BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1937–1938

Prepared in
THE LIBRARY DIVISION
by
RUTH A. GRAY

Bulletin, 1939, No. 5
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>VII</td>
</tr>
<tr>
<td>Introductory note</td>
<td>IX</td>
</tr>
<tr>
<td>Education—history</td>
<td>1</td>
</tr>
<tr>
<td>Educational biography</td>
<td>10</td>
</tr>
<tr>
<td>Current educational conditions:</td>
<td></td>
</tr>
<tr>
<td>General and United States</td>
<td>12</td>
</tr>
<tr>
<td>Surveys</td>
<td>17</td>
</tr>
<tr>
<td>Foreign countries</td>
<td>20</td>
</tr>
<tr>
<td>International education</td>
<td>24</td>
</tr>
<tr>
<td>Education—theories and principles</td>
<td>24</td>
</tr>
<tr>
<td>Special methods of instruction and organization:</td>
<td></td>
</tr>
<tr>
<td>Homogeneous grouping</td>
<td>27</td>
</tr>
<tr>
<td>Activity programs</td>
<td>27</td>
</tr>
<tr>
<td>Contract plan</td>
<td>28</td>
</tr>
<tr>
<td>Home rooms</td>
<td>29</td>
</tr>
<tr>
<td>Individual instruction</td>
<td>29</td>
</tr>
<tr>
<td>Methods of study</td>
<td>29</td>
</tr>
<tr>
<td>Radio in education</td>
<td>29</td>
</tr>
<tr>
<td>Visual instruction</td>
<td>31</td>
</tr>
<tr>
<td>Psychology—educational</td>
<td>34</td>
</tr>
<tr>
<td>Child study</td>
<td>36</td>
</tr>
<tr>
<td>Sex differences</td>
<td>39</td>
</tr>
<tr>
<td>Tests and testing:</td>
<td></td>
</tr>
<tr>
<td>Psychological tests</td>
<td>39</td>
</tr>
<tr>
<td>Social intelligence—tests and scales</td>
<td>42</td>
</tr>
<tr>
<td>Educational measurements—tests and scales</td>
<td>46</td>
</tr>
<tr>
<td>Physical ability—tests and scales</td>
<td>51</td>
</tr>
<tr>
<td>Vocational tests</td>
<td>54</td>
</tr>
<tr>
<td>Research, educational:</td>
<td></td>
</tr>
<tr>
<td>Techniques</td>
<td>55</td>
</tr>
<tr>
<td>Reports</td>
<td>56</td>
</tr>
<tr>
<td>Curriculum studies</td>
<td>59</td>
</tr>
<tr>
<td>Reading</td>
<td>63</td>
</tr>
<tr>
<td>Handwriting</td>
<td>72</td>
</tr>
<tr>
<td>Spelling</td>
<td>73</td>
</tr>
<tr>
<td>English language</td>
<td></td>
</tr>
<tr>
<td>Grammar and composition</td>
<td>74</td>
</tr>
<tr>
<td>Literature</td>
<td>79</td>
</tr>
<tr>
<td>Foreign languages</td>
<td></td>
</tr>
<tr>
<td>Classical languages</td>
<td>82</td>
</tr>
<tr>
<td>Modern languages</td>
<td>83</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td>89</td>
</tr>
<tr>
<td>Algebra and geometry</td>
<td>94</td>
</tr>
</tbody>
</table>
## CONTENTS

Curriculum studies—Continued.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science:</strong></td>
<td></td>
</tr>
<tr>
<td>General science</td>
<td>97</td>
</tr>
<tr>
<td>Nature study, biology and botany</td>
<td>101</td>
</tr>
<tr>
<td>Chemistry and physics</td>
<td>109</td>
</tr>
<tr>
<td>Social sciences</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>107</td>
</tr>
<tr>
<td>History</td>
<td>109</td>
</tr>
<tr>
<td>Civics</td>
<td>110</td>
</tr>
<tr>
<td>Economics</td>
<td>114</td>
</tr>
<tr>
<td>Political science</td>
<td>115</td>
</tr>
<tr>
<td>Psychology</td>
<td>116</td>
</tr>
<tr>
<td>Music education</td>
<td>119</td>
</tr>
<tr>
<td>Art education</td>
<td>125</td>
</tr>
<tr>
<td>Dramatics</td>
<td>129</td>
</tr>
<tr>
<td>Speech education</td>
<td>131</td>
</tr>
<tr>
<td>Journalism</td>
<td>133</td>
</tr>
<tr>
<td>Safety education</td>
<td>136</td>
</tr>
<tr>
<td>Health education</td>
<td>137</td>
</tr>
<tr>
<td>Mental hygiene and psychiatry</td>
<td>141</td>
</tr>
<tr>
<td>Physical education</td>
<td>142</td>
</tr>
<tr>
<td>Athletics</td>
<td>148</td>
</tr>
<tr>
<td>Play and recreation</td>
<td>153</td>
</tr>
<tr>
<td>Commercial education</td>
<td>156</td>
</tr>
<tr>
<td>Industrial education, including industrial arts</td>
<td>165</td>
</tr>
<tr>
<td>Agricultural education</td>
<td>172</td>
</tr>
<tr>
<td>Home economics</td>
<td>176</td>
</tr>
<tr>
<td>Character education</td>
<td>183</td>
</tr>
<tr>
<td>Religious education</td>
<td>187</td>
</tr>
<tr>
<td>Preschool education</td>
<td>191</td>
</tr>
<tr>
<td>Elementary education, including kindergarten</td>
<td>193</td>
</tr>
<tr>
<td><strong>Secondary education:</strong></td>
<td></td>
</tr>
<tr>
<td>Junior high schools</td>
<td>200</td>
</tr>
<tr>
<td>Junior colleges</td>
<td>216</td>
</tr>
<tr>
<td><strong>Higher education:</strong></td>
<td>219</td>
</tr>
<tr>
<td>Student personnel problems</td>
<td>221</td>
</tr>
<tr>
<td>Women—education</td>
<td>229</td>
</tr>
<tr>
<td>Professional education</td>
<td>231</td>
</tr>
<tr>
<td><strong>Adult education:</strong></td>
<td>232</td>
</tr>
<tr>
<td>Parent education</td>
<td>235</td>
</tr>
<tr>
<td><strong>Teacher training:</strong></td>
<td>237</td>
</tr>
<tr>
<td>Normal schools and teachers colleges</td>
<td>238</td>
</tr>
<tr>
<td>Practice teaching</td>
<td>241</td>
</tr>
<tr>
<td>Teacher training in service</td>
<td>243</td>
</tr>
<tr>
<td><strong>Teachers—status:</strong></td>
<td>244</td>
</tr>
<tr>
<td>Appointment and tenure</td>
<td>245</td>
</tr>
<tr>
<td>Certification</td>
<td>250</td>
</tr>
<tr>
<td>Pensions and retirement</td>
<td>254</td>
</tr>
<tr>
<td><strong>Teacher training:</strong></td>
<td>255</td>
</tr>
<tr>
<td><strong>Teacher training in service:</strong></td>
<td>256</td>
</tr>
<tr>
<td><strong>Salary:</strong></td>
<td>256</td>
</tr>
<tr>
<td><strong>Supply and demand:</strong></td>
<td>258</td>
</tr>
<tr>
<td><strong>Supervision:</strong></td>
<td>258</td>
</tr>
<tr>
<td><strong>College professors and instructors:</strong></td>
<td>258</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Administration of schools</td>
<td>259</td>
</tr>
<tr>
<td>Educational laws and legislation</td>
<td>263</td>
</tr>
<tr>
<td>School finance</td>
<td>265</td>
</tr>
<tr>
<td>Rural education</td>
<td>275</td>
</tr>
<tr>
<td>Consolidation</td>
<td>278</td>
</tr>
<tr>
<td>Transportation</td>
<td>280</td>
</tr>
<tr>
<td>Supervision and supervisors</td>
<td>282</td>
</tr>
<tr>
<td>Principals</td>
<td>285</td>
</tr>
<tr>
<td>School management:</td>
<td></td>
</tr>
<tr>
<td>Attendance and child accounting</td>
<td>287</td>
</tr>
<tr>
<td>Class size</td>
<td>290</td>
</tr>
<tr>
<td>Classification and promotion</td>
<td>290</td>
</tr>
<tr>
<td>Examinations</td>
<td>290</td>
</tr>
<tr>
<td>Educational and vocational guidance</td>
<td>294</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>301</td>
</tr>
<tr>
<td>Failures</td>
<td>305</td>
</tr>
<tr>
<td>Marks and marking</td>
<td>305</td>
</tr>
<tr>
<td>Reports and records</td>
<td>308</td>
</tr>
<tr>
<td>Retardation and elimination</td>
<td>310</td>
</tr>
<tr>
<td>Student self-government</td>
<td>312</td>
</tr>
<tr>
<td>Textbooks</td>
<td>313</td>
</tr>
<tr>
<td>School buildings and equipment</td>
<td>322</td>
</tr>
<tr>
<td>Janitors</td>
<td>325</td>
</tr>
<tr>
<td>Sociology, educational</td>
<td>325</td>
</tr>
<tr>
<td>Racial groups, education</td>
<td>330</td>
</tr>
<tr>
<td>Negroes, education</td>
<td>334</td>
</tr>
<tr>
<td>Exceptional groups:</td>
<td></td>
</tr>
<tr>
<td>Gifted</td>
<td>341</td>
</tr>
<tr>
<td>Delicate</td>
<td>342</td>
</tr>
<tr>
<td>Physically handicapped</td>
<td>343</td>
</tr>
<tr>
<td>Crippled</td>
<td>344</td>
</tr>
<tr>
<td>Blind and partially seeing</td>
<td>345</td>
</tr>
<tr>
<td>Deaf and hard-of-hearing</td>
<td>345</td>
</tr>
<tr>
<td>Speech defective</td>
<td>346</td>
</tr>
<tr>
<td>Mentally retarded</td>
<td>347</td>
</tr>
<tr>
<td>Socially maladjusted</td>
<td>349</td>
</tr>
<tr>
<td>Libraries</td>
<td>354</td>
</tr>
<tr>
<td>Books and periodicals</td>
<td>357</td>
</tr>
<tr>
<td>Reading interests</td>
<td>360</td>
</tr>
<tr>
<td>Index of institutions</td>
<td>361</td>
</tr>
<tr>
<td>Author index</td>
<td>365</td>
</tr>
<tr>
<td>Subject index</td>
<td>388</td>
</tr>
</tbody>
</table>
FOREWORD

In order that the large number of persons interested in educational research might be kept informed of investigations made in the various fields of education, the Office of Education in 1927 began the collection and dissemination of information concerning such investigations. Each year since that time we have issued a classified bibliography listing research studies in education which have been reported to us by institutions offering graduate work in education. Although the early issues of the bibliography listed periodical literature as well as other types, because of the growing number of such references and because the listing of periodical literature is adequately taken care of by other agencies, it was decided in 1932 to limit the bibliography to masters' and doctors' theses and faculty research studies, thus making available to students of education a field of research which might otherwise be unknown. At the same time the library of the Office of Education began the collection of copies of all theses in education which the deans should care to refer to us. In consequence of this undertaking many of the studies listed in this annual bibliography are deposited with the Office of Education library and are available for examination by students of education through interlibrary loan.

The Office of Education realizes that the effectiveness of this bibliographical service depends largely upon the institutions which supply it with reports of studies. We are continually gratified by the increasing number of institutions that do cooperate. One hundred and fifty-nine institutions of higher education this year have sent in reports of one or more studies. This represents the largest number that have reported to us in any year. Again we wish to express our appreciation to the persons in those institutions who make it possible for us to carry through this project.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

VII
INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The Bibliography of Research Studies in Education for the school year September 1937 through August 1938 lists 3,890 theses and studies reported by 159 institutions, several of which had not reported previously. The list, which is the twelfth in the series, includes 519 doctors’ dissertations, 3,146 masters’ theses, and 225 studies reported as faculty research.

Colleges and universities granting graduate degrees in education, institutions carrying on graduate work in music and theology, and some institutions in which only members of the faculty conduct research in education have reported the studies listed.

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 studies were made in this office; others were furnished by the persons reporting the studies. It would be helpful to students and other persons using the bibliographies if brief annotations for all theses reported as completed could be furnished this office by the colleges and universities when they report their theses and faculty research to us.

The bibliography covers many timely topics in the several fields of education: Current educational conditions in the United States and in foreign countries, Federal aid for education, democracy and education, rehabilitation of the disabled, training for the use of leisure time, the building and subjects of the curriculum, the effect of current economic and social conditions on education, the training and status of teachers, the relation between various phases of the New Deal and education, the education of racial and exceptional groups, and the various types of libraries and their use.

Many of the studies listed are available for consultation in public and institutional libraries, while the printed material can generally

be obtained from the publishers. The Office of Education publications can be obtained directly from the Superintendent of Documents. 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 theses, and a (+) the faculty studies which are on file in the library of the Office of Education, and which may be borrowed through the interlibrary loan system. All masters' and doctors' theses received during the period covered by the bibliography have been starred, indicating that they are available for loan, regardless of the date on which the degree was granted, or the date of publication. Except in a few cases where the theses had not previously been reported to the Office of Education, theses for years earlier than 1936-37 are given without a descriptive note. Theses not on file in this office may usually be secured through interlibrary loan directly from the institutions under whose supervision they were made.

**Number of research studies in the various fields of education, 1937-38**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Doctors' Theses received</th>
<th>Masters Theses received</th>
<th>Faculty research</th>
<th>Faculty studies received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education—history and biography</td>
<td>22</td>
<td>95</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>2. Current educational conditions—United States</td>
<td>9</td>
<td>68</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>3. Current educational conditions—foreign countries</td>
<td>20</td>
<td>27</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. Educational theory, special methods</td>
<td>20</td>
<td>71</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>5. Psychology, educational and child study</td>
<td>21</td>
<td>33</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6. Testing and research</td>
<td>44</td>
<td>157</td>
<td>61</td>
<td>2</td>
</tr>
<tr>
<td>7. Curriculum studies, including subjects of the curriculum</td>
<td>171</td>
<td>1,268</td>
<td>165</td>
<td>30</td>
</tr>
<tr>
<td>8. Elementary education, including pre-school</td>
<td>24</td>
<td>199</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td>9. Secondary education and junior college</td>
<td>25</td>
<td>76</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>10. Higher education</td>
<td>35</td>
<td>25</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>11. Adult education, including parent education</td>
<td>41</td>
<td>134</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>12. Teacher training and teachers status</td>
<td>72</td>
<td>628</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>13. Administration of schools and school management</td>
<td>4</td>
<td>30</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>14. School buildings, equipment, and janitors</td>
<td>13</td>
<td>80</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>15. Sociology, educational</td>
<td>6</td>
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<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Total: 6152, 3,146, 425, 225, 100

The thesis collection in the library of the Office of Education now numbers more than 3,500 masters' and doctors' theses which have been deposited by 71 institutions granting the degrees, and in a few cases by the authors of the studies. Several institutions have made the library of the Office of Education a depository for all theses in education, in order that they may be readily available for the use of students and other persons interested in educational research. The collection is in constant use in Washington and in libraries throughout the United States. Theses have also been loaned to libraries in foreign countries.
The Office of Education appreciates the cooperation of authors and institutions of higher education in reporting theses and faculty research, and in depositing copies in the library. In order that the collection may be as complete as possible from 1930 to date, the library will be glad to receive copies of theses, especially doctors' completed within that period, which have not already been deposited.

Copies of the form used in collecting data for this bibliography will be sent on request. It is hoped that in addition to the theses completed in the schools of education of the various colleges and universities, all theses dealing with any phase of education will be reported, including those dealing with professional training, personnel problems of the students, personality traits desirable for persons entering professions, the various problems of the professional schools, as well as the development of the curricula of the graduate departments of the universities.

Form 8-077
RETURN TO—

EDUCATIONAL RESEARCH STUDY COMPLETED
(FILL IN ITEMS APPLICABLE)

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON, D.C.

Author(s) of study
Title of study
Institution or agency
Under direction of what department
If theses, give college and degree
Publisher and date, if printed
Scope of study
Findings

DATE
Position
Location
Year completed
Number of printed pages
Number of typed or mimeographed pages

This report made by

(USE REVERSE SIDE IF NECESSARY)
The list of abbreviations, with the name and address of the institution to which each refers, is given below: * indicates institutions from which theses were received during the school year 1937-38.

