compares the effort put forth by various districts to maintain schools, discusses the sources of income for schools and classifies land for assessment. Recommends consolidating schools, and doing away with single-teacher schools, and improving the roads of the county to make it possible to transport the pupils to the consolidated schools at a lower cost than is now possible.


Finds that auditorium and industrial arts costs are too high, and that pupil-hour cost of English, social studies, and mathematics are too low.


Studies the financial status of the 48 state departments of education and finds a lack of uniform standards, variations in expenditure per pupil and staff member by department, and need for greater cooperation.


Studies the records of the elementary, junior high school, and senior high school pupils for the school year 1934-35, and shows that the pupils who attended summer school did as well the following semester as did the pupils who did not go to summer school, and that there was a real monetary saving in the operation of the summer schools as well as more efficient teaching of the children, and that these schools justified themselves by keeping the regular schools freer from duplication of teaching and re-teaching with all that that can mean to children, to teachers, and to classes within a school.


2219. McDill, Homer Hester. A comparison of the cost of education in small and large schools in Nebraska. Master's, 1935. Nebraska. 65 p. ms. Tests the validity of the beliefs that small schools have a larger per pupil cost than do larger schools and that meeting the requirements of the higher accreditation groups causes a higher per-pupil cost in the smaller schools than it does in the larger. Shows that per-pupil costs are higher in small elementary and high schools than in large schools of the same type.


2229. Moreland, Ray M. A comparative study of tuition practices in Colorado. Master's, 1935. Western Sts Coll. 44 p. ms. Studies 98 districts in Colorado for the year 1934–35 to ascertain the practice with regard to tuition charges and finds that there is no uniformity in tuition charges in the districts of Colorado, the amount varying from $5 to $10 per month in high schools and $3 to $7 and over in grade schools. There is no relation between the amount charged and the school cost per pupil. In one high school the tuition was $2.50 per month while the cost amounted to $10.


Indicates in detail the effect of inequalities in wealth among the schools of Jefferson County on the work of the schools, and recommends the county unit for administrative and taxing purposes.


Studies four communities of each of six types to discover the amount and results of financial retrenchments. Finds that per pupil costs were cut 18 percent; maintenance costs 40 percent; teachers were reduced 10 percent in the case of manual training schools; textbook expenditures were cut in some communities 50 percent; operation costs remained constant; new school construction was adequate to provide for increased enrollment. Conditions in New Jersey closely paralleled those in other States. Misdirected retrenchments indicate a need for more adequate system of State subsidy and school support.


Attempts to determine the relationship between the learning of pupils and the salary, experience, tenure, and training of the teacher, and finds that the training of the teacher is the only significant influence in obtaining higher pupil achievement.


2245. Richards, Alvin S. Variation in educational costs, curricular offerings, and professional personnel in relation to school revenue and assessed valuation in a group of fourth class school districts in Montgomery county for the school year 1933-34. Master's. 1935. Pennsylvania. 50 p. ms.

Shows that public-school units with high-school organizations cannot be administered economically so far as instruction costs are concerned with grades averaging as low as 14 pupils per grade; State appropriations should be distributed on a more equalized basis; districts should be drawn up and financed so as to afford greater equality in curricular offerings; and districts should be large enough to be able to employ full-time qualified teachers for every subject in the program of studies.


Discusses district school bond programs, bond payments, cost of bond programs, rural high-school bond programs, debt costs and instructional costs, and the cost of debt service compared with the ability to pay as established by the income of agriculture.


Studies the present district unit plan of organization of the public schools as employed in Oklahoma since statehood, and the present plan of financing the schools. Recommends a county unit plan adapted to the needs of the state, together with a plan of finance for its support.

RURAL EDUCATION


Finds that on subject-matter tests pupils in the long term schools made significantly higher scores than those attending the short term schools; that there were no significant differences between the two groups of pupils in scores on the mental tests; and that retardation of pupils attending the short term schools was cumulative in effect, that is it was greater in the sixth grade than in the fifth, and greater in the fifth grade than in the fourth.


Analyzes data obtained from the graduates and withdrawals of the Perry rural high school, Morrow county, Ohio, from 1920 to 1930 to determine the adequacy of the practical arts course. Finds that the courses offered were inadequate to meet the vocational needs of the community.


Studies the 64 school districts of Montgomery County, Pa., and finds that the reorganization of the schools on a community basis would make for a more efficient and economical administration and supervision of schools.


Finds that the Russian methods of the native people of Kodiak area were, in many respects, superior to those of the United States; that the principle of democracy has not been feasible in Alaska; that too much freedom has bred improvidence; and recommends that the people be taught to conserve the fishery resources, and that the schools be improved.
ADMINISTRATION OF SCHOOLS


Analyzes data on instructional problems of 302 rural teachers in Carlton County, Minn., Douglas County, Wis., and Grand Forks County, N. Dak., and finds that most of the problems center around the individual pupil, and that teacher-training courses should be made more objective and useful and should be brought into closer coordination with what is expected and demanded of teachers, that prospective teachers should have more practice teaching experience in the rural school, and that teacher-training institutions should maintain closer relationships with their teachers in the field.


Describes an experiment conducted in the Bridgewater township 1-teacher schools in Susquehanna County, Pa. Shows that the children taught by the alternating program showed a greater measurable gain in the subjects tested except health, than did the children taught by the traditional program.

*2276. Whaley, W. C. A study of the comparative achievement of pupils from one and two room rural schools and from city graded schools in East Fairmont high school. Master’s, 1935. West Virginia. 52 p. ms.

Pairs, on the bases of intelligence quotient, sex, and chronological age, children from 1- and 2-room rural schools with city children from city graded schools. Measures their achievement at the end of their high-school course by teachers' marks in some subjects, and by their scores on the Sones-Harry high-school achievement test in other subjects. Data indicate that the two groups were practically equal in all subjects except mathematics and natural science, in both of which the rural groups were superior. Rural children choose more courses in mathematics and science, and city children choose more courses in English and social science.

CONSOLIDATION


Shows how educational opportunities might be improved and school costs equalized by annexing nine small rural school districts to a neighboring high-school district and providing a system of bus transportation.


*2280. Ash, Columbus L. A proposed plan for the reorganization of public schools in Section 2, Harrison county, West Virginia. Master’s, 1934. West Virginia. 55 p. ms.

Surveys the educational, economic, and geographic conditions of this locality, and presents plans for the reorganization of schools in order to equalize educational opportunity for the children; discusses school buildings and the financing of the proposed consolidation of schools in the community.


188 RESEARCH STUDIES IN EDUCATION

Surveys the unconsolidated schools in Florida; studies the centralization movement in the State; compares the advantages of small schools with those of larger, centralized schools; studies transportation problems as they relate to school centralization; and establishes principles that may serve as guides in centralizing schools.


Surveys rural education in Rock county for the years 1920-1935, and recommends the reorganization of the schools into a county unit which would equalize educational opportunities in the county, and provide a better educational system with no increase in cost to taxpayers.

2288. Eastman, Harry J. Reorganization of the schools of Jasper county, Iowa, on the county unit plan. Master's, 1935. Iowa.


Examines critically the laws and the principles of school administration under which the central rural school districts of New York were inaugurated, and evaluates the results of this form of school organization, and attempts to determine to what extent this form of school administration could be successfully employed elsewhere. Finds that this system has brought to the rural communities a graded program of elementary education, a complete 4-year program of secondary education, special efforts to care for the needs of the junior high school grades, various auxiliary school services, a modern school plant and equipment, an improved corps of teachers, greater and more regular attendance, transportation of pupils wherever necessary, better school supervision, and many other educational improvements.


Discusses the Truax-Kleer-Matthews law, commonly called the Foundation program, and suggests the expansion of some school districts and the elimination of others.


Determine the changes in the number of high schools, size by enrollment and teachers, type of schools, and relative location of high schools in the county districts of Ohio.


Finds that consolidation has been an aid to public education in Halifax County, Va.

Investigate factors pertinent to the establishment of cooperative school areas particularly in Custer and Saunders Counties, Nebr., and shows that school costs may be reduced by eliminating costly small units.

2302. Kaser, Louis J. A county unit plan of school administration for eight counties in New Jersey showing the educational advantages to the schools and the savings to the taxpayers. Doctor's, 1935. Rutgers.

2303. Kerr, David E. A survey of the educational inequalities of the elementary schools of Labette county, Kansas, which come under the supervision of the county superintendent of public instruction. Master's, 1935. Kansas St. T. C., Pittsburg. 113 p. ms.
Survey 106 schools including 10 graded schools located in third class cities, 39 1-room schools recognized by the state as standard and accepted schools and 57 1-room common schools, as to physical plant, educational conditions and financial factors for the school year 1934-35.

2304. King, James W. The reorganization of the schools of Union county, Oregon. Master's, 1935. Oregon

2305. Lawrence, Bertram Isaac. Some fundamental considerations concerning reorganizing school units in Missouri. Doctor's, 1935. Missouri. 200 p. ms.

2306. Lewis, V. P. Super-consolidation of Greene county (Ohio) schools. Master's, 1935. Ohio State. 70 p. ms.
Finds that the county unit is the most satisfactory means of providing equality of opportunity in high schools for rural children.


Shows financial inequalities of education in Jack county, and outlines a plan of consolidation whereby educational advantages may be equalized.