<table>
<thead>
<tr>
<th>ABBREVIATION</th>
<th>INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agr. and Mech. Coll. of Texas</td>
<td>Agricultural and Mechanical College of Texas, College Station, Tex.</td>
</tr>
<tr>
<td>Alabama</td>
<td>University of Alabama, University, Ala.</td>
</tr>
<tr>
<td>Arizona St. T. C., Tempe</td>
<td>Arizona State Teachers College, Tempe, Ariz.</td>
</tr>
<tr>
<td>Arkansas</td>
<td>University of Arkansas, Fayetteville, Ark.</td>
</tr>
<tr>
<td>Ball St. T. C.</td>
<td>Ball State Teachers College, Muncie, Ind.</td>
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<tr>
<td>Biblical Seminary</td>
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<td>Boston College</td>
<td>Boston College, Boston, Mass.</td>
</tr>
<tr>
<td>*Boston University</td>
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<tr>
<td>Brown</td>
<td>Brown University, Providence, R. I.</td>
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<tr>
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<td>Bryn Mawr College, Bryn Mawr, Pa.</td>
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<tr>
<td>*Buffalo</td>
<td>University of Buffalo, Buffalo, N. Y.</td>
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<tr>
<td>*Butler</td>
<td>Butler University, Indianapolis, Ind.</td>
</tr>
<tr>
<td>*California</td>
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<tr>
<td>California, L. A.</td>
<td>University of California, Los Angeles, Calif.</td>
</tr>
<tr>
<td>*Catholic Univ.</td>
<td>Catholic University of America, Washington, D. C.</td>
</tr>
<tr>
<td>*Chicago</td>
<td>University of Chicago, Chicago, Ill.</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>University of Cincinnati, Cincinnati, Ohio.</td>
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<tr>
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<td>Coll. of the City of N. Y</td>
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</tr>
<tr>
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</tr>
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</tr>
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</tr>
<tr>
<td>Emory</td>
<td>Emory University, Emory, Ga.</td>
</tr>
<tr>
<td>Florida</td>
<td>University of Florida, Gainesville, Fla.</td>
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<tr>
<td>Fordham</td>
<td>Fordham University, New York, N. Y.</td>
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<tr>
<td>General Assembly’s Tr. Sch.</td>
<td>General Assembly's Training School for Lay Workers, Richmond, Va.</td>
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<td>Abbreviation</td>
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<td>*George Washington</td>
<td>George Washington University, Washington, D. C.</td>
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<td>*Georgia</td>
<td>University of Georgia, Athens, Ga.</td>
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<tr>
<td>Grad. Sch. for Jewish Soc. Work *</td>
<td>Graduate School for Jewish Social Work, New York, N. Y.</td>
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<tr>
<td>*Hampton</td>
<td>Hampton Institute, Hampton, Va.</td>
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<tr>
<td>*Harvard</td>
<td>Hartford Theological Seminary, Hartford, Conn.</td>
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<tr>
<td>Hawaii</td>
<td>Harvard University, Cambridge, Mass.</td>
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<tr>
<td>Illinois</td>
<td>University of Hawaii, Honolulu, Hawaii.</td>
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<tr>
<td>*Indiana</td>
<td>Illinois College, Jacksonville, Ill.</td>
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<tr>
<td>Ind. St. T. C.</td>
<td>Indiana University, Bloomington, Ind.</td>
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<tr>
<td>*Iowa</td>
<td>Indiana State Teachers College, Terre Haute, Ind.</td>
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<tr>
<td>Iowa State</td>
<td>State University of Iowa, Iowa City, Iowa.</td>
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<tr>
<td>*Johns Hopkins</td>
<td>Iowa State College, Ames, Iowa.</td>
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<td>*Kansas</td>
<td>Johns Hopkins University, Baltimore, Md.</td>
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<td>*Kentucky</td>
<td>Kansas State University, Kent, Ohio.</td>
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<td>Lawrence</td>
<td>University of Kentucky, Lexington, Ky.</td>
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<tr>
<td>Louisiana State</td>
<td>Lawrence College, Appleton, Wis.</td>
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<td>*Louisville</td>
<td>Louisiana State University, Baton Rouge, La.</td>
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<td>Loyola</td>
<td>University of Louisville, Louisville, Ky.</td>
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<tr>
<td>*Maine</td>
<td>Loyola University, Chicago, Ill.</td>
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<td>Marquette</td>
<td>University of Maine, Orono, Maine.</td>
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<tr>
<td>*Maryland</td>
<td>Marquette University, Milwaukee, Wis.</td>
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<td>Miami</td>
<td>Massachusetts State College, Amherst, Mass.</td>
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<td>*Michigan</td>
<td>Miami University, Oxford, Ohio.</td>
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<td>Missouri</td>
<td>University of Minnesota, Minneapolis, Minn.</td>
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<td>*Nebraska</td>
<td>University of Minnesota, University, Miss.</td>
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<td>New Mexico</td>
<td>University of Missouri, Columbia, Mo.</td>
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<tr>
<td>*New York</td>
<td>University of Nebraska, Lincoln, Nebr.</td>
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<tr>
<td>N. Y. St. Coll. for Teach</td>
<td>University of New Mexico, Albuquerque, N. Mex.</td>
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<tr>
<td>*Niagara</td>
<td>New York University, New York, N. Y.</td>
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<tr>
<td>North Carolina</td>
<td>New York State College for Teachers, Albany, N. Y.</td>
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<td>North Dakota</td>
<td>Niagara University, Niagara Falls, N. Y.</td>
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<td>Northwestern</td>
<td>University of North Carolina, Chapel Hill, N. C.</td>
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<tr>
<td>*Ohio State</td>
<td>University of North Dakota, University, N. Dak.</td>
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<td>*Ohio Univ.</td>
<td>Northwestern University, Evanston, Ill.</td>
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<tr>
<td>*Oklahoma</td>
<td>Ohio State University, Columbus, Ohio.</td>
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<tr>
<td>Okla. A. and M. Coll</td>
<td>Ohio University, Athens, Ohio.</td>
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<tr>
<td>*Oregon</td>
<td>University of Oklahoma, Norman, Okla.</td>
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<tr>
<td>*Peabody</td>
<td>Oklahoma Agricultural and Mechanical College, Stillwater, Okla.</td>
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<td>XIV</td>
<td>ABBREVIATIONS INSTITUTION</td>
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<td></td>
<td>*George Washington University, Washington, D. C.</td>
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<td>University of Georgia, Athens, Ga.</td>
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<td>University of Georgia, Athens, Ga.</td>
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<td>ABBREVIATIONS</td>
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<tr>
<td>Phillips</td>
<td>Phillips University, Enid, Okla.</td>
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<tr>
<td>*Pittsburgh</td>
<td>University of Pittsburgh, Pittsburgh, Pa.</td>
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<tr>
<td>Rochester</td>
<td>University of Rochester, Rochester, N. Y.</td>
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<tr>
<td>St. Louis</td>
<td>St. Louis University, St. Louis, Mo.</td>
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<tr>
<td>Sam Houston St. T. C.</td>
<td>Sam Houston State Teachers College, Huntsville, Tex.</td>
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<tr>
<td>South Carolina</td>
<td>University of South Carolina, Columbia, S. C.</td>
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<tr>
<td>South Dakota</td>
<td>University of South Dakota, Vermillion, S. Dak.</td>
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<tr>
<td>Southern Baptist</td>
<td>Southern Baptist Theological Seminary, Louisville, Ky.</td>
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<td>Southern California</td>
<td>University of Southern California, Los Angeles, Calif.</td>
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<td>South. Methodist</td>
<td>Southern Methodist University, Dallas, Tex.</td>
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<td>Southwest Texas St. T. C.</td>
<td>Southwest Texas State Teachers College, San Marcos, Tex.</td>
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<td>Southwestern</td>
<td>Southwestern University, Georgetown, Tex.</td>
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<td>Southwestern Baptist</td>
<td>Southwestern Baptist Theological Seminary, Seminary Hill, Tex.</td>
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<td>*Stanford</td>
<td>Stanford University, Stanford University, Calif.</td>
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<td>St T. C., Bridgewater</td>
<td>Massachusetts State Teachers College, Bridgewater, Mass.</td>
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<td>*St. T. C., Fitchburg</td>
<td>State Teachers College, Fitchburg, Mass.</td>
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<tr>
<td>Stephen F. Austin</td>
<td>Stephen F. Austin State Teachers College, Nacogdoches, Tex.</td>
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<tr>
<td>*Syracuse</td>
<td>Syracuse University, Syracuse N. Y.</td>
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<tr>
<td>*T. C., Col. Univ.</td>
<td>Teachers College, Columbia University, New York, N. Y.</td>
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<tr>
<td>Temple</td>
<td>Temple University, Philadelphia, Pa.</td>
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<td>Tennessee</td>
<td>University of Tennessee, Knoxville, Tenn.</td>
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<td>*Texas</td>
<td>University of Texas, Austin, Tex.</td>
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<tr>
<td>Texas Coll. of Arts and Ind.</td>
<td>Texas College of Arts and Industries, Kingsville, Tex.</td>
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<tr>
<td>Texas St. Coll. for Women</td>
<td>Texas State College for Women, Denton, Tex.</td>
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<tr>
<td>Tulane</td>
<td>Tulane University, New Orleans, La.</td>
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<td>Union Theological</td>
<td>Union Theological College, New York, N. Y.</td>
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<tr>
<td>Villanova</td>
<td>Villanova College, Villanova, Pa.</td>
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<tr>
<td>Virginia</td>
<td>University of Virginia, Charlottesville, Va.</td>
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<tr>
<td>*Washington</td>
<td>University of Washington, Seattle, Wash.</td>
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<td>*Washington Univ.</td>
<td>Washington University, St. Louis, Mo.</td>
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<td>West Texas St. T. C.</td>
<td>West Texas State Teachers College, Canyon, Tex.</td>
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<td>West Virginia</td>
<td>West Virginia University, Morgantown, W. Va.</td>
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<td>*Western Reserve</td>
<td>Western Reserve University, Cleveland, Ohio.</td>
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<td>Wichita</td>
<td>University of Wichita, Wichita, Kans.</td>
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<td>Wisconsin</td>
<td>University of Wisconsin, Madison, Wis.</td>
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<td>Wittenberg</td>
<td>Wittenberg College, Springfield, Ohio.</td>
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<tr>
<td>Wyoming</td>
<td>University of Wyoming, Laramie, Wyo.</td>
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<tr>
<td>*Yale</td>
<td>Yale University, New Haven, Conn.</td>
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</table>
BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION
1937-38

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1937. T. C., Col. Unv." signifies a master's thesis completed in 1937 at Teachers College, Columbia University, New York, N. Y. A complete list of abbreviations may be found on p. xiv.
* Indicates theses on file in the Office of Education Library. † Indicates faculty research studies on file in the Library. The theses and studies so marked may be borrowed on interlibrary loan unless they are printed in periodicals, i.e., Archives of Psychology and Genetic Psychology monographs.
Unmarked theses and faculty research studies can probably be borrowed on interlibrary loan by writing to the institution in which the study was made.

EDUCATION—HISTORY


Finds that theory was ahead of practice; that the idea that the needs of the child were to dominate education grew during that period; that the curriculum came slowly; that the Oswego system lived and died during the period; and that modern education is based on the work of the pioneers who worked and wrote at this time.


Traces the history of American classical scholarship through the colonial period; the period of the early Republic to 1825; the period of German influence to 1880; and the period of independence which began with Basil Lanneau Gildersleeve's establishment of the American journal of philology and the ensuing enlargement of the opportunities for publishing the results of individual researches.


Discusses the early school laws; the influence of the territorial teachers' institute in shaping educational policies; the difficulty in enforcing school laws; the growth in enrollment, in number of teachers, in number of buildings; the slow development of high schools; and the establishment of the state university in 1886.


Traces the history of education in Milam county from its beginning to 1900.

155103—40—2

Traces the historical background of the county; describes the types of people who settled in the county and their efforts to establish educational facilities; and analyzes public-school data from 1870 to 1938.


Traces the development of the public-school system of Terrebonne parish since the adoption of the constitution of 1898.


Discusses the various types of private and public secondary schools for white and Negro pupils in Virginia during this period. Describes the private, semi-public, and public types of control and support of these schools. Shows that the school buildings varied from humble log buildings to large brick structures; that in some cases boarding departments were provided in the buildings, while in others boarding accommodations were provided elsewhere in the town or village; that, in general, the seminary school buildings for girls surpassed the average academy for boys; that the private home schools were usually housed in family residences or in a school plant consisting of one or more buildings located near the family home; that the library of the average secondary school was not large; that the program of studies usually embraced courses in the English branches, Latin, Greek, French, German, mathematics, history, and the natural sciences; that the seminary for girls stressed the English branches of composition and literature, French, music, drawing, and painting; that discipline was left largely to the masters or principals; that the average enrollment was not large, ranging from 5 or 10 to 250 or 300 pupils, with the mean between 50 and 100; that the influence of the religious denominations predominated; that many of the teachers had more than a secondary education although there were some well-educated men and women teaching; that during the closing years of the period, Negro teachers were replacing white teachers in Negro schools.


Divides the history of education in Jackson county into four parts: (1) education prior to 1883; (2) education from 1883 to 1903; (3) education from 1903 to 1933; and (4) education from 1933 to 1938.


Studies education in Webster parish from 1920-1936.


Divides the history of Hardin county into three periods: Education prior to 1838; education from 1838 to 1908; and education from 1908 to 1938.


Studies the growth of the school from its establishment in 1921 to date, and discusses the vocational program which it has maintained and the general curriculum with a vocational bias which is being developed for students of high-school age who have dropped out of the regular school program.


Traces the educational developments of the county from pioneer days to the present time, discussing its central schools, private schools, and educational experiments.


Describes the early Creek Indian schools, the neighborhood and territorial schools, and the essential points in the development of the schools of the county since statehood. Points out the importance of continuing a system of complete and accurate school records, and a constant effort to perpetuate a school spirit among laymen.


Studies the history and position of the dean of women at Boston university, Cornell university, Swarthmore college, Oberlin college, Northwestern university, University of Chicago, University of Wisconsin, University of Kansas, the University of California, and the University of Oregon. Presents a case study of Oberlin college showing the development of the position of the dean of women in chronological order. Shows that the origin of the position of the dean of women revolved around one or more of the problems concerned with the housing of women students, their social life and their health; and that vocational guidance departments and offices have been built upon the initial efforts of the deans of women through which the deans of women can minister to the needs of their women students; that in some colleges and universities the deans of women are primarily responsible for vocational guidance work.


Traces the development of this institution from its founding in 1834 through the periods of academic work and teacher training to a union free school.


Traces the development of the first district education association from its organization in 1885 to 1938, emphasizing growth in membership, types of programs of district meetings, officers who served the association, places of meetings, and its influence in securing progressive school legislation.


Tells of the coming of the Jesuits to Mexico, and the founding of the central establishments from which the work of the order spread.


Divides the history of common schools of Oldham county into three periods: Education prior to 1838; education from 1838 to 1890; and education from 1890 to 1938. Describes the type of schools, teachers, buildings, and the educational programs of each period, and treats the academies, seminaries, and colleges separately.


Traces the development of the public-school system from 1846, the date of Organization of the county to 1938, and proposes a program of consolidation and finance designed to give a more effective program of public education in Taylor county.


44. Kehoe, Sister Theresa Regina. The work of the nuns in education during the Middle Ages. Doctor's, 1938. Boston Coll.


Traces the evolution of the school system in Missouri, and some changes that have taken place in the popular attitude toward public education.

47. **Kohler, Hilda A.** A history of public education in Louisiana during reconstruction. Master's, 1938. Louisiana State. 94 p. ms.


Shows the importance of the local districts, the influence of beneficial state legislation for the schools, and the effect of social and economic conditions in the educational growth of the county. Points out inequalities of educational opportunity, and indicates that they can be remedied by the cooperation of the county's schools in the progressive program of the state school administration.


Gives a brief history of Reading, Pa., from the founding of the city in 1748 to 1900. Discusses the nature of the population, the environment, inventions, the recreation department, newspapers, outside influences, organizations, politics and government, labor conditions, wealth, the schools, the churches, and the relation of these various organizations to recreation in Reading.


Finds that Catholic education in West Virginia was under the control of laymen, of religious, and of the diocesan clergy, and that the growth and development of the schools was affected by the interplay of environmental forces and by the personal influence of Rt. Rev. R. V. Whelan, first Bishop of Wheeling.