Compares the present district system of education used in Fremont County with the proposed county unit plan, and finds that the county unit plan would be feasible, that it would more nearly equalize educational opportunity for elementary school pupils and extend the possibility of high-school education to over a third more pupils of secondary school age, and that the cost is not out of proportion to the quality and quality of the educational program offered.


Studies in an attempt to equalize educational opportunities for rural and city school pupils, the curricula of the two types of schools, the relative amount of time given to recitation in the major subjects in the schools, and the subjects offered in town schools which are not offered in rural schools, participation in state aid, inequalities in enrollments in the two types of schools, teacher training, cost of education, attendance of rural and town pupils in high schools, and accessibility of schools. Recommends the reorganization of the schools of the county on the county-unit plan.


Presents a social survey of South Middleton Township, discusses the history of the schools before and after consolidation, enrollment, transportation, organization and administration, teaching staff, teachers' salaries, the financing of the schools, extracurricular activities, and school libraries.


Surveys the elementary and secondary schools of Morgan County, and proposes a plan of reorganization that would eliminate all 1-room rural schools, and the consolidation of some elementary and secondary schools.


Surveys the school system of Jessamine County, Ky., emphasizing the distribution of school population, distribution and adequacy of present school buildings, adequacy of equipment and supplies, elementary and high-school enrollments and attendance, pupil progress, school costs, and training and experience of teachers. Points out the defects and inequalities in the existing system and proposes a reorganization program providing for consolidation, transportation, building, and repair.


2328. Stewart, Guy Harvey. A proposed plan of reorganization of the schools of San Augustine county, Texas. Master’s, 1935. Texas.


Finds that a general reorganization of the school districts of the county is needed, that due to the unorganized conditions, children have been subjected to an unfair and widely discriminate program.


Surveys the present school system of Madison County, Ky., emphasizing the resources and population of the county, elementary and high-school enrollments, elementary and high-school plants, location and distribution of schools, and school attendance; points out the inequalities existing under the present system and sets up a program for consolidation and transportation for the improvement of the schools of the county.


Compares existing conditions in rural and town schools as to pupils, teachers, curriculum, finances, libraries, extra curricular activities, building, and physical equipment, and recommends the use of the county unit plan of organization.

TRANSPORTATION

2337. Jackman, Melvin Franklin.—A plan for increasing the efficiency of pupil transportation in Nebraska consolidated schools. Master’s, 1934. Nebraska. 74 p. ms.

Surveys critically, the efficiency of bus transportation in the consolidated schools in Nebraska to determine ways of increasing safety of operation and of decreasing operating cost and cost of maintenance.


SUPERVISION AND SUPERVISORS


Finds, from answers to a questionnaire sent to Catholic elementary school principals in 18 states, that there is need of supervision by the principal who in many cases carry such a heavy teaching load that they have little time for supervision.


Studies the training and experience of superintendents.


Analyzes replies to a questionnaire from 74 of the 105 county superintendents in Kansas relative to distribution of county superintendents’ time, methods, objectives, outcomes, and greatest needs of county supervision as expressed by the county superintendents.


Discusses the administration of schools before the employment of a superintendent, the powers and duties which were first assigned to him, his duties with respect to the establishment of a graded system of schools, his duties and responsibilities in organizing a program of supervision, and his responsibilities for building and finance programs.


Presents a history of the union superintendencies from 1888 to 1935, discusses the laws relating to union superintendencies, certification of union superintendents, their qualifications, duties, salaries and tenure, and changes in superintendency unions.

Compares the administrative practices and conditions of school superintendents in Oklahoma with the legal status of the superintendent of schools in other states. Finds that neither the state nor the municipality has defined the legal status of the superintendent of schools, and suggests that the contract should definitely define the powers and duties of the superintendent of schools in Oklahoma.


Finds that the office of the county superintendent in Ohio has become more significant and dignified, the laws relating to the office have been clarified and the duties of the office made more definite, the superintendents appointed are younger and better trained than formerly, and when compared with the county superintendents in five adjacent states, the Ohio superintendents rank high.


2358. Maupin, Mary. The efficiency of supervision and instruction in the white elementary schools of Vicksburg, Miss. Master's, 1935. Virginia.


Finds that department heads have little responsibility with administrative affairs within their department such as rating, hiring, promotion, demotion, or dismissal of teachers.


Finds that the purpose of the bulletin is to present to the teacher constructive suggestions for the betterment of procedure; that it is used in connection with personal classroom supervision and is discussed in a faculty conference; that it is issued at irregular intervals; and that opinion is divided as to whether or not bulletins could be used to better advantage in a large system.


Presents facts concerning the city superintendency of schools in the United States during the nineteenth century as shown by a study of original sources for a number of cities of 100,000 population or more, and studies the men who filled the office of city superintendent in these cities.

2364. Rogers, Murphy P. State supervision of elementary schools: The development, present activities, and a program for the future service of the elementary division of the state department of education of Louisiana. Doctor's, 1935. T. C., Col. Univ.

Compares the county superintendency and the city superintendency as to their history; the teaching certificates and degrees held and amount of teaching and supervising done; the training; the number of board members, teachers, pupils and schools under their supervision; the number and type of assistants employed; salaries; and turnover in county and city superintendencies. Shows that the county superintendency is on a relatively low professional basis, and that the city superintendency has a definite advantage over the county superintendency in all of the fields studied.


Surveys briefly the scope of diocesan school organization, traces the history of the office, and analyzes current activities of superintendents, indicates trends, and recommends changes in practice.

2370. Vrooman, Melburn Clarence. A plan of centralization in supervisory district number one of St. Lawrence county. Master's, 1935. N. Y. St. Coll. for Teach. 73 p. ms.


Attempts to discover why superintendents lose their jobs and to set up criteria to serve as guides in making the tenure of the superintendent more secure.

PRINCIPALS


Analyzes replies to a questionnaire received from supervising principals in 86 districts in Pennsylvania giving the training and experience, administrative and supervisory duties of the principals, compares their supervisory duties with those of the county superintendents.


Differentiates the powers and responsibilities of the principalship from those of the superintendency.


Analyzes replies to a questionnaire received from principals of 61 of the 89 accredited junior high schools of New York State, discussing the types of schools reporting, the title given to the school head, the age, sex, experience, and training of the principals replying.


Analyzes 77 replies to a questionnaire showing the number of rooms in the school, rooms in use, school population, number of teaching hours, critical problems facing principals, and the amount of office relief.


Presents a questionnaire study of training, experience, tenure, age, activities, growth in service, and special problems of 397 principals of Catholic elementary schools.

SCHOOL MANAGEMENT

ATTENDANCE AND CHILD ACCOUNTING


Compares retardation in two cities and a consolidated district within the same county, and finds that the progress of children in school is directly related to their attendance.


Attempts to present recent tendencies in compulsory school attendance. Shows that the present tendencies are to lengthen the period of compulsory education; to increase annual required school attendance; require more education for exemption; and labor permits; provide transportation for pupils not within walking distance of school; require public relief for needy children and subject them more to the school attendance law; that industry has lost its interest in child labor and is employing adults; home life of children is being improved; school is showing new interest in the individual child; courts of the United States are protecting rights of children in regard to school attendance; and that there is a growing feeling against compulsory education and towards making the school fit the needs of all the pupils.


Finds that seasonal labor demands, economic need, and failure in school work were the chief causes of attendance difficulty; that schools providing coordination service and special classes for late students enrolled all but a fraction of 1 percent of the school population from 6 to 18 years of age; that where these services were discontinued, the attendance situation became serious; that home visitation, placement, employment supervision, and social case procedure are essential features in a program of child accounting and school attendance to 18.

2398. Payne, V. C. Age at which children may enter and leave public schools with special reference to Alabama. Master's, 1935. Alabama. 69 p. ms.


Describes an experiment conducted in 5 West Virginia high schools using various remedial procedures in dealing with tardiness. Finds that case study and personal conferences are more effective remedial procedures in reducing tardiness than various types of punishment.


CLASS SIZE


SCHOOL MANAGEMENT

Describes an experiment conducted in the Beaver, Pa., high school in which records of pupils in large classes were compared with the records of former pupils who had been taught in small classes. Finds that large classes in history, English, biology, and algebra can be taught efficiently by the subject plan; that large classes made possible lower per pupil cost of instruction, higher average teachers' salaries, and better utilization of the building without lowering the standard of work in the classes.

CLASSIFICATION AND PROMOTION


Finds that the rural schools have about 60 percent of their children retarded, the city schools about 55 percent. In every comparison the accelerated children have the best record of attendance, the normal children the next best, and the retarded children the poorest record of attendance.


Describes an experiment in which the Ohio State University psychological test was given in December 1934, to the students of the University of Oklahoma, and the scores of this test for the freshmen together with their first semester grades, made it possible to compare their aptitude scores with their academic progress in the University of Oklahoma, and shows that the distribution of freshman aptitude scores is approximately normal; that the freshman aptitude scores in the various schools deviate considerably from a normal distribution; that the distribution of grades for the class as a whole and for each school is far from a normal distribution; that freshman failure and retardation are exceedingly high; and that women make better grades and also slightly higher aptitude scores than men.


Compares the annual and semi-annual plans of promotion as employed in public elementary and high schools in California as shown by tendencies in the use of the two types of promotion, factors of organization and administration, effect of promotional plan on pupil progress, high school and college course opportunities available to fall and mid-year entrants, and differences in mental ability of children in fall and mid-year groups. Finds more advantages favoring the semi-annual plan that the annual plan of promotion.


EXAMINATIONS


2414. Bush, Sister M. Jerome. An empirical investigation to assign weights to the possible responses in a true-false examination when "guess" or "do not guess" directions are given. Master's, 1935. Fordham. 78 p. ms.
Determines the weights to be assigned to the number of items correct, wrong, and omitted in a true-false examination, when the examination is given with the directions "guess" and when it is given with the directions "do not guess." Sets up 100 questions on elementary United States history in a completion form and two true-false forms, and administers them to 600 eighth-grade pupils. Finds that the "do not guess" directions give more reliable scores than "guess" directions.


Prepares an achievement test in first-year algebra to be used in the state high-school mathematics contest, sectional and final, for the school year ending in 1934.


Constructs and evaluates a test of stenographic ability.

Analyzes the correct answers, errors, and omissions to each of 319 questions given by a sampling of the 412 seniors who took the test. Finds that the questions were valid for separating the good from the poor students, that the 16-year-old pupils were usually best and the 19-year-old pupils were usually poorest; that boys excelled girls in all subjects except English in which the girls excelled; that boys have greater mastery of science; that mathematics is the most difficult subject for both sexes; and that the multiple-choice and matching type of test were satisfactory.


Finds that the pupils showed weaknesses in following directions; in the laws and use of signs in algebra; in the use of decimals and percentage; in the knowledge and application of the laws of fractions; in the ability to square integers; to extract square root; to manipulate denominate numbers; to solve radical equations; to handle formulas; to add, subtract, multiply, and divide; to solve algebraic equations; and to solve problems.


Analyzes the results of a test of pronoun case uses given to 341 seventh, eighth, ninth, tenth, eleventh, and twelfth grade pupils in university high school to ascertain the extent to which single item tests are useful in diagnosing student knowledge of the nominative and accusative case uses of personal and relative pronouns, and to discover the extent to which single examples of a general principle of language are adequate in determining a student's mastery of that principle.

EDUCATIONAL AND VOCATIONAL GUIDANCE

Studies the effect of a program of educational guidance upon a group of academic problem pupils in the sophomore class of Sunbury, Pa., high school. Compares a control group and an experimental group in terms of student mortality, subject failure, quality credits, and improvement on a home-made objective English test. Finds that the guidance program was of value to the members of the experimental group.

Attempts to determine at what age successful men and women chose their vocations; how long after becoming interested in it the person entered it; why the various vocations were chosen; and is the ninth grade the logical time to make a vocational choice in order to become successful in later life. Finds, from interviews with 1,977 successful men and women that most of them were over 30 years of age; that men enter vocations about 2 years later than women; and that many of the persons interviewed entered their vocations after reaching 30; that interest in the vocation, remuneration, accident, and family tradition were the reasons given for choice of vocation, in the order listed; and that the ninth grade is too soon to expect an individual to choose a life work.


Gives a brief history of the job counseling service maintained by the Huntington Avenue branch of the Boston Y. M. C. A. since 1922, for young men between the ages of 18 and 35 to help them understand themselves better, especially with reference to vocational assets and liabilities; to aid them to better understand economic and social conditions; to bring about a sense of heightened morale and social and vocational acceptability; to aid them to better their job-finding techniques; and to help them build up their health. Analyzes replies to a questionnaire received from 105 of the men using the service in 1932 and early in 1933.


Organizes a program of pre-college guidance for junior-senior high schools having a total enrollment of from 150 to 500 pupils, to give information to students about college and guide the proper students toward college.

2446. **Clark, Harold Glenn.** Curriculum guidance of high-school pupils through printed programs of study. *Master's, 1935. Southern California.*


2448. **Coke, Rawlins S.** Developing a guidance program at Steuben junior high school, Milwaukee, Wis. *Master's, 1935. Wisconsin.*


Finds that in Massachusetts approximately one-third of the secondary schools enrolling more than 500 pupils, give some form of guidance, and that a more definite guidance program is needed in the senior and 4-year high schools; that the guidance program should be made more systematic by using such techniques as the group guidance class, home-room period, and individual counseling through the personal interview; that the program should be made more scientific by using objective tests and questionnaires and by keeping accurate personnel records, using explanatory and tryout courses, and by using trained counselors to interpret the data; that better organization of vocational guidance is needed; and that guidance organization should be simplified, especially in regard to the number and combinations of guidance functionaries.


Discusses newer objectives in vocational guidance, occupational analysis, the teaching of occupations, counseling, placement, and follow-up.

2451. **Davis, Burton Elsworth.** Guidance and counseling in the junior high school. *Doctor's, 1935. Southern California.*


2459. —— Testing the guidance program. Nation's schools, 15: 21-23, June 1935. (University of Pittsburgh)


2463. Le Suer, Bruce L. The occupational inventory as an aid to the employment or guidance interview. Master's, 1935. Temple. 82 p. ms.


- Shows the need of guidance in the Catholic school, its aims and methods, what can be done in the matter of organized guidance by drawing up the elements of a program, and suggests a program with statements of aims, methods, and principles.


Studies the reactions and interprets the feelings of 200 high-school graduates as to their vocational preferences and employment. Finds that the girls who had found employment were more practical, showed greater leadership ability, were more attractive, and had more initiative than the unemployed girls.


Presents a critical analysis of the special guidance service for mentally superior and mentally inferior pupils in the Norwood elementary schools for the school years 1931, 1932, and 1933, and finds that special guidance teachers are needed for pupil improvement, and that special guidance service makes it possible for certain pupils to carry regular work and to continue school activities successfully and stimulates pupils to do better work.

2474. Rowe, Earle C. A study of a technique to improve certain personality traits in junior high school pupils by a method of guidance and counseling. Master's, 1935. Wittenberg.


Gives a brief history of the guidance movement, discusses the preparation and training of teachers for guidance, and shows that the scope of counseling has widened from vocational guidance to include every type of guidance, that clinics have been established, that colleges have offered more courses, and that economic conditions are preventing normal development in this field of education.


Shows the scope of education guidance program which the boys' and girls' problems demand of the high school, and gives specific illustrations of the use of these problems as discussion materials in the teaching of social and family relationships in the department of home economics.


Traces the relationship of vocational guidance to changes in secondary education and to measurement and personnel developments, the origins of the vocational guidance movement, and activities of the National Vocational Guidance Association.

2478. Thralls, Z. A. Effective pupil guidance: how a study of economic geography contributes to one's ability to cope with the economic world. Business education world, 16: 21-25, September, 1935. (University of Pittsburgh)

2479. Van Atta, Ernest A. A program of educational guidance for the seventh, eighth and ninth grades of the Hancock county, Ohio, schools. Master's, 1935. Ohio State. 120 p. ms.

Points out values and weaknesses in the guidance program of a city junior-senior high school on the basis of school records and other data.


EXTRACURRICULAR ACTIVITIES


Finds from a study of 252 junior 4-H club leaders that they tend to be superior to the average high-school pupil in general intelligence, emotional stability, pattern setting or extroversion, and in dominance and that they tend to be significantly less self-sufficient than most high-school pupils. Shows that girls acting as junior leaders seem to be slightly superior to high-school pupils in general and to boys acting as junior leaders.


Evaluates current offerings in the extracurricular activities related to the English studies in the light of the objectives of English and secondary education. Finds that dualism between the curricular and the extracurricular activities is responsible for many of the principal weaknesses of both the curriculum and the activities themselves, and that the extracurricular activities should be fused with an enlightened English curriculum.


Discusses the objectives of the junior high school social science club, weaknesses in the organization and administration of the clubs in the New England States, and describes the objectives and organization of a traveller's club, and of a stamp club.


Studies the extracurricular practices in 491 small high schools having an enrollment of from 50 to 150, in grades 9 to 12, inclusive.


Traces the origin and development of various objectives of the Y. M. C. A., and the relative success of the association in San Francisco, and discusses the reactions of the secretaries and of the adult members to the educational, religious, social, and physical programs.


Analyzes data secured from 269 senior high schools in 45 States, the District of Columbia and the Canal Zone on journalistic, music, and athletic activities, speech arts, clubs, student council, assembly, and the home room. Shows that the progressive secondary school uses the whole life of the school for educative purposes without concern as to whether the desirable outcomes are the result of curricular or extracurricular activities.


Finds that a total of 106 extracurricular activities are practiced in the 50 elementary schools studied; that 47 percent of the schools carry the activities in school hours; that 92 percent of the principals or superintendents favor extracurricular activities.


Describes an experiment conducted with students in the last 2 years of the five white senior high schools of Washington, D. C., in an attempt to determine whether the extracurricular activities of these schools meet the needs of all of the students or of only a part; whether a relationship exists between participation in extracurricular activities and college plans, age, and sex; and what types of activities are most popular. Data indicate that there was a tendency for the students who participated in extra-
curricular activities to exceed the nonparticipants in youth and percentage of intention to go to college; certain schools are superior to the others in particular phases of their extracurricular program, but none seems to have a well-balanced program designed to meet the needs and interest of all of its students.


Studies the records of 3 ninth-year classes (1931-33) whose records were complete and who carried 4-5 full-time subjects in connection with activities in the student council, athletic clubs, track, debating, dramatics, and department clubs. Finds the differences in scholastic attainment of boys and girls who participated in extracurricular activities from those who did not too small to show any effect on scholastic standing.