Traces the development of education and democracy in Athens from their beginnings until the middle of the fifth century, B.C., and describes significant relationships between education and the democracy during that period. Shows that one citizen out of every five was connected with the government in one capacity or another; that all boys had the opportunity of education according to the ability of their parents to pay, the state paying for the last 2 years of the boys' training; that the state imposed no censorship on the quality or quantity of material taught, giving teachers unlimited power to direct education; and that harmony prevailed between the government and the educational system.


Traces evidences of community interest in the public schools in regions of Puritan dominance, visits of early supervisory committees, teacher selection, teacher community
relations, the use of the schools for meeting places for things of a secular nature such as singing schools and spelling bees; evidences of community interest in the early schools in sections settled under Dutch streams of influence, until the schools were placed under the control of the Board of regents of the University of the state of New York in 1764; and community interest in the early schools in regions under Quaker influences, supervision of teaching, teacher qualifications, in community homes for teachers, the use of singing schools.


Discusses the colonial background, the growth of the church, its rector, the missionary, the parish, the services, the layman and his work. Traces the development of theological training from the beginning of the nineteenth century when a candidate placed himself under the direction of an ordained clergyman, the formation of theological societies interested in a different form of theological education, the founding of a theological seminary in New York City in 1819 which in 1821 became the General theological seminary, the establishment of theological seminaries in several other states within the next few years. The theological colleges, Hobart, Trinity, and Kenyon, and the General, Virginia, and Dealey seminaries have continued to the present day.


Trace the development of a typical agricultural community of the frontier from its settlement in 1765. Shows that the first school of which any record is known was a private school established at Morris cross roads in 1798 and maintained until the passage of the compulsory school law.


Reveals the remarkable improvement in educational facilities over more than a century; a tendency to broaden and expand the curriculum to meet ever-increasing needs; and a sharp decline in the rural school enrollment indicating that this type of school tends to outgrow its usefulness.


Attempts to determine the contribution of Washington county seminary and of John I. Morrison to the field of early education in Indiana.


Presents an interpretative history of education in the United States from colonial times to the present. Stresses the social, economic, and other environmental influences which have contributed to the education of the American people, and discusses the evolution of the curriculum.


Shows that the inadequacy of the early schools and the inequality of educational opportunities were due to lack of finances and to inefficiency of organization under local control. Indicates that growth of educational facilities and opportunities kept pace with growth in centralization or state control.


Traces the development of education in Jack county from its creation as a county to the present.


Presents a historical account of the personnel, curricula, student activities, and plant of the academy from 1900 to 1937.

73. Richter, Sister Mary Angelina. The education of a prince in the Middle Ages. Master's, 1938. Catholic Univ. 51 p. ms.

Describes palace and monastery schools, and shows that the young nobles received a classical education.


Traces the history of education of Clay county, and studies its present status. Finds inequalities in educational opportunity due to the variation in the amount of taxable property in the different school corporations; that school costs have increased due to an increase in enrollment and enlarged courses of study; that teachers' salaries are not commensurate with the salaries of other public officials and with the amount of preparation required.


Traces the history of education in Hughes county from the early tuition schools for white children, to the modern schools which are financed by ad valorem taxes; gross production and sales and beer taxes.


Presents a historical review of the National education association from its beginnings as the National teachers' association, 1857-1869, through 22 years of its history as the National education association, 1870-1892.
Traces the history of education in Lake Charles, La., from its earliest beginnings until the city system separated from the parish system in 1907.

Covers the period from the first constitutional convention in 1849 to the adoption of the second constitution in 1879. Considers the development of each office and institution: The governor and lieutenant governor; the secretary of state and attorney general; finance; education; the militia; land and natural resources; hospitals and corrections; health; business; and miscellaneous institutions.

Shows that the present status of education in Ottawa county is the outgrowth of some pioneer movement concerning Indian life and Indian education.


Describes the founding of Patapasco female institute in Ellicott City, Howard County, Md., in 1837, the appropriation of state funds for the education of one poor child for each $100 so appropriated, the authorization of the state legislature for a lottery for use in financing the Patapasco female institute. Shows that Patapasco became the first normal school in Maryland using the free scholarships for the training of teachers. Describes the school under James H. Tyng, the first principal, Mary Norris, Almira Lincoln Phelps, Robert H. Archer and his wife, Sarah Randolph, Anne Matchett, and Roberts Archer. Describes the dissolution of the corporation in 1890. Discusses the educational objectives, and the curriculum of the college, teacher-training, tuition, school government, methods of teaching, religious training, morals and deportment, school year, examinations, commencements, diplomas, and certificates.

83. Smith, Margaret Wolfe. The social and political background of public education in the United States from 1820 to 1860. Master’s, 1938. Maryland. 102 p. ms. 
Shows that a tendency toward equality, the new position of women, and other factors in our social and economic development created the scene in which the American school naturally came into its own.

Gives a brief account of the origin of the Sisters of St. Joseph in Le Puy, France, and of the foundation in Chambery, and discusses the educational work of the Chambery Sisters in the United States from 1855 to 1935.


Southern Methodist university. Abstracts of theses: masters' degrees in the Graduate school, no. 5: 17-18)

Traces the historical background of the county, the establishment of the earlier schools, improvement in education as a result of supervision by state and county officers, and the present status of the schools.


Gives a brief description of early education for girls in England, and shows the effect of the knowledge of this training on the education of girls in Puritan New England. Quotes advertisements of the early boarding schools for girls, most of which were short lived, and established by widows in need of something to do. Describes the academy boarding school, in which the education of girls was put on an equal basis with that of boys; the Liberal school run by Rev. Charles Stearns until his death in 1826; the first strong private boarding school, run by Susanna Rowson. Describes and comments on the academies and private schools between 1800 and 1840, and describes two outstanding schools of the period 1840-1875. Studies the effect of the rapid growth of the coeducational high school and the increase in the secondary school population on the girls' boarding schools during the last quarter of the nineteenth and the first quarter of the twentieth centuries. Shows that the girls' boarding school in Massachusetts has been declining since 1900; that those now in existence are medium-priced schools; that all but two of them take day pupils; that the boarding departments have pupils from all over the United States, and a few from foreign countries; that their scholastic requirements are high; and that they offer a wide range of athletic and extracurricular activities.


Finds that the unique experiment as carried on by Commonwealth college attempts to exemplify the practicality of the principles of cooperation toward self-maintaining education.


Presents the development of educational ideas and objectives, their effect on practice, and the factors that influenced the development of a public education policy in Illinois during the period from 1818 to 1868.


Gives a brief history of the Baptist church in America, and describes the rise of the manual labor schools in various sections of the country and among the American Indians. Shows that the manual labor schools made significant contributions to Baptist education; that they emphasized a democracy of education and of teacher training; that these schools were later converted into institutions of higher education and paved the way for the rise of theological institutions; that they contributed to vocational education and to the education of girls and boys.


Discusses the kinds of private schools, the curriculum, the hours school kept, the prices charged, textbooks used, supervision, and the preparation and experience of the teachers and their methods of teaching.

EDUCATIONAL BIOGRAPHY


Sketches the life and services of the founder of the first consolidated rural school in South Carolina and of the man who established the first demonstration farm in connection with a high school in the United States.


Presents a study of Joseph Lakanal as educator, writer, and adventurer in France and in America, and deals primarily with his presidency of the College of Orleans.


Traces the early life of Johnston, his career as a teacher in the common schools of Georgia, in the academy, and in the University of Georgia, as a lawyer in Georgia, as an employee of the United States Bureau of education, as a lecturer on classical subjects to advanced college students, and as an entertainer on the lyceum platform in the eighties and nineties. Shows that during his long and distinguished career as a teacher he made, by his advanced ideas and practices in the matter of discipline, a contribution to the educational advancement of Georgia and to general school procedure, but that his chief claim for recognition lies in his achievements as a writer.


Discusses the evolution of state school supervision in Maryland; early education and experiences of Stephens; and Stephens as the state superintendent.


Traces his early life, education, career as a teacher, president of the Louisiana industrial institute, state superintendent of public education, and president of the Louisiana state normal school, and his political career from 1913 until his death in 1931.


Gives a brief sketch of Stowe's life with emphasis on significance for his work in education. Reveals an interest in education on the part of Stowe that extends much beyond the study of the European school systems made for the Ohio legislature.

Includes a great deal of material on American colleges from 1855-1880, and on German universities from 1860-1890.


Traces the development of the public schools in Paris, Tex., from 1893-1930, under the administration of Supt. J. G. Wooten.


Traces the history of Christian culture from its origin to the present day, and discusses its relation to Catholic education; includes a study of education as the agency for the transmission of culture as the determinant of educational theory and practice.


Shows that Mason founded national music, made Boston the most musical city in the United States, introduced vocal music into the public schools, and was the father of a new church music.


115. Seary, Margaret Mary. Horace Mann: His contributions to education. Master's, 1937. Tulane.


Studies Plato, Aristotle, Quintilian, Comenius, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, and James. Discusses the period in which they lived, his life, contribution and influence, his educational aims and the personal traits of each of these men. Finds that most of the educational leaders came from cultured homes, made a worth-while written contribution to education, felt the need for and acknowledged a philosophy of life and of education and had an expressed aim with a definite plan for its accomplishment, that all of them were masters of the fields of knowledge in which they taught, and that there was a similarity in their personality traits.


Describes Robert Frost in relation to different environments and quotes some of his poems in order to show that they merit a place in the literature of the world. Describes Frost's teaching at Pinkerton academy, and at Plymouth normal school, his life and travels in England, and his recognition as a first-rate poet, his life in Vermont, his teaching fellowship at the University of Michigan, and his teaching in a number of different colleges and universities in 1926-27, his work as professor of English at Harvard university in 1933.


Presents a critical evaluation of his important works.
CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES


Studies the school excursions as practiced in foreign countries, especially in Germany; the development of the excursion procedure in the United States; and two group experiments carried out in two tenth-grade classes in the White Plains, N. Y., high school. Compares gains in factual knowledge, the specific type of knowledge acquired, and the increase in interest resulting from the use of an excursion technique in teaching units of ancient history with corresponding results of the class-discussion method, by administering tests at the beginning and end of the experiments. Points to the higher value of the excursion technique than of all other methods with which it has been compared.


Analyzes information gathered from 405 teachers and students of education who were enrolled in the summer sessions of Indiana, California, and Slippery Rock State teachers colleges and the University of Pittsburgh. Indicates that teachers are interested in professional organizations to the extent that they believe in the theory but disagree in practice; that the organizations of the district are not satisfying the needs of the teachers; that the teachers are reluctant to join, know little about the organizations, do not take part in or attend meetings voluntarily; belong to too many organizations; and are too critical of all the organizations. Shows that the one-third of the teachers who are professionally minded voluntarily join the state and national education associations, attend one or more meetings each year; that the nearly 50 percent of the teachers who join the state education association do so because it is customary to join in their districts or because they are forced to do so by a zealous administrator.


Discusses the many demands, other than those of formal education, made by the people of Albion, Mich., on their schools; the demands made by parents for more discipline in the schools, for an increase in character education, in sex education, and in the teaching of religion.


Studies the influence of the club women upon 40 years of school progress in South Carolina, with particular reference to compulsory school attendance, the improvement of library facilities, and other measures fostered by the federation.


Compared statistically 12 phases of education in this section of North Carolina between 1926-27 and 1936-37.


Describes an experimental study conducted in the Nash, Tex., public schools, showing the success of a school program built around pupil experiences, and establishing the cause of progressive education in a small school system.


Farnsworth, Philo T. The adaptation processes in public-school systems as illustrated by a study of selected innovations of educational services in New York, Connecticut, and Massachusetts. Doctor's, 1938. T. C., Coll. Univ.

Studies the development of library extension in the schools of New York; of classes for exceptional children and of state supervisory agents in the schools of Connecticut; and of vocational education and of medical inspection in the schools of Massachusetts, using a combination of the historical and case study methods. The pattern for initiating the services followed a similar plan: private initiation and support of some phases; local initiation without legal sanction and complete local support of some phases; permissive legislation and state promotional aid; state promotional aid and complete state support; mandatory legislation; and, finally, some Federal aid.

Farnum, Martha T. A rotation experiment on the use of an excursion in a unit of work. Master's, 1938. Southern California.


Analyzes and evaluates the distribution among state agencies of seven states, of the legal responsibility for the control and administration of elementary, secondary, higher, and adult education, education of the physically handicapped and of the delinquent, and education of wards of the state. Finds that the degree of control over education exercised by the states of California, Connecticut, Missouri, Montana, Nebraska, New Mexico, and Tennessee varied markedly at all times from 1900 to 1937, but that the states had jurisdiction over the control of education. Shows that since 1920 the governors of all of these states have become the real directors of public education in that they determine the amount of money to be requested from the legislature for educational purposes, and that they have the final control of the expenditure of funds available for educational purposes. Finds that the state boards of education have more authority over the institutions for the training of teachers and the programs of elementary and secondary education than over any other phase of the school system; that there have been more changes in the control of institutions for the physically and socially handicapped than for any other phase of the educational system. Finds that the law in these states does not require that either the chief state school officer or any other educational official be a member of the governor's cabinet.

137. Hawthorn, Horace B. The culture of Sioux City youth: a study of the social factors in the urban culture of junior youth. Sioux City, Iowa, Morning-side college, 1937. 24 p. (Morning-side college bulletin, vol. 21, no. 3)

Studies the social backgrounds of the youth of Sioux City, and their cultural levels as shown by their reading interests, affiliation with culture groups, cultural self-expression, contact with events and situations providing more intensive cultural stimulation, ideals, and
attitudes. Discusses the influence of economic and occupational status on their culture levels, the influence of the Girl scouts as a character-building agency, the racial factor in the youth culture process, and the size of the family as a factor in youth culture.


Discusses the legal basis of school and city relationships; the selection of boards of education; administrative services to schools by municipal offices; municipal services in relation to school property; municipal control of the school budget; and cooperative procedures in functional areas.


Compares the education of white and Negro pupils in Panola county for the school year 1936-37. Finds the white teachers unusually well trained; the Negro teachers inadequately trained; 65.1 percent of the educable population which was Negro received 9.08 percent of the total amount expended for education; the average annual salary for white teachers was $739.88 and $186.29 for Negro teachers; expenditures for transporting white children was nearly double the entire amount spent for all Negro education; both white and Negro schools are in good condition in the separate school districts, but the county Negro schools are in poor condition; pupil-teacher ratio in white schools was 31.4 and in Negro schools 59.8; curricula in white schools was largely college-preparatory, and the Negro schools adhere strictly to the state course of study.


Discusses the school in society; the democratic process; propaganda in the schools; the teaching profession; educational policies; the board of education; the superintendent and staff; the building principal; the teaching personnel; the non-teaching personnel; the state educational authority; the program of the teaching profession; the children; the parent-teacher association; parent councils and variations; the lay advisory commission; community lay groups; the radio; the newspaper; school publications; the school plant; and the school in action.


Compares current expense, value of school property, teachers' salaries, the relation of rural-urban, per capita wealth, and the percentage of Negro population to the educational problems of Alabama. Finds that Negro schools, with an enrollment of slightly more than 50 percent of the white enrollment, receive only 12.7 percent as much money for schools as do the white schools. Shows that the percentage of Negro population bears a definite relation to the problem; that there is greater discrimination against Negroes in counties with a very high percentage of Negro population than in counties with a low percentage of Negro population; and that per capita wealth bears no definite relation to comparative educational expenditures for the two races.


Discusses the importance of adaptability in education; the limitations of present knowledge of adaptability; the earmarks of adaptability and the factors influencing it; the patterns of adaptation in the United States and in South Africa; local initiative and adaptability; the allocation of support and control; relation of adaptability of local freedom to tax and to spend; and the effect of various degrees of freedom to tax and to spend, school organization, and level of expenditure on adaptability.


Reveals a need for wider use of scientific method, adequate statistical treatment of results, a more systematic and better distributed attack on learning problems in subject-matter fields and on factors in the learning process, and a greater unification of procedure in order that the results may be more comparable and self-substantiating.


Compares a representative sampling of 6-6 schools with 8-4 schools, keeping enrollment constant, and finds the 6-6 schools to be distinctly superior in several respects.


Studies museum educational work in adult education, in teacher training both for teachers in service and for student teachers; the development of museum educational work through organized visits of school groups; the trends followed and the methods which have been developed in handling and instructing classes; the work done by museums with handicapped children; the development of museum work in the education of the
individual child and in work with children's clubs; in extension work through loan collections and other materials for school use, for branch or neighborhood museums, lecture centers, nature trails, field excursions, and radio broadcasts. Studies the academic qualifications, experience, and salaries of the educational staffs.