2509. Rhoads, Edna M. The conformity of certain groups of 4H club leaders and girls to standards of the applied art staff of Iowa State college. Master's, 1934. Iowa St. Coll. 120 p. ms.

Attempts to determine what phases of the study of color need further emphasis in the girls' 4H home furnishing clubs in Iowa.


Describes a project covering 5 years with selections from student writing.


FAILURES


Finds that unfavorable home conditions under which the pupils of the falling group lived was a contributing factor of major importance to the unsatisfactory school work done by them.
2518. Harris, B. There is no promotion of pupils in the Berkeley schools. Master's, 1935. California.


2520. Lafferty, H. M. A study of high-school failures as they exist in the senior high school of Austin, Texas. Master's, 1934. Texas.


Deals with diagnostic and corrective procedures in the fundamentals of arithmetic as shown by a study of two children referred by the Judge Baker guidance center, and three children referred by the principal of the Shurtleff School in Chelsea, Mass.


Attempts to determine some of the causes of the high percentage of failures, especially of the great variance in the percentages of pupils failed by the teachers, in English and mathematics, in the ninth grade of the 7 junior high schools of the Chattanooga school system in the 1932-33 session.


Studies previous investigations of failure in order to determine the causes, prevalence, seriousness, and the extent to which remedial measures may be applied, and compares data on two groups of students in the T0A grade of a Philadelphia high school as to their mental, social, emotional, economic, and physical status. One group of students was failing in at least two subjects, and the other group was doing satisfactory work. Shows that native limitations, social maladjustments, economic handicaps, lack of a vocational incentive, physical disabilities, and emotional instability are associated with failure. The use of the case study method reduced failure from 42 to 25 percent in a 2-year period.

MARKS AND MARKING

2525. Altenburg, M. A. Relation between marks in ninth-grade social studies and marks in other high-school subjects. Master's, 1935. Iowa.

2526. Becker, L. A. A comparison of the second semester grades of pupils who have had a one semester course in interpretative bookkeeping with those of pupils who have had a regular bookkeeping course. Master's, 1935. Iowa.


Describes a rotating experiment extending over four 6-week periods, in which 104 students in grades from 7 to 12 were used in the experiment. Data indicate that the amount of time spent on home work by the students of this high school was of no value as measured by teachers' marks. Trends indicate that home study should be stressed in teaching algebra and plane geometry, and that emphasis should be placed on work in class in connection with biology and general science.
A. *master* as they did when school individuals took intelligence tests and school marks in 1932. *Factors of sex* and student subject matter. *High school marks.*


Attempts to determine the effect of the marking system on progress in mastering subject matter. Finds that pupils who received the traditional letter marks made greater progress than those who received the modified marks, satisfactory and unsatisfactory.


Analyzes marks made on tests of musical talent, mathematics, and music reading in grades 5, 6, 7, and 8 of the Center Township School, LaPorte, Ind. Finds the relationship between musical talent and mathematical ability too small to be of predictive value.


Analyzes the relationships between the high-school marks given 455 students and the factor of sex.


Compares the predictions of success of 367 high-school pupils from marks in subjects and intelligence test scores and shows tentative critical index points in intelligence and subject marks for success in high-school work.


Studies the high-school and college records of members of the February 1932, June 1932, and February 1933 graduating classes of Temple University, and finds that the individuals studied did approximately the same quality of work as students in college as they did when high-school pupils.


Shows that the high-school record of a student from one of these high schools is as valid a criterion for predicting college success as is the high-school record of a student from another of these high schools. Eastern and Western students make better marks in college than they do in high school. The marks of Central and McKinley students are poorer in college than in high school.


Compares the records on certain portions of the college-entrance examinations of the 259 freshmen who had studied geometry in high school with those of the 51 who had no geometry in high school. Finds that the "geometry" students scored significantly higher in all eight comparisons.


2548. Lyon, Jared T. The relation between marks in ninth-grade science and marks in other high-school subjects. Master's, 1935. Iowa.


Finds from a study of the marks in commercial mathematics and bookkeeping of pupils in the Dormont High School and the South Hills High School that final marks in commercial mathematics can not be used to predict the probable success of students in bookkeeping.

2551. Mason, Clinton Carmack. Predicting college achievement from high-school scholastic records and quality of high-school instruction. Doctor's, 1935. Texas.


2554. Paul, J. B. The grading system, graduation standards, and requirements for permission to carry an excess schedule in certain of our colleges and universities as revealed by a study of catalogs. Cedar Falls, Iowa state teachers college, 1934. 4 p. ms.


Attempts to determine the degree of relationship among marks awarded pupils on a standardized basis, at various stages of educational maturity, in the elementary schools of Breckenridge, Tex. Shows a significant relationship between teachers' ratings of the same pupils at all grade levels and between teachers' ratings and objective test scores.


Describes an experiment with 68 control and 75 experimental students on influence of coaching in study habits on scholastic success.


Analyzes 62 replies to a questionnaire received from Negro colleges in 18 States from New Jersey to Texas. Finds that among the better colleges there is a definite trend toward the letter-division marking system; and that there is as yet no marking system which is reasonably accurate and reliable.


Reports teachers' and pupils' attitudes toward a marking system based on standard units which was introduced in a small school system.


Studies conduct reports in an elementary school enrolling 600 pupils, in relation to scholarship, health, sex, and other variables.

2561. Thompson, H. B. Study of certain aspects of high-school and college marks in chemistry. Master's, 1934. Alabama. 30 p. ms.

2562. Tudor, Mary Lois. A study of high-school marks by sex groups and mental ability levels. Master's, 1935. Southern California.


2564. Wertz, Theodore Howard. Study of the scholastic records made in certain state teachers college graduates at the University of Alabama. Master's, 1934. Alabama. 27 p. ms.


REPORTS AND RECORDS


Attempts to determine the phases of management or administration of schools which are of the greatest interest to board members; to assemble information concerning current practice regarding the time and method used by superintendents in villages and cities of New York state to give the board of education systematic information to satisfy these interests; and to suggest techniques for applying the data.

Compares the graphic with the numerical methods of recording personnel data on student records at the Pennsylvania State College. Finds that the graphic form presents a dis-advantage in ease and speed of recording, and in accuracy. Shows that the individuals participating in the study tended to prefer the numerical form for many reasons.

Analyzes data secured from school record and report forms as used in 38 schools, school record and report forms as published by 16 publishing companies, report cards of 33 schools, standards and required reports of 22 States, and articles and writings of educators dealing with school records and reports, omitting financial records and reports and records of supplies. Finds that each school should keep permanently cumulative pupil record cards, census record cards, and cumulative teacher records, and that the number and type of temporary records and reports kept will depend on the size of the school system.


Analyzes report forms used by 70 counties and 72 villages and cities, and finds a wide diversity in opinion and practice relative to the reports.


Discusses: Characteristics and functions of institutional accounting, annual reports, subsidiary statements, statements of auxiliary enterprises and organized activities relating to instructional departments, statements for internal use, and classification of accounts.

2579. Patterson, Vernon D. An analytical study of superintendents' annual reports to their boards of education in the second-class cities in Iowa. Master's, 1935. Iowa.
RETARDATION AND ELIMINATION


Studies the status of non-promotion in Article VI elementary schools in Nebraska to determine the relation of non-promotion to difficulty of instruction, and finds that only 4 schools out of 173 have no retardation. Retardation may be eliminated without affecting the average achievement or variability of the instruction group.


2586. Lerner, Sadie H. The factors accompanying the withdrawal of third-term students from the Seward Park high school—September 1932, to June 1933. Master's, 1935. Fordham. 35 p. ms.

Finds that no single factor operated as a cause of withdrawal, but the factors of overaggressiveness and failure tended constantly to accompany withdrawal.


Finds that pupils leave high school to go to work because of economic necessity, from lack of interest, from lack of parental enthusiasm toward secondary education. Recommends evening high schools, vocational high school, possibly for the county, and revision of the curriculum to meet the needs of the community.


2590. Saywell, Edith Louise. A study of the reasons why girls withdraw from school with suggestions for a practical one year course in home economics to meet their needs. Master's, 1934. Wisconsin.

Analyzes replies to a questionnaire received from 254 pupils leaving Cleveland, Ohio, schools before graduation. Discusses age at withdrawal, reasons for withdrawal, subjects liked best in school, subjects proving most valuable after leaving school, and phases of home economics proving most valuable. Suggests a course in home economics to be offered in the tenth grade to pupils who are reasonably sure they will not finish high school.


Studies retardation in 23 schools chiefly by examination of age-grade status and finds retardation not so serious in these schools as in public or other private schools in the vicinity or in other districts of the United States.

STUDENT SELF-GOVERNMENT


Studies 79 private schools and 72 public schools reporting student council activities.


Studies the growth, organization, and supervision of student-government organizations, and their duties and activities as reported by 498 junior high schools of New York State. Finds that in 87 percent of the schools studied, student participation is encouraged, assisted, or required, and that in the majority of the schools reporting, teachers and principals cooperate with the students in their activities.


Considers the student council of the Holyoke High School in connection with the growth and development of student participation in government in the secondary school as an effective means of citizenship training. Shows that the regulation and control of the extracurricular activities of the school will provide an opportunity for pupils to practice good citizenship and to learn how to meet their obligations as citizens of tomorrow.