158. Salsbury, William S. An analysis of the West Leyden central school community and the educational implications growing out of its peculiar characteristics, resources, and deficiencies. Doctor's, 1938. Cornell.


Finds that most of the contacts between the home and the school are achieved in the home through report cards, letters from principal or teacher, and the conversation of the child at home; that 47 percent of the parents wish a different type of report card giving more definite information about pupil progress and achievement; that the school paper was negligible home-school contact; that home-school contacts achieved in the school occur in most cases when the parent attends an extraclass activity; that parents indicated that school work to be done at home was expected but that it interfered with recreational and social activities.


Finds that an average of two associations a year have been organised since 1917, and that over 98 percent of the schools of the county have organised parent-teacher associations.


CURRENT EDUCATIONAL CONDITIONS


Describes the work done by the clubs and in assemblies in the New Rochelle high schools, in adult education, and in church groups, and in county projects toward the better understanding of international problems; and lists organizations publishing material for study groups interested in internationalism.

176. Willis, Joseph F. Local school news in weekly newspapers in towns of New York state between 800 and 1,100 population. Master's, 1938. N. Y. St. Coll. for Teach. 89 p. ms.

SURVEYS


Describes Mountrail county, N. Dak.—its population, roads, and railroads; its school organization and some existing educational inequalities; school income from state apportionment, county tuition incomes, federal aid, property taxes and other revenue as a source of school income. Trends in receipts, percentage of income from state sources, and public utilities as a source of income; school expenditures; the ability and efforts of school districts to support education. Recommends that Mountrail county be redistricted in order to eliminate a large number of small, expensive school units; that the schools be located in the most advantageous places, and the boundaries between districts be sufficiently flexible to permit pupils to attend the schools nearest their homes; that the number of school board members be reduced, thereby reducing expenditures.


Presents a statistical and research study of the administration of the public schools of three Texas counties, discussing general and scholastic population, trends, enrollment and average daily attendance, teacher-pupil load, assessed valuation, tax rates, outstanding debts, current expenses, average annual and monthly per pupil cost, average annual teacher salaries, and teacher personnel.


Surveys the curricula of the 80 one-teacher schools, 5 village and town schools, and the agricultural school in Stevens county. Discusses the organization of the schools, the length of the school day and the length of the school period, tuition paid for non-resident high-school pupils; the tendency for the schools to cling to the traditional curriculum; teaching load; high-school curricula and 'electives. Offers a plan for the alternation of subjects in the high schools of the county. Discusses the average training of the teachers in the schools of the county, their marital status, supply and demand, tenure, their teaching experience and teaching load, supervision. Describes the school library facilities, the library budget, and the training of the librarian. Discusses the use of textbooks and of reference books; the extracurricular program of the schools, training for the use of leisure time, health service, guidance, and testing. Offers suggestions for equalizing educational opportunity throughout the county, and for raising the standards of the teaching profession.


Attempts to determine the status of educational offerings in the rural, graded, and high schools of Nelson county, N. Dak.; the daily program of studies; curricula; school services; extracurricular activities; teacher qualifications as shown by their training and training in the field in which they are teaching; experience, salaries, and teaching load; and library facilities in the various types of schools. Recommends that more classified schools be built, and the pupils transported to them in buses, giving the pupils an opportunity for fuller curricula, and more educational services; that the training qualifications of rural teachers be raised; that more service agencies be provided for all pupils, both city and rural; that old and obsolete books be eliminated from the rural school libraries, and the libraries in consolidated and in classified schools be brought to present state requirements.


Gives a brief history of the county and discusses the number, size, and kind of school districts in the county, the educational program, enrollment in the various kinds of schools, teacher status and salaries, financial support and effort to support the schools, and the legal provisions for transportation of pupils and the cost of transportation.


Studies the 192 districts which failed to average a pupil enrollment of more than five for the 5-year period ending in 1934. Discusses the locations, full valuations of the districts, local school tax receipts, receipts from state aid, total expenses of the small enrollment districts, total value of all school property, training, and salary of the teacher. Shows that a particular formula cannot be applied to solve the problem of the small enrollment district; that the arbitrary closing of certain schools does not answer the problem; that the consolidation of these districts with another convenient common district seems to offer the method of approach least likely to provide a desirable solution. Suggests that the central rural school district would be the best solution to the problem, and that until this unit of administration can be attained, the most practical solution to the problem seems to lie in contracting for the instruction of all pupils in the school of another district, a district maintaining a high school.

191. Hart, Mrs. Winnifred Wilie. A survey of the present conditions of the schools of Travis county, Texas, with a proposed plan for their reorganization. Master's, 1938. Texas.


Surveys the schools of Eddy county for the years 1934-37, stressing the ability of districts to support schools and types of income; expenditures for transportation, plant operation, teachers' salaries; effort of districts to support their schools; assessed valuation of property; and instructional services, including experience of teachers, certification of teachers, classification of schools, enrollment, and school library. Finds a wide difference in ability of districts to support their schools; that pupils transported by bus have better attendance and scholastic records than those transported by their families; that equality of educational opportunity does not exist among the districts; that the total number of board members, clerks, and treasurers outnumber the teachers employed in the schools; that the teachers were well trained and inadequately paid; that libraries were poor and inadequate. Recommends the reorganization of schools along the county-unit plan, setting up a new system of taxation, and of a county board of education, employing a county superintendent appointed by the school board.


Surveys the program of work offered by all the schools in Traill county to determine whether the smaller schools offered the opportunities that were offered by the larger schools. Finds that the course of study in the larger schools was richer in content; that the teacher in the larger schools was able to devote more time to recitation and instruction, had more training and experience; that the teacher in the rural school received the poorest salary which tended to force the best teachers away from the rural schools; that library facilities were better in the larger schools; that pupils in the larger schools attended school more days; that the larger schools provided more extracurricular activities; that testing service was better in the larger schools; and that the larger schools had better records of pupil progress and had better guidance facilities, although all schools were deficient in this respect. Offers suggestions for improving instruction in Traill county.


Studies the changes in the educational system in the Morse, La., community since 1914. Concludes that the high-school department has relatively less holding power than the elementary grades.


202. Smith, Henry Lester and O'Dell, Edgar Alvin. Bibliography of school surveys and of references on school surveys (supplement to vol. 8, nos. 1 and 2, including references to December 31, 1937). Bloomington, Indiana university, 1938. 144 p. (Bulletin of the School of education, vol. 14, no. 3)


204. Sumrall, Fulton Franklin. An administrative survey and proposed reorganization of the schools in Galveston county, Texas, 1936-37. Master's, 1938. Texas.


Discusses the school organization, enrollments, general survey of the district; the training, experience, tenure, salaries, and selection of the teachers of the county; the elementary and
secondary school curricula; the types of assemblies, home room, music, clubs, athletics, declama-
tion, school publications, dramatics, and other extracurricular activities; the organization,
instructional, guidance and health, measurement, vocational placement of graduates
as service agencies; the school grounds, buildings, library services in the high schools, train-
ing of the librarian, expenditures for library books, science laboratories, and school
gymsnasiums.

205. Tampke, Lothar Fritz. An administrative survey and proposed plan of
reorganization of the public schools of Wilson county, Texas. Master’s, 1938.
Texas.

206. Trevarthen, F. W. A sociological survey of Leon number six school

207. Unger, Robert McIlhenny. A survey of the organization and adminis-
tration of the schools of Carroll county, Maryland. Master’s, 1938. North
Carolina.

208. Young, Alfred R. Appraisal of 30 rural schools of Atchison county,

*Shows unequal educational opportunities in the 30 rural schools studied; that the 2, 3,-
and 4-teacher schools were more efficient units than the 1-teacher schools; that the pupils
studied compare favorably in median reading with those of other counties and states; and
that the faculty and curriculum of the high school entered by the pupils included in this
study fitted his needs and preliminary training.

FOREIGN COUNTRIES

209. Avila, Rev. José M. Bettencourt. Religious instruction in the elemen-
tary schools of Portugal from 1772 to 1911. Master’s, 1938. Catholic Univ.
54 p. ms.

*Describes the origin and development of public elementary education in Portugal from the
viewpoint of religious instruction and analyzes the religious content of the curriculum, the
texts, and methods used. Views the movement for the secularization of the school as an
indication of the decline of Catholicism in nineteenth century Portugal.

210. Berman, Edward. Comparative study of education in present-day Italy,
Germany, and Russia. Master’s, 1937. Hawaii.

211. Bryan, Florence Horn. Survey of China’s program of education for
unification. Master’s, 1938. Southern California.

212. Burns, Ray G. The American Institute of La Paz, Bolivia. Master’s,

*Describes the work of a school conducted by North Americans in the capital city of Bolivia.
Shows that the school meets a real need; that its program conforms to that of the national
department of education; that through its instruction and extracurricular activities its
students have received a well-rounded development; that its influence has far-reaching possi-
bilities for better understanding and friendly relations between the United States and
Bolivia, as shown by the fact that its graduates have filled consular positions in the United
States, as well as high positions in the affairs of government in Bolivia.

213. Cama, Katayun H. A study of the native Hindustani melody pattern
and the acquired English melody pattern with special reference to the teaching of

214. Chang, Ya Kun. Lessons for China from the development of public-

China; outline of a search for constructive hypotheses to be further tested.
Master’s, 1937. Columbia.

Attempts to determine the degree to which the Soviet Union was successful in creating literature for children more nearly expressing the purpose and ideology of the Soviet Union than did the children's books of the Tsarist regime. Studies the old books, folk tales, children's anthologies, the classics, the books of the more popular children's authors, and pre-revolutionary literary critical material; and studies the writings of the leaders of the Revolution and other Soviet educational authorities in order to determine the purposes of education in the Soviet Union and the role which children's literature could play toward the realization of these purposes. Analyzes the newer children's books, periodicals, and newspapers, and evaluates them as to their success in meeting the goals of social education; studies the reading reactions of the children through discussions with children in Russia, through conferences with educational authorities and writers, and through the study of written reports, surveys, and other materials; and studies the methods and techniques that have been evolved to meet the problems of this educational undertaking. Finds that the Soviet Union, due to its conscious effort, possesses a good nucleus of a socially significant, artistically adequate, children's literature which is easily accessible in the many libraries in all parts of Russia; that the books read by the children, especially the older children, are socially significant, artistic creations, produced and illustrated by the outstanding writers, scientists, and illustrators of the country; that the books attempt to involve the Soviet child in the actual building of the new society.


Part 1 deals with the reactions noticed in the field of the general principles on which French religious education was founded due to the theories of rationalism, naturalism, and nationalism; and Part 2, with the content and methods of French religious education in the period and the changes caused by the theories of rationalism, naturalism, and nationalism.


Summarizes critically the work done in German educational psychology since 1933, the year in which the National socialist revolution changed the thinking of many Germans.


Shows that primary education has not been adequate and that the methods of education that are used in many of the schools today are those that were used hundreds of years ago by the Hindu priests; that many children do not finish the primary grades due to the ignorance of the parents as to the value of education; poverty; sickness; and inadequate educational facilities. Recommends the use of the activity program for children in the primary school. Shows that the people of India need a form of education which will prepare them for the responsibilities and opportunities opened up by the new constitution which went into effect in 1937.


**223. Hourihan, Mary V.** The official, political, social, and economic motives underlying the Italian foreign policy in central and southeastern Europe from 1920 through 1937, and the results to Italy of this policy. Master's, 1938. St. T. C., Fitchburg. 158 p. ms.

Studies especially Italian relations with Yugoslavia, Czechoslovakia, Rumania, Albania, Austria, Hungary, Bulgaria, Greece, and Turkey.

Presents a brief history of Iranian education in the pre-Islamic, post-Islamic, and modern periods. Discusses the aims and objectives of education before and after the invasion of the Arabs and the present educational system which was inaugurated in 1921; also the position of women in Iran. Evaluates the Iranian home and school and the teacher-training institutions. Shows that educational guidance is needed as are intelligence and educational tests for guidance. Evaluates the health and physical education courses and offers suggestions for their improvement.


Studies the native customs as they were developed before the coming of the European, and the changes which resulted from the impact of modern civilization on native life and customs. Describes experiments conducted in the rural schools of the village, with the village teachers and in work with the village people. Compares education in the rural schools of other parts of Africa and in rural and Negro schools in various parts of the United States. Studies the educational programs of the Penn school in South Carolina, the rural schools of Mexico, the Moga school of India, and the schools conducted for the American Indian. Finds that mission schools should continue their educational programs but should be financially assisted by government; that the village educational program should include the entire population of the village and be organized to meet the conditions of life and the needs of the community; that the school plant should be made of local materials and so arranged as to provide for the developing educational program of the village; that the teaching staff should consist of at least a husband and wife who have been trained in community education; and that literacy should be taught through the medium of the vernacular and should deal with the problems and materials of the everyday life of the people. Presents a tentative plan of education for the children of the village school and for the adults of the community.


Traces the rise and the progress of the study of English in China, and analyzes the English textbooks used between 1900 and 1937. Recommends that textbooks be approved by the government, which should allow a reasonable amount of flexibility; that nationalism and militarism should be replaced by internationalism and democracy; and that uniformity and flexibility may be achieved by cooperation between the government and private agencies.


228. McParlan, Frances. The training of teachers in France for the primary and secondary schools from 1875 to 1925. Master's, 1938. Fordham.


Traces the early history of the Fiji Islands, and its acceptance by the British government in 1874 as a Crown colony. Shows that education in Fiji dates from the arrival of the Methodist missionaries in 1835 and the Roman Catholic missionaries in 1842; that until 1909 education was the responsibility of the missions; that since 1929 the control of education has been vested in a department of education, but the missions still engage in a considerable amount of educational activity. Describes the construction and standardization of a Fiji test of general ability composed of non-verbal pictures employing completions, classifications, similarities, opposites, analogies, number series, and substitutions. Finds the main value of the test to be as an instrument for the internal grading of the separate races.
CURRENT EDUCATIONAL CONDITIONS


Show that at present the philosophy of education in Germany aims to maintain the totalitarian state which repudiates democracy and the autonomy of individuals by emphasizing loyalty, sacrifice, and work for the common welfare, and by educating an able group of political leaders; that the scope of education has been widened and seems to be succeeding admirably.


240. Semmens, Lindsay A. A history of the development of education under British administration in Burma to 1886. Doctor's, 1938. Southern California.

Presents the early history of Burma, the circumstances anterior to the consolidation of Lower Burma under British administration, its history pursuant to the annexation of Upper Burma in 1886, and the union of the three maritime provinces into British Burma. Gives a sketch of the contributions of such missionary statesmen as Jordan and Rice, and the gradual development of government education from the indigenous monastic elementary school through the university, showing British success in developing European education in an Oriental setting.


Studies the reorganization of the administration, programs of study, and various minor reforms during the twentieth century in France.


RESEARCH STUDIES IN EDUCATION


245. Ulrey, Dorothy L. The federal rural schools in Mexico. Master's, 1938. Southern California.


Discusses the outstanding educational traditions in Scotland and traces the development of post-primary education conducted under the primary school code from 1872 to 1938.


INTERNATIONAL EDUCATION


Attempts to determine whether there is a relationship between a person's international mindedness and his status as indicated by his race, education, health, church membership, political belief, type of home, and ancestry.

249. Nettings, Dena. Projects that may contribute to the promotion of Christian internationalism in high schools under the Board of foreign missions of the Presbyterian church in the United States of America. Master's, 1938. Presbyterian Coll.


Shows that it will require the combined efforts of the home, the school, and agencies that are actively and consciously laboring for a better international understanding among children to develop the feelings of good will and world friendship among the children of the world and that the schools must provide the environment in which world attitudes can develop.

*251. Wellman, Henry George. A specific record of the growth of community cooperation with the schools of New Rochelle for better understanding of international problems. Doctor's, 1938. New York. 100 p. ms.

Describes the work done by the clubs, and in assemblies in the New Rochelle high schools in adult education, and in church groups, and in county projects toward the better understanding of international problems, and lists organizations publishing material for study groups interested in internationalism.

EDUCATION—THEORIES AND PRINCIPLES


Compares the educational ideas of Herbert Spencer with current practice.


Compares the ideas of the two French ecclesiastics on the education of girls. Finds that each was a defender and champion of women's education in his particular century; that
there is a striking similarity as to the aim, method, and content of education proposed by
these two educators, and that they diverge on minor points only; that both discuss the
preschool child, the adolescent, individual differences, and self-activity, all of which are
prominent in current educational discussions.