Shows that student councils should prepare the student for membership in democratic institutional life, aid in the emancipation of youth from adult authority, give opportunity for the development of the natural tendency of young people to form groups, aid in the guidance of youth, and should be an important factor in the development of social character; they should take an important part in the administration of the school, and should further the cooperation of the students with social civic agencies outside the school. Finds that the student councils in the Colorado high schools are fulfilling these purposes except in the matter of guidance, and in furthering the cooperation of the students with social civic agencies outside the school.


Finds that 54 of the 78 accredited Negro high schools studied had some form of student government; gives the types of organization, objectives, and devices used for achieving these objectives.

TEXTBOOKS

SCHOOL MANAGEMENT


Analyzes the content of 16 basal readers published during the period 1918-1925, and of the same number published during the period 1927-1934, to determine the extent to which modern aims of reading instruction have influenced their content. Shows that the authors of textbooks realize the need of more work-type material, and that the aims of reading instruction set up by experts are gradually influencing the content of seventh- and eighth-grade readers.


Compares two types of series as to space devoted to each topic; as to extent of development of particular topics, chiefly those of algebra; and as to recurrence of certain topics in subsequent materials, and shows little difference between the two series in percentage of space given to the major division of subject matter, in the extent of logical development of topics, or in the integration of topics.


Analyzes the similarities and differences in the treatment of the causes of the World War in 12 American, 10 British, 7 German, and 11 neutral power textbooks. Finds that the American and British books tend to present facts, leaving the reader to form the conclusions, the German books absolve Germany of all responsibility for the war.


Finds that textbook commissions have no definite standards by which to evaluate or choose an arithmetic textbook, that such standards would be useful, and that analyses of grade placement by competent authorities would be of great assistance to commissions.


Analyzes formulas in 10 texts published from 1925-1934, taking only one book from any publishing house. Shows that the texts vary in the formulas which they use, as well as in their number and treatment.

214 RESEARCH STUDIES IN EDUCATION


Evaluates 5 American and 5 Chinese readers used in the first three grades, as to vocabulary, illustrations, and general make-up of the books.


Analyzes 5,870 pictures in three groups of eight texts published between 1910 and 1933. Shows a tendency to increase the number and size of pictures and to use more of the type which adheres to the modern interpretation of the subject of geography.


Analyzes the three textbooks used most frequently in the junior high schools, and the three used most frequently in the senior high schools of cities of more than 50,000 population.


Discusses the cost of privately purchased textbooks to 1,080 students in grades 1 to 7 and 475 pupils in senior high school in the three textile towns of Nelson, Canton, and Flowery Branch, Ga., and finds the cost per elementary pupil was $1.77 and per high-school pupil was $4.13.


Formulates 28 criteria to be used in evaluating textbooks in spelling, and rates two current texts in order to illustrate the application of the criteria.

2627. Hirons, Irene M. A study of problem types in five recent third, fourth, and fifth grade arithmetics and of the reaction of children to the different types. Master's, 1935. Loyola. 587 p. ms.

Analyzes 4,304 arithmetic papers from test composed of 23 conventional problems and 25 "imaginative" problems in grades 3-8, inclusive, and finds the latter to be more difficult than the former.

Covers expenditure for textbooks privately purchased for 1934-35 of 708 children in 
grades 2 to 6 and 708 children in grades 7 to 12 in the schools of Franklin 
County, Ala. Shows that the average cost of textbooks in the elementary schools was $1.53 per pupil 
despite the fact that 30 percent of the needed textbooks were missing. The average 
cost of the textbooks per pupil enrolled in the high school was $2.96 even though the 
pupils lacked 20 percent of their needed textbooks. These costs indicate that privately 
purchased textbooks are much more expensive than State-owned textbooks.

2629. Hughes, Perva Margaret. An analysis and evaluation of reading ma- 
74 p. ms.

2630. Jones, Juliet Armstrong. An evaluation of recent general science texts 
and courses of study. Master’s, 1934. Virginia.

2631. Kann, Sister Ruthmary. Analysis of multiplication of fractions and 
mixed numbers in four textbooks. Master's, 1935. Iowa. 51 p. ms.

2632. Keimnes, Geneva E. Teachers' personal evaluation of elementary English 
textbooks. Master’s, 1935. Colo. St. T. C.

2633. Kindle, Ethel Eletha. Civic attitudes in textbooks published since 

2634. Kloster, T. A. An analysis of 9 general science textbooks, commonly 
used in the northwest, for the purpose of determining the science background 
and a teacher should have to teach general science as represented by these books. 

2635. Larson, Vanner Timothy. The treatment of United States-Latin 
American relations in United States history textbooks on the high school level 

Attemps to outline the field of United States-Latin American relations from 1823-
1934; to show teachers the importance and extensiveness of the subject matter which 
have been omitted from some high-school textbooks; to discuss the term Latin America; 
and to show to what extent the field is actually covered in the history textbooks on the 
high-school level as regards space and subject matter. Analyses 52 United States history 
textbooks published from 1898 through 1934. Recommends that greater emphasis be 
placed on United States-Latin American relations in the high-school textbooks.

2636. Lawson, Douglas E. The content of language textbooks. Elementary 
English review, 12: 57-59, March 1935. (Southern Illinois state normal university)

Analyses the content of 36 language texts to determine the agreement among authors 
on grade placement, objectives, and drill in the mechanical elements of language study 
for grades below high school. Finds practically no agreement among authors of elementary 
language texts as to what, when, or why to teach mechanical elements in grammar.

2637. Ludwig, Huber A. The overlapping of the content of high-school and 

2638. Moodie, Ruth Andrews. Reading materials used in the public schools 

2639. Morton, Clifford Motin Harrison. An analysis of texts in school super-

2640. Myer, P. G. Expenditures for textbooks by the senior high school 
41 p. ms.


Studies the cost of privately purchased textbooks used by 2,377 senior high school students and 244 junior high school students in three city high schools in Jefferson county, Ala. Shows that the average cost per pupil of textbooks for senior high school students in 1934-35 was $3.93, and for junior high school students was $3.67. Finds that 334 students were furnished books by relief agencies, making a total of 2,854 pupils involved in the study. Shows that approximately 11.2 percent of the student body would have had no books except for relief agencies; and that per capita costs of privately owned and purchased books is much greater than state-owned texts, as shown by comparison of data on cost of textbooks in Alabama with national figures.


Attempts to select a suggestive list of the fundamental contents of a basic textbook on methods of teaching industrial arts, and to determine the best single textbook available to use in this course.


Analyzes tests and the major content divisions of general science textbooks published between the years 1928-1933.


Finds that the original exercises are becoming a more important part of the content of the plane geometry textbooks, and that the 15 textbooks studied conform quite generally to the recommendations made by authorities in the field of mathematics with respect to the placing of emphasis on topics which the leaders have chosen as important.


Ranks 9 elementary bookkeeping texts used in the public schools, and finds little choice between the lowest-score book and the highest-score book.


Analyzes the 9 most widely used high-school texts in chemistry, and 11 tests of high-school calibre and available in published form for use by teachers.


Uses the 13 topics in the 1931 New York State syllabus, Introduction to business, as a basis for analyzing 10 textbooks on business training published between 1923 and 1932. Studies the content, make-up, questions asked at the end of the chapters, and vocabulary of the books, and ranks them for classroom use.


Records the items present in each of the 20 texts analyzed, without attempting to evaluate the items in either quality or quantity. Presents an extensive bibliography of texts for direct use or reference work, for teachers of mechanical drawing in the secondary schools.


SCHOOL BUILDINGS AND EQUIPMENT


Attempts to locate and describe mistakes in junior high school planning which later prevent the satisfactory functioning of the desired educational programs, by investigating 26 junior high school buildings located in communities from Cleveland to Denver, and by analyzing replies to a questionnaire check list sent to the teachers, superintendents, and to the architects who planned the buildings. Analyzes and discusses the criticisms of high frequency and crucial importance.


2674. Egerman, Walter E. Variance in public-school building bids together with legal effects of award to other than the low bidder. Doctor's, 1934. Pittsburgh.

2675. Fahn, Mary Isabel. A study of food costs for a girls' dormitory and a fraternity house at the University of Texas. Master's, 1935. Texas.


Studies office space, clerical assistance, attendance records, permanent record systems, and management of extracurricular activity funds of 211 Texas high schools, and finds a general lack of adequate office facilities in smaller schools; the use of students as clerical assistants desirable; lack of adequate permanent record systems; extracurricular activity funds usually in charge of one individual.


Finds wide variation in the use of the school plant for community recreation purposes in California, and suggests changes in method, adjustment in leadership, adaptations in program, and modifications in facilities and equipment and in administrative organization necessary to make the school function more effectively as a recreation center.
SCHOOL BUILDINGS AND EQUIPMENT

12683. Holy, T. C. Information on school plant insurance premiums and school property losses in Ohio for 1932 and 1933. Columbus, Ohio State university, 1935. 10 p. ms.


Finds that most fourth-class district high schools are too small to provide adequate facilities for the physics laboratory; and that the best laboratories are those in which the physics instructor was allowed to select the equipment.

2688. Klendworth, Orville Atwood. The determination of what floor finish is the most durable and economical to use on maple wood floors in public-school buildings. Master's, 1935. Purdue. 30 p. ms.


2692. McAfee, George E. Lighting conditions in 50 school drafting rooms of the Chicago area. Master's, 1935. Iowa St. Coll. 73 p. ms.