Discuss the life, educational philosophy and influence of Hermann Lietz. Describes the
country educational homes which he founded to provide an all-around education in a natural
atmosphere under the direction of understanding educators. Shows that these schools had
a modernised curriculum with greater emphasis on the native tongue, the social and physical
sciences, pupil-centered instruction, practical manual work, family groups, trips and hikes,
athletics, and age-group separation. Indicates that the schools increased in number even
after Lietz' death, and that some of the schools are still in existence although not as
independent institutions, owing to coordination by the Nazi regime. Shows that Lietz was
the initiator of the new school movement in Germany.

258. Burton, John Stevens. A study of Alfred Adler's theory and practice of
individual psychology applied to adolescent boys. Master's, 1938. Columbia.

Master's, 1938. South Methodist. (Abstract in: Southern Methodist university. Abstracts of
theses, 1939: 10–11)

Discusses Huxley's definition of a liberal education, his conception of life as the norm
of education, his 10 educational aims, his efforts to advance the sciences to an equal place
with the traditional subjects in the school program, his concept of a balanced curriculum,
his analysis of aims as a method of deriving a defensible curriculum, his attack on rote study,
his emphasis on personal observation and individual activity without teacher interference,
and his belief in the necessity of closer articulation and integration as a means of attaining
the objectives of education.

Doctor's, 1938. Temple. 166 p. ms.

Finds that the influence of naturalism is shown in education today through the emphasis
placed on education, as an end in itself; that it makes for an education that is practical
and definite, but lacking somewhat in purpose and ideals.


262. Filbeck, Orval. John Calvin and Jean Jacques Rousseau: a contrast and

Points out the differences and the similarities in the educational philosophies of these
two early modern educators and summarises the chief contributions of the two to modern
education.

*263. Flores, Diego. Las ideas educativas de D. Eugenio Maria de Hostos.

Studies de Hostos' pedagogical ideas, and finds that he was a follower of Rousseau,
Herbert Spencer, and Pestalozzi.

*264. Getty, Joseph M. The philosophy of life contained in the Fourth
Gospel compared with the philosophies of Plato and Dewey. Doctor's, 1938.
New York. 264 p. ms.

265. Haake, Helen. The educational theories expressed by Goethe in his
autobiography and selected works. Master's, 1938. N. Y. St. Coll. for Teach.
38 p. ms.

Surveys his works on education, rhetoric, dialectic, ethics, psychology, and physics, and shows the relation between his philosophy and preceding thought.


Analyzes the writings of Bertrand Russell and Wilbur Urban to determine their views on 19 major issues.


Presents a critical interpretation of education in the present social and political setting.


Discusses the origins of Paul's philosophy, and interprets the ontology, cosmology, epistemology, and philosophy of education.


Discusses the need of teaching the sciences, social sciences, and art in such a way that students may be helped to identify the authoritarian from the democratic temper of mind in whatever context they may meet it, and the progressive realization of the democratic way of life may be fostered on every front.


Surveys the historical and philosophical background of educational theory and practice from primitive methods of instruction to present-day practices.


Investigates Arnold's principal educational theory and the times that predicated it; the growth of his thinking about America's cultural needs; America's reaction to his educative efforts; the reasons for his initial failure; and the effect in America since his death of the Arnoldian teachings.


Discusses his views on the relation of the science of education to its auxiliary sciences, on method in general and on various types of teaching, and his ideas on the qualifications of the genuine teacher.

277. Parker, Clara M. Collection of data on stem courses in education in 48 universities. Austin, University of Texas, 1938.

Survey the education, attitudes, and recommendations for education of Lincoln, Johnson, Grant, Hayes, and Garfield.

Shows how modern educational theories advanced by a number of noted educators have been successfully applied in a rural school.

Shows that Morrison proposes a system of absolutes which are outmoded; and that his system is as serious a challenge to democracy as the challenge of any of the personal dictatorships in the world today, and is more dangerous because of its disguised character.


Shows that over a period of 50 years Brumbaugh was constantly and consistently active in furthering the cause of democracy through education.

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

HOMOGENEOUS METHODS


ACTIVITY PROGRAMS

Describes an experiment conducted with two equated classes of seventh-grade history using two different teaching techniques for two 6-week periods. Finds that one method is not distinctly better than the other; that the pupil activity procedure holds some advantages over the question and answer method, indicating that it is a more satisfactory method for the highest 25 percent; that students work more nearly up to their capacities under this method; that it is more adequate in developing initiative and the technique of research; and that students favor it over the question and answer procedure.

Presents materials and methods of activities for seventh-grade arithmetic in the light of the modern activity movement. Uses units of work prepared as a product of actual classroom work in the public elementary schools of Commerce, Tex.


Studies the relationship between the practices of the activity school and the findings of modern experimental psychology. Shows that the proponents of the activity school place their highest values upon child needs, interests, and purposes, and believes that children learn better by natural doing than by the mastery of adult imposed tasks. Finds that the conceptions of the individual and of learning implied by the practices of the activity school agree with the conceptions of the individual and of learning based upon the findings of relativistic experimental psychology; that the two sets of concepts are in accord.


Defines the activity program, its aims and objectives, and discusses its values and their practical applications in terms of the Louisville public schools at the second-grade level. Finds that the activity program is markedly different from the traditional procedure and is more representative of modern education and psychological thought than is the traditional procedure; that the basic procedures of the activity program may be employed at the second-grade level; and that the results from this type of teaching may be expected to be more effective than the traditional textbook method in terms of scores on standard tests of reading, vocabulary, language, spelling, arithmetic, social development, personality adjustment, and as judged by teacher's ratings of educational goals such as cooperation, initiative, interest, pupil participation, and pupil opinion.


Presents a brief historical sketch of the activity movement. Traces the development of the activity program in the Nicholas Finzer school; sets-up criteria for evaluating the activity movement; and evaluates the school. Suggests a plan for improving the activity program in the school.


Attempts to determine what is the best practice for the activities program in the elementary school and how the program in the Palatka elementary school may be improved.

CONTRACT PLAN

†295. Briggs, Thomas H. and others. Laboratory techniques of teaching: the contribution of research to teachers planning the individualization of instruction. New York, Teachers college, Columbia university, 1938. 81 p.

Discusses the role and history of the laboratory method; laboratory techniques in theory and practice; acquisition of facts as an outcome of laboratory techniques; attitudes, interests, and habits as outcomes of laboratory techniques; administrative problems involved in the use of laboratory techniques of instruction; and the contribution of research to the use of laboratory techniques.

INSTRUCTION AND ORGANIZATION


Surveys efforts to improve teaching with emphasis on the unit; based on an extensive sampling of the use of the unit by social studies teachers of Maryland. Gives opinions of the users of the unit method on its advantages and shortcomings as well as modifications of the unit idea which are now in use.

HOME ROOMS


Formulates 18 standards for measuring the effectiveness of the home room as an agency for guidance, and applies these standards to 33 carefully selected schools. Indicates that the home room has demonstrated its ability to make major contributions to guidance in the areas of civic responsibility, ethical character, home membership, and education; and to make minor contributions in the areas of health, leisure time, and vocation. Recognizes the broad potentialities of the home room for guidance purposes, but conceives it as only one of the agencies of the comprehensive guidance program. Shows that the home room should be considered an integral part of the school program in elementary, junior, and senior high schools. Proposes a comprehensive plan for the use of the home room as an agency for guidance in junior high schools.


INDIVIDUAL INSTRUCTION


METHODS OF STUDY


Discusses the history, aims, and needs of supervised study and the steps and precautions involved in initiating a program of supervised study from an administrative standpoint.

RADIO IN EDUCATION


Examines the past and present radio activities and policies of state and territory departments of education; public-school systems representing population centers of 8,000 or more;
and colleges, universities, and teachers colleges. Finds that the radio is an important instructional tool in modern education and will receive increasing attention from professional educators; student motivation as a reason for educational broadcasting is becoming increasingly important; city school systems are assuming the leadership in building broadcasting organizations to provide programs intended to supplement, classroom work; cooperative broadcasting will become increasingly important in education by radio; the growth and success of the cooperative plan between the United States Department of Agriculture and state-supported educational institutions point a direction for further federal government cooperation in education by radio development; mechanical perfection and lower prices for electrical transcription processes are making possible enlarged opportunities for educational broadcasting; courses for college credit by means of the radio have not proved as successful as have certain phases of educational broadcasting; curricular offerings planned to train teachers to make full use of radio as an educative medium promise to increase rapidly; the radio expert in entering educational organizations as a specialist in broadcasting and classroom reception techniques; and commercial broadcasting companies are finding it desirable and expedient to favor the growth of educational broadcasting.


Discusses the development, ownership, operation, and control of radio; important problems that face the radio industry; the opinions of radio stations on educational programs. Analyzes returns of 1,000 high-school students in 20 high schools scattered throughout Maryland, to a questionnaire to secure information and opinions of these students on their use of the radio both in and out of school. Studies the opinions of the school officials in Maryland as to the status of radio. Finds that education does not receive what it should receive in the amount of time devoted to its interest, or in the nature and quality of the programs broadcast; that educational authorities own less than one-tenth of the stations, and the educational stations are not given the favorable wave lengths, power, and hours to broadcast. Shows that the teachers need to be trained in the use of the radio, and that they will have to teach their pupils to be more critical listeners and so raise the standards of programs; that many school officials and administrators feel that the schools cannot afford the expense of a radio, and that there is little value in radio education. Finds that the state department of education is doing practically nothing for radio education.


Investigates the aims and practice of selected educational broadcasts of the Columbia and National broadcasting companies during the typical school year months of November 1936; February, April, November 1937; February and April 1938. Finds that the programs, when measured by established educational criteria, were appreciably below standard; educational claims of sponsors were not substantiated. Reveals the need for a re-examination of the educational philosophy of broadcasters and the necessity of employing trained experts to prepare and direct educational programs according to recognized educational theory and practice.


Analyzes replies to a questionnaire sent to 190 institutions in the United States, Alaska, and Puerto Rico. Finds that 58 institutions were equipped with one or more radio-receiving sets; that 68 said that educational programs for children were available; and that 62 institutions utilize these programs.

**313. Grove, Elsie.** The dramatization of some phases of home economics for radio. Master's, 1938. Ohio State.

Shows that thus far the home economist has made little use of radio drama as a means of influencing attitudes, appreciations, and misunderstandings in the field of personal, home, and family living. Discusses the educational values of dramatic productions in providing the means for vicarious participation, emotional stimulus, creative expression, and group
activity. Describes two dramatic radio programs written on some of the common problems arising between parents and children as shown by the results of a questionnaire answered by more than 100 high-school seniors.


Discusses the early history of radio broadcasting; the present inequalities of competition; the part of the broadcaster and of the government in improving radio programs, as well as the part the listening public can play in such improvement, and the place of education in a commercial broadcasting system. Describes briefly the broadcasting systems of Great Britain, Germany, Italy, France, and Russia. Discusses the work of the Office of Education in its radio broadcasts.


VISUAL INSTRUCTION


Discusses the movement toward visualization in teaching; presents a brief evaluation of the available visual aids. Describes the position of the textbook publisher and offers a suggested program.


Analyzes 246 replies to questionnaires sent to 454 school systems in New Mexico, Arizona, Colorado, Oklahoma, Texas, Kansas, and California on school equipment, machines, room conditions, financing and administration of motion pictures, and the use made of them. Finds that only relatively large city systems own films, and that everything considered, rental is preferred to buying; that silent projectors are still more generally used than sound projectors, and few cameras are owned; that less than one dollar per high-school pupil is invested in equipment; that teachers usually select and show the films; that classroom use is more general than auditorium; that motion pictures are better suited to use in sciences and geography than in history and biography; and that there is a wholesome tendency toward stressing educational rather than entertainment values.


Attempts to determine the extent to which schools are equipped to use motion picture film, slides, film strips, and stereographs in their classrooms. Analyzes 193 replies to a check list on the use of visual aids sent to 250 principals of secondary schools in Massachusetts. Finds that the schools are using about one-third of the visual materials they are equipped to use; that the amount of equipment varies widely but the schools are well equipped to project silent motion pictures, and are fairly well equipped to project glass slides and opaque materials; that equipment and use of the newer visual aids is rather limited; that central libraries of visual aids are relatively uncommon except in school systems employing a director of visual education.


328. Hamer, Paul S. Motion-picture attendance of the students of Athens, Ohio, senior high school. Master's, 1938. Ohio Univ. 77 p. ms.

Attempts to discover the frequency of attendance of the high-school students at commercial motion-picture theaters in relation to their sex, rank in school, scholastic achievement, companions, amount and source of money spent, time of day, days of attendance, reasons for selection, and pictures most frequently attended. Compare students' ability to rate the movies they attended with the ratings given by an expert reviewing service.


Studies the administration, organization, and supervision of departments of visual-sensory aids in New York, Chicago, Philadelphia, Detroit, Los Angeles, Cleveland, St. Louis, and Pittsburgh. Finds that the teacher is the greatest factor in establishing departments of visual-sensory aids; that the director in the large cities is a staff officer; that the department is coordinate with the departments of health, art, and music; that selection of material is made by the director in 50 percent of the cities; that per pupil cost of departments show no uniformity in large cities; that important outcomes of programs by departments of visual-sensory aids are improved classroom methods, enrichment of curricular content materials, and increase in pupil activity; that the difficulties encountered by the directors are the determination of a sound educational policy, acquisition of suitable material, and financing and appraisal; that the size of the cities bears no relation to the amount of service rendered to schools by the department.


Presents a brief history of general science in the schools. Discusses the use of motion pictures in education, teaching with films, the general aims of general science, methods of general science teaching. Describes an experiment conducted with the 330 pupils in 10 classes in general science in a junior high school for a 2-week period when a unit on "weather" was being taught. Two teachers taught the 10 classes, each teacher teaching two topics on weather with the use of textbooks and two topics with the use of films. Shows the effectiveness of the educational film as an aid to the teaching of a unit in general science.


Describes an experiment conducted with two 7A general science classes in the laboratory school of Indiana state teachers college for a period of 13 weeks, in which one group was taught by the traditional method and visual aids, while the second group was taught wholly by the traditional method and without motion-picture films and lantern slides. Finds that the experimental group showed definite improvement over the group taught by the traditional method alone. Indicates that visual aids, when used to present the topics to be studied, serve as motivation for the students.


Indicates that many pupils gained as much or more understanding from reading the script of historical films as from seeing the photoplay as actions, costume, and scenery tend to overshadow the dialogue; that pupils who had done both remembered content better than those who had merely seen the film; that 90 percent enjoyed reading photoplay scenarios and 91 percent felt that historical films increased their enjoyment and understanding of history.


Describes an experiment carried on in 14 schools located in various parts of Ohio, representing various types of communities and sizes of schools, and using as subjects 1,586 different individuals ranging from pupils from the seventh grade to and including adults. Uses films depicting the work of the WPA and films on soil erosion. Finds that the documentary film can change the attitudes of individuals of the various ages used in this study; that the changes were less consistent with the younger than with the older pupils; that girls were more favorable to the WPA and government help in the control of soil erosion than were the boys; that environmental background influenced the attitudes of the individuals; that the pictures helped the individuals to think more clearly in relation to the problems dealt with by the films.


Uses 178 pupils in four biology and two chemistry classes of the Fort Collins high school, as subjects in an attempt to determine whether factual information is acquired more readily and retained better when presented by means of the educational sound motion picture than when presented by means of the educational silent picture. Indicates that factors other than the general type of film presentation must be considered in determining effective use of motion pictures in the fields of chemistry and biology.
344. Short, Robert M. An analysis of the techniques used by small school administrators in developing a program of motion picture education. Master's, 1938. Ohio State. 74 p. ms.

Analyzes the motion-picture programs of 60 Ohio schools to discover the way school administrators of small schools were administering the programs.


346. Wilson, Eustis DeCote. The administration and use of visual aids in the Civilian conservation corps. Master's, 1938. Louisiana State. 71 p. ms.

Studies the organization, administration, and use of sound and silent motion pictures and film strips as educational aids in the camps of the Fourth corps area.


PSYCHOLOGY—EDUCATIONAL


Compares five methods of learning serial rote material by trial and error, using 75 10- and 12-year-old boys and girls as subjects, divided into five groups. Each group learned the material by all the five methods, with a different form for each method. Finds the first method, going back to the beginning before correcting the error, the best and most popular method with the pupils; little difference between the methods in retention as measured after an interval of 10 to 14 days.


Attempts to measure objectively the extent of bilateral transfer by determining the degree of transfer from one hand to the other in learning to draw circles under different learning conditions, the subjects being a group of 40 undergraduate college students. Indicates that practice without knowledge of results improved the idle hand for both the control and experimental group; that the conditions under which learning took place affected both the extent of learning and the degree of transfer; that the agency of transfer was determined by the conditions under which learning took place.


Describes an experiment conducted with high-school students in the social sciences to determine the effect of 60 minutes of review cramping on retention immediately, 6 weeks later, and 12 weeks later. Indicates that in general a period of 60 minutes of review cramping has little effect on marks made on a test immediately following the cramping period, and no effect on the marks made 6 or 12 weeks later.


Attempts to determine the effect of temporal position, whole or part methods of presentation, repetition, and amount of material upon the immediate substance recall of orally presented material, presenting three "fake" 1-hour radio programs consisting of popular recordings and advertising material to three equated groups of 25 students each.

357. Kelly, Genevieve Claire. Some of the contributions of educational psychology to the teaching of mathematics. Master's, 1938. Wisconsin.


360. Linley, James Markham. An analytic study of the creative process as revealed by accounts of specific creative acts. Doctor's, 1938. Southern California.


363. Osborne, B. Travis. A comparative study of the interest and importance ratings of several problems in educational psychology as rated by prospective teachers attending the University of Georgia. Master's, 1938. Georgia. 69 p. ms.


Attempts to determine the effect of a program planned to improve the ability of pupils to think on: the general ability to think, ability to interpret scientific and economic facts and events of modern life, growth in general science subject matter; and the relation of the amount of growth in the general ability to think to the pupils' level of intelligence and age. Describes an experiment conducted with 460 pupils in ninth-grade general science who were given the initial tests in December and January 1936, and were taught by three science teachers, each of whom had a control and an experimental group of students; and an experiment conducted in another school with a control group of 180 pupils. Shows that the experimental groups made statistically significant greater growths than the control groups in general intelligence and in verbal abilities, in general science subject matter, understanding of scientific method, and ability to coordinate and subordinate items in an outline.


Attempts to determine whether emotion has been unduly ignored in the stress laid upon the acquisition of knowledge and the development of skill in the acquisition of knowledge; whether education should concern itself with the strength and direction of desires developed or inhibited by the educational process; whether the stress laid on the attitude of neutral detachment, desirable in the scientific observer, has been unduly extended into other spheres of life to the impoverishment of the life of American youth; and to consider the devices by which emotion may be more accurately described, measured, and oriented.

Studies the measurable influence by explicit instructions to plan upon the performance of complex tasks as contrasted with performance of the same tasks under spontaneous tendencies. Indicates that the instructions were helpful in some cases; that they interfered with the performance in some cases and that in others they had no effect at all upon the performance. Concludes that the influence of a single short instruction to plan was not predictable.


Describes an investigation of the retention of completely and partially learned nonsense syllable lists after intervals varying from 6 seconds to 20 minutes in length, using 24 subjects in the experiments.

370. Yoakam, G. A. The development of the higher study and thinking skills in high school. Modern teaching, September 1938. (University of Pittsburgh)

CHILD STUDY


Vol. 1. Legal status in the family, apprenticeship and child labor. Vol. 2. The dependent and the delinquent child; the child of unmarried parents.


375. Burt, Mary H. M. Emergent specificity in the child as affected by interference with the development processes with especial reference to speech deviations and mental deficiency. Doctor's, 1938. Michigan.

376. Carter, William P. The only child in the family, a comparison with other orders of birth. Doctor's, 1938. Chicago.

377. Collison, Guilford. A comparative study of the breathing capacity of children who are large or small for their ages. Master's, 1938. Iowa.


Finds that growth in ossification processes seems to be closely related to growth in weight and height.


386. Gesell, Arnold, Thompson, Helen, and Amatruda, Catherine Strunk. The psychology of early growth including norms of infant behavior and a method of genetic analysis. New York, Macmillan company, 1938. 290 p. (Yale university)


Finds that the prose literature of the period presents a morbid picture of children who were mentioned most often in connection with birth, death, and baptism; that children had few pastimes; and their life was taken up with obedience and religion.


States that there should be a close agreement between the accepted philosophy and aims of education and the techniques of evaluation which should include all aspects of the child’s development, should be a cooperative undertaking, and should be carried on continuously; that techniques of evaluation should be reliable, practical, and appropriate.


Attempts to determine the reliability of 35 dimensions, using 131 children between 3 and 6 years of age as subjects.


Sets up a handedness test with a variety of items to be used for infants between 6 and 24 months. Finds about an equal number of infants showing right- and left-handed status during their first year, with a predominance of infants showing right-handedness in the second year of life; changes in hand preference occur more frequently in the first year of life than in the second; changes from left-handedness to status occur more frequently than from right; infants showing right-handedness status are significantly higher in their degree of preference than infants showing left-handed status.


Shows that teacher can gain insight into the basic growth and development of children through a study of current novels and books on the psychology of child development.


Analyzes the case records of 34 adopted children having behavior problems, to determine the extent to which the facts of adoption were causal factors. Finds that in 15 of the 34 cases facts relating to adoption seemed to have direct bearing on the problems of the children.


Attempts to evaluate the sensitivity to visual stimulation in newborn infants. Indicates that light of the intensities used in the experiment has an inhibitory effect upon the bodily activity of young infants.


Studies the pattern of the mental development during the preschool years of children placed in foster homes in infancy; the pattern of those placed during the preschool years; and the relationships between the mental development of the children and various factors, such as education, occupation, and intelligence of the true and the foster parents. Uses 154 children from inferior true-family backgrounds who had been placed in superior foster homes under the age of 6 months and who had been given at least two intelligence tests; and 65 children who had lived from 2 to 6 years in underprivileged homes or in institutions and were then placed in foster homes. Finds that children placed in infancy are above average in intelligence and superior to expectancy judging from family histories; children placed at the older ages gain in IQ after a period of residence in the foster homes and the greatest gains are made by those initially lowest in IQ. Concludes that a child's mental development is determined largely by the environmental influences to which he is exposed and that these influences are cumulative.


Presents present practices in clothing selection for preschool children in Oklahoma, and compares these practices with accepted standards as recommended by home economists. Recommends that extension groups, study groups, and home economics teachers make greater effort to get the needed information to the mothers of preschool children in Oklahoma.


SEX DIFFERENCES


TESTS AND TESTING

PSYCHOLOGICAL TESTS


Attempts to determine the value of intelligence, personality, and vocational interest tests in a guidance program for college freshmen. Describes an experiment in which tests were administered to 300 college freshmen in two institutions, a teachers college with a general college department, and a junior college. Shows that the tests used are of value in a guidance program for college freshmen.


Attempts to develop tests for evaluating pupil behavior in situations embracing quantitative problems. Constructs four tests of 15 items each designed to discover a pupil's ability to discern relations between a situation and its quantitative implications; to secure evidence of the pupil's ability to reorganize elements in the problem situation toward a solution; to obtain evidence of the pupil's ability to utilize mathematical concepts, principles, and processes in the solution of the problem; and to discover the pupil's ability to check a problem solution for accuracy and to determine whether or not it satisfied the conditions of the problem. Finds that the tests furnish evidence of the degree to which classes and individual pupils are reaching each of the objectives of arithmetic as they function in social situations.


Studies the relation of mental test ratings to achievement of 320 high-school pupils, comparing the records made as sophomores and as seniors during a 4-year period of high-school attendance, using the classes of 1936, 1937, and 1938 in the Washington high school. New London. Finds that the Hermon-Nelson tests predicted rather reliably the probable success of beginning high-school pupils; and that there is indisputable evidence of increased selectivity on the basis of mental ability of the senior pupils when compared with their entering marks.


419. Finucane, Mary T. Standards and function of tests used in measuring the child's intellectual equipment before adoption placement: a study of 10 cases in the Boston Children's friend society. Master's, 1938. Boston Coll. 70 p. ms.


Describes an experiment in which 10 consecutive trials on the formboard were administered to 83 third-grade children, and an attempt made to arrive at some index of performance that would be more closely related to MA than are the time records of the first trial, and an attempt to investigate the relation of progress over the 10 trials to learning as reflected in school marks. Indicates that in formboard performance the high academic third of the subjects was significantly higher than the low academic third.


Compares the performance of 120 normal cases, MA range 6 to 9 years, 11 months, with that of 143 feeble-minded with the same mental range. Finds that the feeble-minded children have a somewhat wider range of successes than normal children.

422. Held, O. C. Do poor students try to avoid taking psychological examinations? School and society. 46: 803, December 18, 1937. (University of Pittsburgh)


Finds no differential items applicable to epileptics of all age groups and mentalities.


Describes an experiment in which the Rorschach ink-blot test was given to 50 white men and 50 white women from among the PWA workers in New York City during the summer of 1934, and to 50 Negro men and 50 Negro women from the PWA or unemployed workers secured through various Harlem social agencies. All of the persons tested were college students or graduates. Finds that the white group was more variable in every respect than the Negro group; that the white group was more introverted whereas the Negro group was more extroverted. Gives evidence in favor of Rorschach's claim that the psycho-experience type of various races is different.


Describes an experiment in which tests were administered to 152 men and 147 women ranging in age from 25 to 82 to determine the adaptability of the human adult mind to new situations of a controlled type. Finds that the general decline in test ability over a 50-year period is not as extensive as popular opinion would dictate; that correlations between age and the various tests indicate that prediction of an individual's score from his age would amount to little more than a mere guess; that although mean scores and regression coefficients show a loss in score points from younger to older groups in every case, there is no major change in variability with age; that reliable sex differences are few; and that decline in performance test ability is not due to any selection of subjects by educational attainments or by socio-economic status.


Finds that the American council psychological examination and the cooperative English test scores are valuable criteria for predicting college success, with high scorers most apt to succeed in college work.


Indicates that intelligence tests have value and denies the validity of homogeneous grouping in small schools.


Studies the relationship between the intelligence of 815 Louisiana state university students entering as freshmen in 1933 and their subsequent academic success over a period of six semesters. Indicates that the American council on education psychological examination isolates a large proportion of the factors that enter into academic success: that girls tend to be brighter than boys, younger students than older students, those whose fathers are teachers than those whose fathers are farmers, those who do not go in for athletics than those who do, those who elect abstract or cultural subjects than those who elect concrete or practical subjects; that brighter students tend to continue their education whereas the dullest students drop-out. Indicates that all five parts of the psychological examination are better for prognosis, except in the case of the mathematics by the analogies test than any of the separate parts.


Attempts to determine whether, in a number of subjects, such a trait as extra-sensory perception exists, using the methods of Dr. J. B. Rhine in testing. Uses such students at State teachers college, Fitchburg, Mass., as were willing to try the tests. Indicates that a relation exists between the results obtained from some of the techniques used; that certain techniques do not conform to a chance distribution curve; and that with the introduction of a controlled time interval, results decreased slightly.


Constructs a group test of persistence, and administers it to approximately 500 college and high-school students, ranging in age from 15 to 25 years. Indicates that the test possesses reliability and validity.

437. ——— Relationship between persistence test results and intelligence and academic success. Journal of educational psychology, 1938. (William Woods college)

Attempts to determine the extent to which persistence is related to intelligence and to success in school.

Describes an experiment conducted with a group of young college women ranging from 19 to 23 years of age.


Attempts to determine whether age and sex are related to the scores made on the Otis self-administering tests of mental ability when varying time limits are permitted, using 300 students at George Washington University as subjects, ranging in age from 16 to 22; the older female subjects took a relatively longer time to complete the test than did the males; a high consistency of performance is shown regardless of age or sex; the more mature males (over 20) tended to improve their scores slightly on an extension of time; the female group did not show a consistent gain for any age group; initial scores were not altered greatly when age and sex groups were combined. Indicates that neither sex nor age are related to the scores made on a test of mental ability when varying time limits are permitted.


443. Vaughan, Robert E. The intercorrelation of abilities as measured by the Dearborn group tests of intelligence, series II, tests C and D. Master's, 1938. Colorado. (Abstract in: University of Colorado studies. Abstracts of these and reports for higher degrees, 1938, 142)

Analyzes scores made on tests administered to 336 children in the sixth and eighth grades of six Texas schools.

444. Wellman, Beth L. The intelligence of preschool children as measured by the Merrill-Palmer scale of performance tests. Iowa City, University of Iowa, 1938. 150 p. (University of Iowa studies, new series, no. 361. Studies in child welfare, vol. 15, no. 3)

Analyzes the results of 510 Merrill-Palmer tests given to 281 children, and compares them with the results of the Kuhlmann- and Stanford-Binet tests of the same children. Shows that gains may be expected on retests, and that the pattern of change on retest at one week was different from the pattern of change over a longer period. Finds no significant differences between children from different occupational classes, nor between children whose parents were better educated and those whose parents were less well educated. Indicates that the Merrill-Palmer test is not as adequate a test for the preschool ages as the Binet test.


SOCIAL INTELLIGENCE—TESTS AND SCALES


Attempts to determine the relation of certain non-intellectual personality traits as measured by the Washburne applich edition of the social adjustment inventory, to scholastic achievement as determined by New York state regents and city-wide examination averages. Finds that boys of high scholarship tend to be somewhat better adjusted than those of low achievement, while girls of low scholarship attained slightly better adjustment scores on the average. Shows no statistically significant differences at the secondary school level, between social adjustment as measured by the Washburne instrument and scholarship as determined by examination averages.

Constructs a tact test consisting of 42 difficult situations, and a key for the test. Evaluates the test, and studies the relation between scores on the test, age, sex, and locality.

450. Hand, S. An evaluation of the University of Minnesota personal qualities and abilities rating scale. Minneapolis, University of Minnesota, 1937.
Analyzes more than 1,000 ratings on home economics students, and as a result the scale has been completely revised.


452. Huffman, Mrs. Elam Stewart. The construction and evaluation of a scale to measure the attitude of stutterers toward any social situation. Master's, 1938. Purdue.


454. Irwin, Ralph A. Stereotypes as materials for attitude test construction. Doctor's, 1938. Ohio State. 687 p. ms.
Describes an experiment in which eight attitude scales were constructed using current day political stereotypes as materials and a test of knowledge concerning the meaning of the stereotypes used was constructed and administered to 1,368 college students, 276 non-university adults, and 34 high-school students. Finds that the factors most closely related to the attitudes measured were: Sex, education, intelligence, parental political allegiance, church membership, and magazines regularly read. Indicates that stereotypes are more appropriate for social attitude test construction than the rational statements of opinion usually used.

Attempts to determine the relation between the level of maturity of an individual's general behavior and his emotional adjustment; and the relation between his choice of certain modes of securing satisfaction and the rate of maturing of his general behavior and his emotional adjustment, using as subjects 200 boys attending elementary schools in three communities in Lackawanna county, Pa. The boys were in the fifth to the eighth grades, and ranged in age from 10 to 17 years.


459. McVey, Richard C. An experimental study to compare the ratings of high-school pupils and of selected delinquents on the Humm-Wadsworth temperament scale. Master's, 1938. Southern California.


Presents an intensive study of five persons in an analysis of personality to determine how personality affects group choice and participation, and how group participation affects the personality. Indicates that primary groups play an important part in the life of the individual; that the family had little influence in determining the groups to which the individual belonged; that prejudice plays a part in determining group choice; that temperament is an important factor in group choice.


Describes an experiment in which 39 of the 42 most discriminative items in the Thurstone neurotic inventory were administered as a questionnaire to a group of 500 male college students in an attempt to investigate the concept of neurotic tendency. Finds that there is no single trait of neurotic tendency which can be postulated in a parsimonious description of behavior; forms tentative hypotheses as to the nature of these primary traits; finds that the consistency of response to the individual items on two occasions a week apart is high; and agrees in part with other empirical attempts to determine behavior categories.


465. Price, Mrs. Hazel Huston. Securing valid and reliable evidence of the ability of the adolescent girl to make intelligent decisions concerning the use of her personal resources. Doctor's, 1938. Ohio State. 274 p. ms.

Constructs and validates a measuring device to determine the ability of the adolescent girl to make intelligent decisions concerning the use of her personal resources. Finds that individuals varied greatly in ability; that there was little improvement shown as pupils advanced in high school; that there was some improvement at the college level. Shows a need for more emphasis in the curriculum on subject matter and experiences which might help pupils to gain greater ability in the making of intelligent decisions.


Constructs a scale of 124 statements to determine the attitudes of adolescents toward parental control, and administers the scale to about 600 adolescents in the junior and senior high school grades. Finds that between the ages of 16 to 18 there is a shift towards a relative increased freedom from parental control, the girls being slightly more subservient than the boys.

467. Reehling, Harold Arthur. A study made on the ability of teachers to rate students on several traits, other than scholarship, using a graphic rating scale. Master's, 1938. Penn. State. 45 p. ms.