Includes the measurement of natural and artificial light available and a study of the factors affecting lighting efficiency, such as lighting fixtures, colors of walls and ceilings, size and location of windows, and the color and finish of room furniture. The effect of the pupils themselves upon the light available on the working plane was also studied.


Covers 205 out of 281 accredited high schools throughout the state of Washington and gives a clear picture of the conditions under which the high schools are operating their physical education program.


Discusses personnel, income and expenses, costs of capital outlay, purchase and storage of food and supplies, policies and practices used in the sale of food and candy, pupil utilization of cafeterias in relation to service, and the system of accounting in Pittsburgh school cafeterias.


Discusses equipment and supplies used in public schools; available tests of quality for school equipment and supplies; and criteria for evaluating tests of quality for school equipment and supplies.


Surveys the building and financial conditions of the Saint Hilaire school district, and formulates a new program for refunding the bonds and for utilizing the building.


Finds that little has been done to standardize classrooms for institutions of higher learning; that at the Indiana State Teachers College there is a large amount of waste space due to the poor relationship of floor area, air space, and light conditions and area.


Studies the practices of old-line insurance companies as to standard policy, extent of liability of insurer, notice and proof of loss subsequent to fire, adjusting the loss and recovery, and payment of premiums.


Finds that much of the wealth in school lands was squandered through inadequate and careless administration.


Develops a technique which will enable a state to equalize the school district tax load for financing capital outlays. Surveys present state practices in furnishing school building aid, and evaluates these plans. Applies the technique which has been developed to the state of California.


Analyzes trends in population growth, enrollments in the elementary and secondary schools, growth in numbers of nonresident pupils, location of present school buildings, Solvay's educational program, and discusses the financing of the proposed school building program.


Analyzes the community activities sponsored by a consolidated school in a district of about 2,000 people.

**JANITORS**


Studies custodial service in Wyoming high schools by means of an objective score card.


**SOCIOLoGY, EDuCATIoNAL**


Finds that the greatest needs are better educational facilities, better roads, and aid in utilizing the natural resources.

Part 1: An analytical approach to the social setting of institutions; part 2: Political economy of social institutions; part 3: Social economy of institutions, including the family, school, church, and social welfare agencies; part 4: Social institutions of the new deal, an example of leadership and planning in a machine age; part 5: Scientific approach to the study of social institutions.


Finds that the three religious groups are distinct culture groups, each with an urge for self-preservation and a drive for dominance, and that the school, the church, the family, and other educational forces in the community can create desirable intergroup attitudes and patterns.


Deals primarily with the development of municipal, state, and federal employment offices, and discusses, to some extent, such phases as the educational aspects of the movement, placements made, cost of such placements, and methods used.

2732. Fessenden, Seth. The significant factors which govern the success of employee-training programs. Master's, 1935. Illinois.

2733. Flottén, Joseph B. Racial prejudice toward the Negro in adolescent boys and girls. Master's, 1934. T. C., Col. Univ.


Analyzes the ratings given by their teachers and their classmates to 177 ninth-grade girls in a large city high school. The leisure-time activities on which their social effectiveness ratings were based were: Attendance at movies, dancing, parties, preferences in social games, dates with boys, visiting friends, reading, writing of letters and poetry and keeping diaries, music lessons, athletic activities, listening to the radio, fooling around, home duties, clubs, autoing, religious organisations, and their preferences in social activities. Data indicate that the relationship between social effectiveness and leisure activities of the pupils studied is slight.
2736. Gillen, Paul B. A comparison of the achievement of pupils whose families are aided by a relief agency with that of pupils whose families are not so aided. Master's, 1935. Johns Hopkins. 55 p. ms.

Compares the socio-economic status and achievement in reading, arithmetic, and English marks, history and geography of children in the 7th grade of a large junior high school in Baltimore, Md., whose parents were on relief at the time the study was made, whose parents had been on relief but no longer needed assistance, and whose parents had never been forced to ask relief. Data indicate that the children whose families were on relief or who had been on relief attended school as regularly, and received as good grades as did the children whose families had never been on relief.


Analyzes personnel records of 756 C. C. C. camp boys located at three camps in Alabama and finds that present educational program and length of time spent in C. C. C. camps were entirely inadequate to make a fundamental attack upon the educational problems of this group.


Studies the forces, tensions, and conflicts in our present society, and presents a social philosophy of a new social order.


Studies the records of 98 migrant girls and 45 migrant boys compared with the records of 189 native girls and 99 native boys in English, history, mathematics, and science.


Analyzes the educational, social, and economic levels of 72 unmarried mothers in the files of a Pittsburgh social agency, and finds that dynamic family relationships appear to be largely responsible for the delinquency, while social and economic levels seem to be of secondary importance.


2745. Hilton, Esther M. A study of a group of adolescent girls whose sexual experience is symptomatic of emotional adjustment in order (1) to show how this behavior is related to the emotional needs whose roots lie in their life experience and (2) to show how these needs are intensified by environmental factors. Master's, 1935. New York. 103 p. ms.

Presents case records of six girls who were referred to one of several child-guidance clinics in different cities.


Analyzes the nature of the group discussion process and the factors which determine its effectiveness as a method of social integration, and suggests that group discussion in the classroom be improved in order that children may develop the habits and attitudes of rationality, freedom, and cooperation.

2752. Kofod, Leon V. Changing racial attitudes: several suggested methods for social and religious workers desiring to cooperate in the task of interracial adjustment. Master's, 1934. T. C., Col. Univ.


Discusses the organization and structure of rural society, its people and their characteristics, agriculture, the functions and institutions, trends and policies of rural society.


2755. Lewis, Mary Elizabeth. A study of the leisure-time activities of 100 white and 100 Negro men who were classified as "common" or "skilled" laborers in 1933. Master's, 1935. Ohio State. 143 p. ms.

Recommends that the evening schools for adult education foster social and educational programs training for future use of leisure; that their homes be made attractive to induce laborers to stay in them; that churches organize classes of handcraft, literary societies, and religious clubs; and that commercial-amusements be cleaned up morally and physically as they are the most popular places for spending leisure time.


Finds a high percentage of agreement between the two races as shown by analyzing their replies to a questionnaire of 100 questions on various social attitudes.


2758. Meese, Martha F. Social contrasts and adjustments of a population moving from the country to the city. Master's, 1934. T. C., Col. Univ.


2761. Moore, Luella. The administration of the social welfare program in several typically foreign schools in Los Angeles city. Master's, 1935. Southern California.


Studies the lives of 63 persons elected to the American hall of fame from the standpoint of their heredity, social and economic status, education, religious and moral training.

2763. Norris, George W. The institutionalization of the youth of the third district of Anne Arundel county, Maryland. Master's, 1934. Maryland. 34 p. ms.

Determines, by means of a survey, the extent to which 225 male youths enter into existing institutions, the extent to which they are building new institutions and the classes and age levels of youth that are uninstitutionalized. Shows that all youths are institutionalized in school in the winter but that in summer many youths are practically uninstitutionalized.


2766. Richmond, Eleanor B. The relations of community institutions to delinquents committed from Johnson county to state institutions, 1928, 1929. Master's, 1935. Iowa.


Finds that 93 percent of the total population of the county were on relief rolls; that 40 percent of the family-heads on the rolls are illiterate, and of the 5,483 individuals involved in the study, only 347 professional non-manual clients were listed. Shows a very low educational status in the county which can not be blamed on the depression, nor will future illiteracy be the fault of this depression.


Presents a detailed case study of 25 adolescent unmarried mothers living at the Booth Memorial hospital, and compares data on these girls with answers of 100 Girl reserves to a questionnaire. Finds a lack of sex education in the public schools; a lack of preparation of teachers for sex instruction; a lack of adequate training of the adolescent for the wholesome use of leisure time, including guidance in boy-girl relation-
whips; and a lack of establishment of loyalties to ideals and in some cases a confusion, as to what ideals should be followed. Suggests that secondary education be reorganized so as to provide for the development characteristic of the abundant life and suited to the interests of youth.


Studies the attitudes and beliefs of 1,232 high-school seniors representing 42 high schools in Tennessee and 411 college students representing the student body of the State Teachers College, Johnson City, Tenn., as to the church, the law, the Constitution of the United States, and the family. Finds that the majority of the high-school seniors hold a favorable attitude toward the church, show moderate respect and indifference toward the law, are neutral with reference to the Constitution of the United States, and look with favor upon their family activities.


Presents a picture of the interests, activities, and problems of 300 unmarried young women living in the open country areas of Genesee County, N. Y.; discusses their leisure-time activities, reading interests, social, educational, and economic status, social activities, their attitudes toward rural life, marriage, their present community and their own homes, and their finances.


Analyses replies to a questionnaire filled out by children in the remote mountain schools, and studies actual diets kept for 7 days by 296 of these children under the supervision of the teachers.


Studies the diet, size of family, types of houses, household equipment and furnishings, stock, barns and farm equipment, economic status, roads and transportation, medical care and health work, literacy, religious and social life, and children’s games and toys as shown by the answers to the questionnaire filled out by the oldest child in each family represented above the third grade in mountain schools. Finds marked changes in the status of these people within the past 25 years.


RACIAL GROUPS, EDUCATION


Discusses the socio-psychological factors causing cultural conflicts in the lives of Chinese-American girls in a Chinese community in New York City, and presents several case studies of the girls in a girls' club.