Constructs a graphic form of rating scale for rating industriousness, appearance, leadership, reliability, emotional control, and general ability of the students. Describes an experiment in which 10 different teachers rated the members of the senior class of the Hanover senior high school, Hanover, Pa. Finds that in most cases the teachers are able to agree on the degree to which pupils possess or do not possess the traits under consideration; that some
of the traits rated do not lend themselves to this rating plan; and that in most cases the teacher's ratings on traits other than scholarship does not add anything that either the teachers' grades or students' IQ cannot give. Indicates that the use of rating scales by teachers depends a great deal on their own personality and training; and that the teacher is usually too subjective in his rating of students.


470. Schettler, Clarence H. Problems of personality traits with emphasis upon the problem of mutability. Doctor's, 1938. Chicago.


Analyzes replies to a questionnaire checked by 100 boys in five cities and towns and by 22 experts. Finds that the majority of the boys, even before instruction, had attitudes regarded as desirable by the adult experts; that many of the viewpoints were changed little by instruction; and that greater improvement was made by the groups taught with the major objective of changing attitudes than by the groups in which this was not a definite aim.


Constructs a personality test for children and administers it to 777 children ranging in age from 9 to 16 years. Finds that these boys and girls represented a fair sampling of the various socio-economic levels; that certain personality traits develop with age; that boys of this group are more dominant, fearless, revengeful, and boastful, and girls are more serious, moody, suspicious, social, and fanciful; that teachers' ratings of pupils and the pupil estimates of themselves show more approach to agreement than a trend toward disagreement; and that case studies confirm sufficiently, although not perfectly, the child's test appraisal of himself.


Attempts to construct and demonstrate the use of techniques for measuring two types of influence in discussion, the two types being influence in formulating the group decision and influence on retest responses of others; to determine the relationship of certain personality and background characteristics to each of the two types of influence studied; to determine the relationship of personality characteristics and background influences studied to being influenced by discussion; and to discover whether discussion tended to produce esthetic opinions more or less like those of "experts" than had been the prediscussion opinions. Finds a tendency for those who are most influential in discussion to be least influenced by the discussion; that influenceability is not significantly related to scholastic ability, the personality traits studied, or extremeness of views on the questions discussed; that the discussion of esthetic problems improved the judgments of students on problems discussed, and on similar aesthetic problems.


Studies 40 students in the Clements rural school during the school year 1934-35, and finds that the behavior rating score is but the starting point for an evaluation of student behavior.


Studies the rationale and methodology of personality test construction, restricted to instruments of the paper and pencil, self-report type; personality conflict by quantitative
methods, including the construction and experimental try-out of the experience appraisal, an instrument designed to measure a type of conflict at the adolescent level.


Points out the possibilities of employing various evaluating techniques for focusing the attention of pupils, teachers, and parents on the significant aspects of school life and conduct that help the child to realize his maximum developmental potentials.

EDUCATIONAL MEASUREMENTS—TESTS AND SCALES


Attempts to determine whether teachers approve or disapprove of the effects of these tests upon the schools. Indicates that the teachers tend to disapprove of certain aspects of the tests.


Studies the development of desirable habits, attitudes, and appreciations, and devises a technique by which they may be measured.


Analyzes objective test scores of five sections of a class in biology for four semesters, 1935-36 and 1936-37, of Senior high school, Leavenworth, Kansas. Shows that long objective tests may be used effectively to measure achievement in several sections of the same subject.
489. Evans, Robert L. Studies in the measurement of ability in English correctness: I. Comparison of the supply and error-correction types of capitalization tests. Master's, 1938. Iowa. 29 p. ms.

490. Forbes, Robert W. The relationship between the ability to recall and the ability to infer when biological materials are used as the situations. Master's, 1938. Kansas. 56 p. ms.

Studies 386 high-school students of biology using special tests to evaluate ability to recall and ability to infer. Shows that the students experienced more difficulty with the inference section than with the recall section of the tests; that pupils are acquiring a fund of important facts and principles which they are incapable of using because of a lack of training in the ability to draw inferences.


Describes the construction of the Klar scale for evaluating children's drawings. Uses unselected groups of children from the kindergarten through the sixth grade in the public schools of Springfield, Mass., to determine how well the children could draw creatively in response to a given stimulus, and the measuring of seven sets of those drawings by the Klar scale. Finds the Klar scale a fairly reliable instrument in determining the ability of children to draw creatively when the stimulus is a verbal situation.


Attempts to analyze the effect of training on inter-test correlations in reading comprehension, sentence completion, disarranged sentences, vocabulary, and analogies, using as subjects pupils of the fifth and the first half of the sixth grades in two public schools in Lexington, Ky., with the pupils of one school acting as the control group and the pupils of the other school the experimental group. Shows that the experimental group, which was trained in analogies, improved greatly. Indicates that the effect of training is specific rather than general.


Analyzes grammar in seven texts, and builds a valid, reliable, and comprehensive objective test to measure these elements.


Attempts to construct a test that will conform to textbook material as well as to what is being taught in the classrooms.


Shows that the latest tests are widely used; that schools misuse them by making tests the end rather than a tool of teaching; that some of the Manchester tests are too easy and some of the state tests too difficult; that some of the tests do not fit the course of study; that some do not consider all the tests in multiple lists in test preparation; that new tests are wanted each semester as the schools use the old tests for review; that norms are wanted for rating pupils at the time tests are delivered; and that the contest situation is a danger among schools using the testing service.


502. Hildebolt, Harry C. A comparative study of the results of the 1936 senior scholarship test from the upper one-third and experimental lower two-thirds of the high-school seniors from two Ohio counties with special attention to mathematical errors. Master's, 1938. Miami. 82 p. ms.


510. Krathwohl, W. C. The determination of the minimum number of tests to select cooperative students. Chicago, Armour Institute of technology, 1937.


Studies testing practices in 29 white public secondary schools of Delaware, exclusive of Wilmington. Finds that testing practices vary, but that 90 percent of the teachers favor giving tests, and that the most favored is a combination of teacher-made and standardized tests.


516. Manuel, Herschel T. A further report of the 1936-37 testing program. Austin, Texas. Published by the Administrative board of the Texas commission on coordination in education, 1937. 27 p. (Research bulletin no. 6) (University of Texas)


521. Paul, J. B. A comparison of the attainment of the Iowa state teachers college sophomores with the attainment of the sophomores in all colleges participating in the following tests constructed in 1937 by the Cooperative test service of the American council on education: 1. Cooperative general science test; 2. Cooperative contemporary affairs test. Cedar Falls, Iowa state teachers college, 1938. 8 p. ms. (Research report no. 30)

522. ——— Report of sophomore testing program, spring 1938: a comparison of the attainment of the Iowa state teachers college sophomores with the attainment of the sophomores in all colleges participating in the following tests constructed by the Cooperative test service of the American council on education: 1. Cooperative general science test; 2. Cooperative contemporary affairs test. Cedar Falls, Iowa state teachers college, 1938. 10 p. ms. (Research report no. 32)


Studies the results of the New Stanford achievement tests administered to 960 children in grades 2 to 12, inclusive, in an Oklahoma school. Finds that reading shows the highest correlation with general achievement, and that the subjects which show the next highest correlation with general achievement are the subjects which have the highest correlation with reading.


Constructs and evaluates a test of 174 items, consisting of 40 true-false, 40 matching, and 94 multiple choice items on health and nutrition, food preparation, food preservation, and marketing. Validates the test by administering it to approximately 175 pupils in four Washington senior high schools, to approximately 500 pupils in the Philadelphia schools, and to about 200 in the Baltimore schools.

525. Rollins, Frank Eugene. Studies in the measurement of ability in English correctness: XIV. The relative difficulty of the same error situations presented in various forms in a proofreading test in punctuation. Master’s, 1938. Iowa. 90 p. ms.


Constructs a first-aid test of 60 questions, and evaluates it by administering it to 20 classes consisting of 60 college students selected at random, 324 high-school students, and 182 junior high school students in the Washington, D. C., schools.


Analyzes data secured from 43 students in the Wells high school, Anderson county, Kansas. Shows that the most important administrative uses of tests in a small system are to determine the nature and amount of ability represented by the pupils of the school, the spread of that ability in class groups, the achievement of pupils of the school, and the general advancement and improvement of the school.


530. Smith, Catherine Jeanette. Objective test forms in the measurement of high-school art. Master's, 1938. Oklahoma. 57 p. ms.


Studies the history and development, purpose, form, merits, and abuses of tests and examinations. Includes a bibliography, a detailed index of tests, and the addresses of publishers of educational tests.

532. Tinkelman, S. The validation and selection of test items, with special reference to the factor of item difficulty. Master's, 1938. Coll. of the City of N. Y. 256 p. ms.

Outlines a plan of procedure for the test constructor who wishes to select a simple and effective validity coefficient for determining the discriminatory power of the items of a test.


Concludes that remedial teaching based on a comprehensive analysis of standard test results and consciously applied over a sufficient period of time will result in greater increments of achievement than might otherwise be expected from the same group of pupils.


Attempts to determine the reliability of the Melvin G. Rigg poetry test for measuring the ability of students in the eleventh and twelfth grades to judge poetry, by administering it to 273 high-school students in the eleventh and twelfth grades of four Oklahoma schools. Finds that the test has a reliability of .71 for the eleventh and twelfth grades in the four schools tested.

537. Young, Wesley Emil. Studies in the measurement of ability in English correctness: XV. A comparison of the supply type of punctuation test with a special kind of multiple-choice test. Master's, 1938. Iowa. 84 p. ms.

PHYSICAL ABILITY—TESTS AND SCALES


Develops an instrument for measuring relaxed and contracted muscle compressibility and administers it to groups of 10- and 11-year-old boys and girls.


Describes an experiment in which two types of tests of balance were devised and given to two groups of women college students, numbering 350 and 119, respectively.


Describes an experiment in which two motor-ability tests, the B-H and Brace scales, were administered to two groups of 25 college men, a trained and an untrained group, and the scholastic aptitude test was administered to all the subjects. Finds the trained group superior in motor ability on both tests, the untrained group superior on the scholastic aptitude test, and that the B-H scale was a more accurate index of motor ability than the Brace scales.


544. Conger, Ralph G. Percentile scales on seven physical achievement tests for boys from 12 to 19 years of age. Master's, 1938. Michigan.


Analyzes physical data secured from the measurement of 47 runners between the ages of 19 and 28 years. Finds that three of the individual measurements differentiate extreme physical fitness of trained athletes, but the data are inconclusive to determine the degree of the relation. Finds that the best combination of measures to differentiate extreme physical fitness of trained athletes in track events as indicated by time is initial pulse rate and pulse recovery after exercise for the middle and long-distance events; a low pulse and a slow recovery after exercise distinguishes extreme ability in these events. Finds that the individual measures do not differentiate the physical fitness of trained athletes in track events in a specific way for specific events.


Analyzes the contributing elements in beginning and intermediate swimming ability and develops standards for swimming tests.


Describes the use of the strength index in matching contestants in a series of city-wide athletic events; shows that medals are not needed because the boys like to participate when competition is equalized; and that participation is not limited to a few.

549. Dunwoody, Katherine Mae. An objective measure of the motor ability of high-school girls with special reference to a subjective criterion. Master's, 1938. Wellesley.

Attempts to determine the effects of various forms of strenuous exercise on the response time of university students, using as subjects 265 men ranging from 17 to 25 years of age. Finds that the mean scores before and after periods of participation in stool stepping, push-ups, basketball, boxing, and fencing are not large.

551. Forsell, Herbert G. A study to show the effect of a program of apparatus work on individual physical fitness and a correlation of the physical fitness index and the scholastic ratings of 20 freshmen and 20 upper-classmen at the Massachusetts Institute of Technology. Master's, 1938. Boston Univ. 28 p. ms.

Attempts to determine the physical capacity and present needs of the individual student for physical exercise and rest; to determine changes in fitness resulting from a school year of supervised physical activity; and to determine the correlation between physical fitness indices and scholastic ratings.


Compares change in performance in a series of tests of strength and skill of a group of athletes with that of a comparable group of non-athletes during the football and basketball seasons. Found that the athletes showed a greater increase in performance than did the non-athletes.


Attempts to develop predictive measures of contraction speed of muscle, and of athletic power which could be used in any physical education class by the average teacher. Applies a battery of 18 selected tests to 406 boys from two high schools in Des Moines, Iowa.


Analyzes data obtained from groups of women in several evening recreation centers, from Y. W. C. A.s and from women's physical education classes in Y. M. C. A.s, as shown by tests of physical capacity. Describes the construction of the norm table and its statistical technique.


Describes the construction and use of the comparograph to increase the validity of measuring posture.


Administers 11 cardio-vascular tests to typical physiological groups to determine their validity. Finds the McCurdy-Larson test the only one that showed physiological changes in training and illness.

559. Lavenga, Robert Everett. An extension of the strength index norm tables for men between the ages of 20 and 30 years. Master's, 1937. Boston Univ. 54 p. ms.

Describes an experiment conducted with 998 young men between the ages of 20 and 30, who were given the physical fitness index testing program.
Tests 2,283 girls in elementary, junior and senior high schools, academies, and colleges around Boston, in revised strength index norms.

Discusses standards of body type, anthropometric measurement of nutritional status, prediction of normal weight, measurement of skin and subcutaneous fat standards, measurement of limb girth, tests of strength as measurements of physical status, physiological variants of type, breathing capacity, the problem of age, anthropometry in the service of the individual, and a school program of anthropometry.


*563. Maskell, Seymour Saul. A revision of the strength index norms for boys between 10 years 6 months and 20 years old. Master's, 1937. Boston Univ. 33 p. ms.


Compares class groups at the Ohio State University in required physical education activities.

567. Schiff, Fred S. A test of skills performed in the game situation of handball. Master's, 1938. Ohio State. 63 p. ms.
Develops a technique for measuring the achievement of handball players while they are actively participating in a game.


569. Snyder, Dorrice. The correlation between the hurdle jump as a measure of general motor maturity and handwriting. Master's, 1937. Indiana. 60 p. ms.
Describes an experiment in which tests of motor maturity and handwriting were given to 440 elementary school children in grades 1 to 6. Finds that motor maturity is an important factor in handwriting, but that it plays different roles at various ages.


*572. Tufts, Mary O. A study in the relationship of physical strength and personality traits. Master's, 1938. Boston Univ. 28 p. ms.
Describes an experiment in which the Bernreuter personality inventory, and the Rogers physical fitness index were administered to students ranging in age from 11 to 21 years, in high school, college, and nurse training schools. Finds no relationship between physical fitness and any of the six personality traits measured by Bernreuter.
573. Voth, Albert C. A study of personality types through the autokinetism phenomenon. Doctor's, 1938. Kansas.


VOCATIONAL TESTS


Indicates from a study of 60 individuals examined in 1918 and 159 examined in 1923 and rated on the Barr scale that their correlation with prediction in vocational guidance.


Attempts to determine the relationship between speed in typewriting and achievement in the MacQuarrie test for mechanical ability or in any of its parts or combinations of parts, using 192 students, ages 14 to 20 years, in grades 10–12 of the Cushing and Stillwater, Okla. high schools as subjects. States that while there is a positive correlation between motor ability as measured by the MacQuarrie test and the abilities necessary in acquiring speed in typewriting, the MacQuarrie test cannot be considered a highly valuable instrument for predicting speed in first-year typewriting.


Compares the marks on the test of 15 seniors majoring in science, with their marks in all science courses, professor's ratings. Finds a high correlation between the Stanford scientific aptitude test and the marks in science courses and professors' ratings.


592. Sanders, Mary Pratt. Relation of certain character traits of some clerical office practice students with their accomplishment as measured by Thurstone's clerical test. Master's, 1938. Southern CaliforniA.


Sets up a test to measure interest in farming as a vocation suitable for vocational agriculture students in high school, and validates it.

594. Simkevich, John Charles. An item-analysis of Strong's interest inventory with recommendations for lowering the age level to which it may be applied. Master's, 1938. Brown. 36 p. ms.

Compares the responses of 21 boys and 21 girls in the tenth grade on the Strong vocational interest blank with the responses they should have made according to a composite criterion based upon the opinions of parents, the results of other inventories, and the students' own expressions. Finds that for the boys, the highest percent of good items was found in occupations, preference of activities, and activities; and for the girls in activities, comparison of interest between two items, and peculiarities of people.


Evolved a new method of scoring the Strong vocational interest blank, and finds that reasonably accurate results can be obtained more economically than by existing methods.