Analyzes the work of a group of six Kiowa Indian school children from the ages of 6 to 10, studying their drawings and the characteristics of their work which are inherited from tribal associations in contrast to those which they have acquired from their association with the whites.

2787. Cook, Ruth Cathlyn. The results of a remediation program, which used the activity unit technique on subject matter accomplishments and on certain attitudes of a group of third and fourth grade Indian children at the Red Lake school. Master's, 1935. Minnesota. 257 p. ms.

Studies results of tests given to 35 first-grade children from Puerto Rico, who speak Spanish but not English.

Describes the working out of a course of instruction in Jewish community education for secondary school pupils.

Attempts to show the racial peculiarities of the Indians prior to the organization of the Indian Bureau, the effect of the land and financial policies of the government, the educational endeavors, industrial training, health conservation, and social reforms instituted from time to time.

Shows that the Quakers managed to locate the Indians on their reservation, started farming operations, opened schools, stopped the capture of whites, but were unable to affiliate the Indians in the Indian Confederation or to christianize any great numbers of Indians.

2792. Franzblau, Rose N. Race differences in mental and physical traits: studied in different environments. Doctor's, 1935. Columbia, New York. 44 p. (Archives of psychology, 177)
Attempts to determine whether there are any differences in intelligence between north and south Europeans when these groups are compared in their native habitat as well as in the United States. One group consisted of approximately 300 Danish girls over 12 years of age, coming from middle-class homes in the city of Copenhagen. A corresponding group of Italian girls from middle-class homes in Rome was chosen. The Italian-American group was chosen from the Italian population of New York City. The Danish American group was secured in Racine, Wis., and adjacent communities. All four groups were given the same intelligence and physical tests, and were questioned on their socio-economic status, and physical condition in the same terms. Data
Indicate that there are no inherent race differences between the Danish and Italian racial groups. Age of puberty bears no noticeable relationship to subsequent physical build, to economic status as judged by father's occupation, to number of children in the family, or to cephalic index.


Finds that the educational progress of the Osages has been slow and discouraging, and that the records are incomplete.


Finds that Italian children who hear and speak Italian at home are not inferior to Italian children who hear and speak English at home on a verbal group test of intelligence.


Describes an experiment in which examinations in seven common-school subjects in grades 1 to 8, inclusive, were given to 507 public-school white pupils, 529 public-school Indian pupils, and 516 boarding school Indian pupils. Finds that white children surpass the Indian in every subject except writing. However, 42.7 percent of the half-blood Indians exceed the mean score of the white pupils, and 38.6 percent of the full-blood Indians exceed the mean score of the white pupils.


Shows that the Choctaws were among the first tribes to establish schools under their own government, that they have always maintained a friendly and cooperative spirit toward neighboring tribes and the white man, that they have proven themselves capable of achievement equal to that of the average white man, and are found as leaders in many fields of work that affect the general welfare of the Indian race.


NEGROES, EDUCATION


Reports relationships between abilities, interests, and vocational possibilities for 100 Negro girls in junior high schools of Atlanta, Ga.


Analyzes 25 years of educational work by an organization of Negro college women, with special reference to scholarship awards, student loan funds, and fellowships.


Compares the broken and the unbroken home with the economic status of each in relation to the school progress and behavior of 500 colored adolescent girls in New York City. Data indicate that family unity affects the Negro girl's progress in junior high school, but that the economic status of the family has no bearing on it, whereas the economic status of the family affects school behavior, but family unity does not affect it.


Presents a connected story of the development of secular and academic educational opportunity from the primary through the grammar grades for Negroes in the city of New York from 1833-1900; examines principally the extent of opportunity offered by the public-school system; the opportunities offered by organizations outside of the public schools; various social factors which have been instrumental in determining the growth of such opportunities; and the contributions to this growth of men and women whose activity has been largely responsible for its extent and direction.


Classifies and discusses problems reported anonymously by 352 Negro adolescents in a junior high school located in a highly congested city area.


Attempts to discover the vocational interests of Negro high-school graduates as shown by a study of the graduates of Peabody High School.


Analyze the causes of Negro students leaving high school before graduation, and finds a need for both sex and parenthood education for boys and girls. Describes an experiment conducted in the Garnett High School in Chestertown, Kent County, Md., in which training for parenthood was correlated with various subjects of the curriculum.


Reports the results of a series of planned excursions, in terms of skills, activities, and attitudes.


Attempts to determine the incidence of Negro children of superior intelligence in a segment of the Chicago public schools; to determine the effect of racial composition on the intelligence test performance of Negro children; to determine the age and grade level of superior Negro children; and to determine in what respects superior Negro children conform to the general pattern of superior children studied by other investigators. Finds that large numbers of children of superior intelligence are unrecognized, that intelligence test performance of elementary school children is not a function of race, that superior Negro children can be found with about equal frequency at all ages and at all grade levels in the elementary schools of Chicago, and that superior Negro children exhibit the same characteristics that typify other racial groups of superior children.

2821. Lansdown, William Leroy. Effects on social adjustment and educational achievement of delinquent Negro pupils as a result of their transference from a mixed to a Negro school. Master's, 1935. Wittenberg.


Traces the origin and development of education for Negroes in the city of New York together with the conditioning social backgrounds.


Points out certain trends and desirable modifications in Negro elementary education in West Virginia.


Finds that Negro education in Virginia has made remarkable progress, but it is still not on a par with that of the whites.


Studies the educational provisions for secondary schools for Negroes in the state of Tennessee from 1806 to the present.
EXCEPTIONAL GROUPS


Analyzes data based on a questionnaire answered by 60 principals in Missouri, Kansas, Texas, and Oklahoma, and finds 35 schools were holding after-school classes and 25 were not. Tables are given showing purposes of these classes, person in charge, length of period, frequency of meeting, activities, and effectiveness of the classes. Finds that the main purposes are to reduce absence and tardiness and to give remedial teaching and guidance.


Analyzes data collected from tests given in September in 1932, 1933, and 1934.


Studies the factors entering into the development of Negro education in South Carolina from 1830 to 1928.


Shows that during the 20 year period which witnessed the growth of collegiate enrollment from 1,643 students in 1914-15 to approximately 25,000 students in the school year 1933-34, only 6 new institutions were established, 3 of them being municipal colleges, 2 of which are junior colleges offering 2 years of college work, and that there have been 6 mergers involving 14 institutions; that the value of the plants has increased; that there has been a decrease in the amount of support received from private gifts; discusses the contributions of the various educational funds since 1920; the change from white presidentials and mixed faculties to Negro presidents and all-Negro staffs.

EXCEPTIONAL GROUPS


GIFTED


PHYSICALLY HANDICAPPED

BLIND AND PARTIALLY SEEING


DEAF AND HARD-OF-HEARING


CRIPPLED


Describes briefly the treatment of cripples in foreign countries; gives the history and present status of schools and institutions caring for and educating crippled children in Massachusetts.


Discusses the social attitude toward the disabled, the problem of the disabled, the child cripple, the industrially disabled, the war disabled, the chronically disabled, the blind and partially seeing, the deaf and hard-of-hearing, and those with speech defects.


Finds that a large percentage of children are crippled under the age of 6 years, and that 56 percent of the crippled children in Colorado, outside of Denver, are retarded in school and 17 percent have never been sent to school. Suggests the enactment of legislation requiring local school authorities to organize and maintain special class facilities for crippled children, to authorize state aid to local school districts providing education for crippled children; and suggests the establishment of scholarships in colleges for crippled students.

SPEECH DEFECTIVE


2857. Shephard, Pauline Austin. The effect on personality adjustment of therapy for articulatory defects. Master's, 1935. Iowa.


Sets up a program of speech correction for baby talk and stuttering, as found through observation and the use of the picture-sound test in the primary grades of the McKinley school of Ponca City, Okla. Attempts to point out the importance of speech correction from the economic and the social viewpoints, and the need for effective means and methods of measuring speech improvement.


MENTALLY RETARDED


Surveys the only state reform school for girls in Kentucky, based upon intelligence and educational tests and other data, and shows that mental tests indicate 55 percent of the inmates to be feeble-minded.


Compares the performance of 50 adjusted and 50 maladjusted boys in a state institution for the mentally deficient, on 22 standardized tests and scales to determine how well each of the tests and scales used differentiates the socially adjusted mentally deficient from the socially maladjusted mentally deficient.


2864. Carson, Lois. A study of some current practices in adjustment of school programs to meet the needs of pupils of below 70 IQ with special application to Glen Addie school of Anniston, Alabama. Master's, 1935. Alabama. 65 p. ms.

2865. Davis, Helen E. Survey of the deficiency population at University high school. Master's, 1935. California.


Compares the educational achievement of 40 orthogenic backward children while they were enrolled in regular grades with their achievement when enrolled in special classes. Finds that the pupils who stayed longest in regular classes showed more favorable progress than in special classes, due largely to a lack of properly differentiated curriculum for special classes.


Studies the leisure-time activities of 60 adolescent girls in a special junior high school for underprivileged children to determine the responsibilities of the home economics teacher for developing more worth-while use of leisure time. Shows that the home economics teacher should develop proper attitudes, ideals, and practices in the wise use of the girls' leisure time, encourage cooperation on the part of the parents in providing opportunities for, and showing interest in the leisure-time activities of their daughters, and further the promotion of wholesome civic recreational centers for adolescent boys and girls.


2875. Patterson, Mary A. Incidence of mental disorder in relation to age, sex, education, and occupation as reflected by data collected at the Norristown state hospital and Philadelphia hospital for mental diseases. Master's, 1935. Temple. 90 p. ms.

Indicates that individuals of low educational or intelligence status are not so much more susceptible to mental disorders than are those of average or superior status. In the mental hospitals we find persons with all grades of intelligence, functioning in all planes of educational and occupational endeavor.


Studies intensively the 44 orthogenic backward pupils in the two special classes of the Girard School, Philadelphia, Pa., and considers their physical endowment, mental characteristics, social tendencies, and family histories.


Studies the pupils of the 7B-1 and 8A-1 academic group, and four nonacademic classes in the Shoemaker Junior High School in Philadelphia.


Compares children in the special classes of Minneapolis, Minn., public schools whose I.Q.s ranged from 65 to 80, with an equal number of children in the regular classes of the Minneapolis schools to determine what differences were apparent in the two groups in scholastic achievement, behavior, and extroversion-introversion traits at the beginning of the experiment, and to determine the relative progress of the two groups over a period of 1 year.


Analyzes the learning ability of a group of 64 extremely retarded children in three elementary schools of La Fayette, Ind. Finds that as a group, these extremely re-
EXCEPTIONAL GROUPS

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dered pupils are educable. Individual differences as to degree of educability are marked. About one-third of the group was needlessly retarded; another third of the group could make normal progress with the aid of special instruction; the remainder of the group could, with extended special instruction and individual attention, be expected to master the fundamentals of the basic elementary school subjects.


Compares a tutoring school with a regular special class and finds that better adjustment is made for mentally retarded children by tutoring and replacement in regular grades than by segregation in special classes.

SOCIALLY MALADJUSTED


Attempts to discover what delinquent factors resulted in the boys' commitment to the reform school, and what phases of treatment in the school may have resulted in the boys' adjustment; to consider how well they may be adjusted to their present status; and to interpret what agencies in society might have minimized the boys' tendencies toward delinquency. Finds that boys from homes of poor or foreign parentage are more likely to be committed, and that there should be a periodic check on the health of each child, community supervised playgrounds and recreation houses, properly staffed child guidance clinics, supervised recreation, and organized boys' clubs.


Finds that maladjusted pupils rank lower in standard intelligence and achievement tests; the majority fail sometime in their school work; illegitimate children compare favorably with legitimate; physical conditions such as sleep, play, nutrition are determining factors. Poor school adjustment presages poor social adjustment later; some mediating agency between the school and the economically maladjusted home is needed; teacher training should stress mental hygiene as a part of the training curriculum.


Compares the percent of distribution of crime by race; compares educational achievement and intelligence of group studied to the general population; and presents illustrative case histories. Shows that crime is closely associated with low intelligence, poor social and economic environment and with poor opportunities generally.

2888. Ellis, Douglas Barrow. Teachers' attitudes toward the behavior of pupils. Master's, 1935. Denver. 82 p. ms.

Attempts to determine to what extent teachers recognize behavior problems in children as symptomatic of a maladjustment which may become serious in their future development and adjustment as adults. Analyzes replies to 382 questionnaires listing 50 behavior habits taken from schedule B-4 of Wickman's Children's behavior and teachers' attitudes, answered by junior and senior high school pupils in Denver.
2889. Erbe, Fred O. The relation of community institutions to delinquents committed from Johnson county to state institutions, 1926-27. Master's, 1935. Iowa.


Describes an experiment covering 21/2 years work with problem boys, in which a flexible curriculum using individual instruction was employed. Shows that the principal reasons for an individual to become a problem boy were: Lack of interest in school, an inflexible curriculum, economic conditions and poor home environment, lack of guidance, mishandling the boy as a disciplinary problem, and an inferiority complex.


Studies 152 delinquent boys between the ages of 14 and 18 years from the Tennessee State Training and Agricultural School, and 157 dependent boys of the same age range from the Tennessee State Industrial School of approximately the same race, nationality, social status, and educational opportunity. Data indicate that neither chronological age nor educational achievement is related to intelligence in either group of subjects; that both groups of boys were normal or slightly above normal on mechanical aptitude; that both groups were retarded educationally in terms of chronological age, the median amount of retardation being approximately 2 years for the dependents and 6 years for the delinquents; that in both groups the brightest children are achieving much less than would be expected of them from their mental ability; that the personality maladjustment of the delinquent group was much higher than for the dependent group.
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<td>Describes the Thomas A. Edison School for Boys in Cleveland, which trains children showing definite evidences of school maladjustment or incipient antisocial tendencies, but whose conduct has not advanced beyond the initial stages of delinquency. Finds that of the 1,010 former pupils, 66.7 percent have given society no further trouble, and in most cases were engaged in useful occupations, that in 3.8 percent of the cases the results are still uncertain, and that 29.5 percent have later been committed to correctional institutions.</td>
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Discusses the religious character of libraries in the 1700's, subscription libraries, the formation of state libraries, the Libary of Congress, school libraries since 1837, the state public library law of 1851, early tax-supported public libraries, library conferences, township libraries of 1835, state library compilation since 1880, Melvil Dewey and the library movement, the county life movement, traveling libraries, children's libraries and library rooms since 1890, the development of modern school libraries since 1890, growth of public libraries since 1890, special libraries since 1908, library extension activities from 1914 on, outgrowths of the depression, federal aid for libraries in 1934, regional libraries in 1934, adult education and the library since 1930, and indications for future library growth.


Studies the library staff, facilities of housing and equipment, library content, technical and mechanical processes used, business practices, and the use of the high-school libraries of Jefferson County. Finds that the high-school librarians do not have well-formulated lists of objectives to guide them in developing efficient library service; that the personnel is inadequate because there are too few trained librarians; that the housing and equipment are inadequate; that too few books, periodicals, and reference books are provided; that the libraries do not receive their share of the annual budget; that too few schools have a definite and reasonable plan for instructing pupils in the use of the library.


LIBRARIES


Gives a brief geographic, economic, educational, social, and cultural setting for the Rosenwald library demonstration carried on in 11 counties in Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Texas. Discusses the organization, administration, use, financing, regional and state developments, and the cooperation of the public library and the school.

BOOKS AND PERIODICALS


Contents: What the report is about; what is a readable book; how well do adults read; what elements influence the difficulty of adult reading materials; how do adult reading materials differ with respect to elements of difficulty; what is the difficulty of adult reading materials; how to select reading materials for adults; and how to prepare readable materials.


Prepares a classified list of religious stories suitable for testing junior high school children as to their religious reading interests.


Reports the discovery of more than 250 volumes actually owned by Harvard students before 1701, and from these titles gives a clear idea of the scope of the studies and exercises of the Harvard program between 1642 and 1701.


Finds that industrial arts libraries are inadequate due to lack of funds or lack of interest in the department. Furnishes a list of the industrial arts books and magazines used in Oklahoma, classified by subjects, and rated in order of frequency as found in school libraries, and points out common and worthwhile methods in library management.


Reports books and other types of reading material available in the homes of 1,120 high school pupils in Trenton, Ohio.
Attempts to determine relationships between the guidance in reading given in high school and the actual leisure reading of pupils.


2961 Ireland, Mary W. The home reading and social background of successful students in the social sciences. Master's, 1935. Colo. St. T. C.

Finds little difference in the amount of reading done by girls and by boys; that the greater number of teachers in a school does not increase the amount of voluntary reading done; that the reading of newspapers and magazines is common; that children read books of almost any kind; and that the supply of appropriate books is insufficient. Shows the need for wise supervision, and for an adequate supply of well-selected books.


2964 Massey, Anne Mitchell. An investigation of the influences in the life of a child, apart from school, which tend to affect his interest in reading. Master's, 1935. Southern California.

Finds, by examining children's critical comments on books, that children demand worth-while, interesting content, that the sustenance of interest is largely dependent upon certain devices calculated to hold attention, and that along with a desire for escape literature is an increasing demand for realism together with an apparent recognition of the distinction between true and false realism, with a rejection of the latter.

Studies the magazine reading of boys and girls in the Bartlett Junior High School in Philadelphia, and finds that there are very evident sex differences in reading preferences; that differences in grade to not reflect differences in reading tastes; that reading interests of girls differ at succeeding age levels; that interests are dissimilar within certain nationality groups; and that children of higher IQ discriminate more in favor of better magazines than do children of average and low IQ.

2967 Smith, Doré V. Reading interests of senior high school students in two metropolitan and six small town high schools in the state of Minnesota. Minneapolis, University of Minnesota, 1935.

2968 Sprague, Willard S. The amount and kind of material read by high school freshmen of foreign-born parents at various levels of intelligence. Doctor's, 1935. New York. 165 p. ms.
Describes an experiment conducted with 773 freshmen at the Annex of the Eastern District High School, Brooklyn, N. Y., in which 16 percent of the students were American, and the other 84 percent the children of foreign-born parents. Studies the socio-
economic status of the families of the children, the education of their parents, the use made of the radio in the homes, and the books, magazines, and newspapers read by the children. Suggests a course of study in English which will raise the literary standards of the pupils, and interest them in reading in their leisure time.


Attempts to determine what books the sixth-grade children read, the reasons for their selection of books, and compares the reading done by these children with standard reading tests.
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