Applies job-analysis sheets to 82 jobs in the Gates rubber company, Denver, and uses the sheets to measure applicants for jobs.

RESEARCH, EDUCATIONAL TECHNIQUES


Analyzes research techniques which have been used in the fields of educational measurements, educational administration, history of education, and higher education. Attempts to find the recurrent problems and techniques used in each of the fields; to identify the major types of research; to analyze the nature of the data and the techniques used in their collection; to analyze the techniques employed in treating the data and to indicate the extent to which each of these techniques is utilized in the various major types of research; and to indicate the influence of criticism on the techniques of research. Analyzes 540 doctors' dissertations and 150 magazine articles; the dissertations were from all of the
universities recommended by the American association of universities as superior in educational research. Finds that although certain specific techniques are used more frequently in one type of research than in another, there is a tremendous amount of overlapping among the various types as far as specific types are concerned. Recommends that when research methods are being considered, emphasis be placed on the specific techniques rather than on the general type of research.


Traces the development of educational research as presented in doctors' dissertations and evaluates them as contributions by comparing them with the standards set in critical articles appearing in educational journals.


Attempts to determine what value the graduate students of the Indiana state teachers college place upon the thesis preparation as a partial requirement for the master's degree. To discover whether, in the opinion of the graduate students, it would be better to dispense with this requirement or make the writing of the thesis optional, requiring more classroom work if the thesis should not be prepared. Finds that the majority of the graduates favor the thesis requirement.

REPORTS

603. Barlow, James Forace. Subject bibliography of masters' theses in the Department of physical education of George Peabody college. Master's, 1933 Peabody. 130 p. ms.

Lists the theses alphabetically under the name of the author and gives an annotation of each study, by subject, and by the year the thesis was completed.


Abstracts all of the dissertations accepted for the doctoral degree from 1916-1933 inclusive.


Lists the doctors of philosophy according to the department of school in which the degree was taken, chronologically within the department, and gives the latest known address of the graduates.


618. Iowa, University. Programs announcing candidates for higher degrees, 1938. Iowa City, 1938. u. p. (University of Iowa studies, new series, no. 360. Series on aims and progress of research, no. 57)
Lists the authors and titles of doctors' dissertations from 1920-1937 and the authors and titles of masters' theses from 1926-1937.
Gives brief abstracts of some of the theses completed within the past 2 years.
Some of the dissertations and theses listed were previously reported, and were included in the Bibliography of research studies in education, 1936-37, Office of Education Bulletin, 1938, no. 5.


†626. Ohio state university. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1937. The graduate school, Columbus, 1937. 338 p. (Abstracts of doctors' dissertations, no. 24) Some of these dissertations were listed in the Bibliography of research studies in education, 1936-37, Office of Education Bulletin, 1938, no. 5.

†627. ——— Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, autumn quarter, winter quarter, 1937-38. The graduate school. Columbus, 1938. 138 p. (Abstracts of doctoral dissertations, no. 26)

†628. ——— Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1938. The graduate school. Columbus, 1938. 198 p. (Abstracts of doctoral dissertations, no. 27)

†629. ——— Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, summer quarter, 1937. The graduate school. Columbus, 1938. 489 p. (Abstracts of doctors' dissertations, no. 25)

†630. ——— Directory of those granted the degree of doctor of philosophy by the Ohio state university. The graduate school. Columbus, 1938. 145 p. (Ohio state university no. 3) Gives the names, fields of specialization, and dissertation titles of all those upon whom the degree has been conferred up to July 1938; gives positions and addresses wherever known.


Most of the theses listed were included in Office of Education Bulletin, 1938, no. 5. Bibliography of research studies in education, 1936–37.


Includes a list of masters' theses completed during 1937.


Contains a list of masters' theses completed during the summer session of 1937, and the regular session of 1938.

CURRICULUM STUDIES


Shows the trends and changes in degree of legislative control over curricula and courses of study in 4-year senior high schools in the United States during the first three decades of the present century.


Attempts to determine whether the integration movement in secondary education makes provision for promotion of reflective thinking, especially in respect to the meaning of democracy; makes provision for the study and practice of cooperation; and whether it carries suggestions, implicitly or explicitly, for a crucial test of social progress. Offers suggestions for organizing a high school in such a way as to promote the democratic integrating process.


Samples the literature on integration; presents the historical developments of the integration movement; discusses integration in practice, the social philosophy of the movement, the psychological basis of integration, and integration in a Catholic program.


Studies pupil activities, pupil errors, teacher ratings of pupils, use of check list for courses of study, and vocabulary studies of 485 pupils in 14 ability groups. Finds 74 areas of maladjustment, and recommends the use of word relation study to correct the vocabulary situation.


Analyzes 20 curriculum guides; summarizes procedures which would tend toward better or poorer insight; and sets forth a plan for a general curriculum guide to be issued by a state or large city system.


Shows a need for a broader and more practical curriculum, more and better guidance, and better prepared teachers.


Finds that 72 percent of the 37 pupils who graduated from the Eureka high school in the last 4 years did not pursue further study; that 62 percent remained on farms in the community. Shows that no agricultural or home economics courses are offered in the high-school curriculum, although this is a farming community.


Analyzes only fully developed courses of study on file in various parts of New York City. Suggests that better provisions be made for individual differences; that courses of study be worked out in short units to be completed in a single class session; that objectives be few, and more informal; that more use be made of the contemporary life approach; that the physical aspects of the materials should be made more pleasing; that schools should assume the responsibility of making books in the bibliographies available to students; that centers of adult education should install better systems for cataloging courses and the great amount of other valuable materials of adult education; and that the teaching personnel should be carefully chosen and trained.


Describes the respective contributions of county and state officers to curriculum making, and treats three typical procedures found in the state.


Attempts to analyze and summarize the current problems which the small secondary schools face, and provisions for their solution as advocated by recognized authorities. Analyzes returns from a check list sent to the principal of each of the 100 secondary schools of Massachusetts located in towns of 5,000 population or less. Shows that the 4- and the 6-year schools used alternation of subjects for enrichment of the curriculum; that 7 of the 92 schools whose replies were received use the practice of scheduling related classes for the same class period, the same room, and the same teacher; that 13 schools use supervised correspondence study; that half of the 6-year schools and slightly more than one-quarter of the 4-year schools use the unit assignment as a method of instruction; that
the practice of engaging itinerant personnel is fairly common in small schools; and that of the schools report the cooperative ownership of itinerant material, i.e., motion-picture projector.


Gives procedures for determining the curricula for a public junior college in Meridian, Miss. Finds that one college-preparatory curriculum would be sufficient to meet the needs in this community; that the terminal curricula should be of primary importance there; and that the terminal curricula should provide for training in business and commercial occupations and in homemaking.


Attempts to offer a workable program for the core curriculum of the elementary and secondary schools through establishing centers of interest for the several grade levels and to allocate the major problems of life with their various phases to these centers of interest.


Attempts to determine the problems which give teachers in training and in service the most trouble when developing a unit of experience; to find available material that will help in solving these problems. Shows that their main problems are those dealing with the nature and meaning of a unit of experience; those dealing with the development of a unit with children; those concerning the relation of teachers to the unit; and those dealing with the evaluation of the unit. Indicates that teachers in training and in service encounter the same problems; that it is difficult for a teacher to make an effective selection of material due to confusion as to terms and principles among educational leaders. Indicates that the present materials of instruction offered in training courses are inadequate for preparing teachers to organize instruction with the experiences of children as the basis.

663. Prosser, Don D. The community attitude survey as a factor in reconstructing the secondary school curriculum. Doctor's, 1938. Ohio State. 249 p. ms.

Constructs and administers an attitude scale to 34 groups of people in Coshocton, Ohio, using sex, age, family, religion, and patriotic groupings as factors for comparison. Applies the scale results to curriculum reconstruction by affording a level of community understanding on certain issues and suggesting a point of departure for forums or other types of adult education, for churches, and for other social organizations in their activity programs.

Investigates the organization for curriculum revision, including the agencies responsible for the various phases of such curriculum programs; the underlying principles that are incorporated in state curriculum programs; and the procedures involved in curriculum revision, by studying the comprehensive cooperative type of program used in Alabama, Arkansas, California, Florida, Georgia, Kansas, Louisiana, Mississippi, North Carolina, Tennessee, Texas, and Virginia, for the period 1927-37. Recommends practices for the consideration of prospective state curriculum workers.


Describes in detail the steps in the evolution and development of a core curriculum, and gives an account of representative units as they were developed by students.


Develops a test for measuring four phases of understanding and integration of the new state curriculum.


Analyzes the curricula of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, Texas, and Virginia. Finds that the programs are being financed by various agencies; that practically all of the teachers participate in the programs; that the execution of the curriculum programs in the various states is similar; that two states have just completed orientation studies, two others have been engaged in the try-out phase of the program; and that the other states have produced courses of study.


Presents a social and psychological study of Aleut village life. Finds the present educational program unsuited to native needs.


READING


Presents the results of testing a single school population with a combination of individual and group tests to determine reading capacity, written recall, oral recall of silent and oral reading, quick perception and analysis of words, spelling, and general reading achievement. Tests were administered to the entire fourth grade of a school in Medford, and of 2 schools in Norwood, Mass. Finds a wide range of abilities and suggests that well-organized small group work is the best organization for taking care of all individual differences, and shows the need for different textbooks for children of different learning rates.


Finds that individual instruction was the most important factor in correcting the reading difficulties of these pupils. Points out that motivation with stress on individual instruction is more important in the treatment of reading disabilities than the kind of methods or techniques employed.


Describes an experiment in which stories printed in 8-, 10-, 12-, and 14-point types were read by pupils in the first through the sixth grades of two Pittsburgh schools, to determine the effect of size of type on speed of reading, and to determine whether various visual and reading characteristics as shown by telebinocular and ophthalmograph tests affect speed of reading the various sizes of type, and the effect of mental age and intelligence upon the results. Finds that the smaller sizes of type were read faster than the larger sizes in all grades; that intelligence seemed to have little relationship to size of type in speed of reading; that small size type results in more words per line which shortens the length of the paragraphs and of the story thereby saving time, as fewer pages must be turned in reading the story.

674. Amundson, Clara T. Problem of setting up a remedial reading program. Master's, 1938. Wisconsin.


Analyzes data on a group of 104 first-grade children from five schools of Claiborne county, Tenn. Finds a positive relation between reading progress at the first-grade level and attitude toward reading, and indicates that first-grade teachers should develop within each child a desire to read.


Attempts to determine whether it is more difficult for a child to comprehend the thought of a selection if the vocabulary has a high rather than a low rating on the Thorndike list. Analyzes the vocabulary of 27 selections from second and third readers to determine the average words per page and compares the words with the Thorndike list. Administers tests consisting of eight multiple-choice questions with four possible responses to each, to children after their completion of selections from five texts. Indicates that the comprehension of a selection is more difficult when the vocabulary rating is high than when it is low.


Studies the seventh-grade pupils of the West Chester, Pa., junior high school during the second semester of the school year 1936-37 by administering the Iowa silent reading test to them before and after remedial instruction. Finds considerable improvement in their reading ability after remedial teaching.


Describes an experiment conducted in three schools in New York City in an attempt to determine the causes of poor reading. Compares a child who was found to be a poor reader with a child of the same sex in the same class who was considered a good reader in the 2B, 3A, and 3B grades. Studies the home background, physical factors and dominance, personality and social characteristics, leisure interests, and activities in relation to their reading adjustment, and their reading experience and history in relation to later adjustment.


Describes an experiment conducted in the Port Barre high school, St. Labrey parish, to determine the effectiveness of ability grouping as compared to the single group method of teaching reading.


**691. Bond, Eva.** Reading and ninth-grade achievement. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 61 p. (Contributions to education, no. 756)

Attempts to determine the relationship between various reading skills and scholastic achievement in various subject-matter areas on the ninth-grade level, by analyzing data gathered in the ninth grade of the John Simpson junior high school, Mansfield, Ohio, on achievement in English, Latin, algebra, general mathematics, and general science as shown by results on the 1937 Cooperative achievement tests in each of the subjects, and on the Iowa silent reading test, form B, the Shank silent reading test, and the Traxler silent reading test. Finds varying degrees of relationship between the several aspects of ability in reading and composite ninth-grade achievement; varying degrees of relationship between the several aspects of reading and each of the various ninth-grade subjects. Indicates that there is no such thing as a critical level of reading ability above which added skill in reading is no longer a factor in achievement at the ninth-grade level.


Attempts to determine the importance of free reading; to discover whether the amount and the nature of the reading of children and adults suggests a need for stimulating and elevating interest; to locate recognized methods for stimulating, elevating, and making permanent interest in free reading; to determine the extent to which elementary teachers employ the recognized methods; to determine how teachers rate the methods; to show the relation between teachers' evaluation and use of the methods; and to ascertain the purpose for which teachers use the methods.

Analyzes the results of a testing program in reading administered to 955 fourth-grade pupils, and finds that the Springfield pupils are above the nationwide median scores supplied by the publishers.


Describes an experiment conducted with 143 fourth-grade pupils from four fourth grades in four different towns, in which the Durrell analysis of reading difficulty test was used to determine what faulty habits and causes arise in fourth-grade reading.


Studies the reading attainment of two groups of pupils in the fifth, sixth, and seventh grades in three large schools in Vermillion parish, Abbeville, Gueydan, and Kaplan. Finds that extensive reading under proper guidance results in improvement of reading abilities over that of the formal or traditional method.


Shows the need for more research and that writers of children's books should give more careful thought to the number of concepts for each word and the frequency of the words used.


Describes an experiment in which tests were devised and administered to 126 children in the fifth and sixth grades to determine whether they could recognize words they did not know; could gain meanings from the context; to determine sex differences in the ability to find unknown words and to find the meanings in the context; to find the relation of these abilities to the different levels of reading achievement; and to determine the growth which took place in the giving of four practice tests. Finds the children generally unable
to recognize words they did not know; ability to use context definitions to derive word meanings is not well developed; ability to use context to derive meanings improved markedly with reading ability; sex differences in these abilities were slight; and the amount of improvement in four practice tests was negligible for each of the skills tested.


Compares 120 French-English with 150 Spanish-English-speaking pupils, none of whom could speak English on entering the first grade. Indicates that French-speaking pupils, in general show a higher reading ability than Spanish-speaking pupils; that differences in reading ability are greater in the later elementary grades; and that French-speaking pupils are more variable as a group, than Spanish-speaking pupils.


Tests 89 non-readers in a New York City school to find the nature and causes of their reading difficulties. Finds that each non-reader must be tested individually; that there are several factors responsible for reading difficulties in each case; that these pupils need more oral and phonetic work, and need to increase their speed of reading; that remedial teaching should begin immediately; and that more seventh- and eighth-grade pupils failed to reach the norms than did pupils in the first through the third grades.


Attempts to develop a reading program for the fifth and sixth grades which would give the children enriched experiences. Devotes two periods a week to work-type reading and three periods to recreational reading. Shows that pupils in the middle group improved more than did pupils in the upper and lower quartiles.


Discusses the importance of a meaning vocabulary; the nature and development of meaning; the nature of the experimental problem; the relative merits of two methods of promoting vocabulary growth; the influence of reading efficiency of two methods of promoting vocabulary growth; the influence of the context upon word meanings; and enriching and clarifying meaning in content fields.


717. Harajan, Eleanor. The contribution of a free reading program to the students' taste in reading vocabulary and general information. Master's, 1938. Southern California.

Attempts to determine to what extent activities for the development of reading readiness were used by 87 rural first-grade teachers in Nacogdoches county, Tex.; and the relationship between the reading activities used and reading results, as shown by tests given to 200 first-grade children.


Describes an experimental study of retarded seventh and ninth grade pupils in the Peabody demonstration school.


Describes a 1-year experiment in remedial reading. Finds that reading ability is closely related to scholastic achievement, and that inefficiency in reading was corrected or improved by a 1-semester course in remedial reading.

724. Hoying, Sister Mary Justina. The relation between the length of words and the time required to perceive them. Master's, 1938. Catholic Univ. 35 p. ms.

Selects 224 words varying in length from two to eight letters, from the first 10,000 of Thorndike's Teachers' Word List, and presents them to 50 college students by means of a Kartenwechsler. Measures perception time with a precision timer chronometer in hundredths of seconds. Finds that the increase in perception time was gradual and consistent. Concludes that the word is not perceived by one unitary act, but by a rapid succession of acts, the duration of which increases with the length of the word.


726. Johnson, Paul Adrian. The apparent contributions of knowledge of grammar to comprehension in silent reading. Master's, 1938. Iowa. 51 p. ms.

727. LaFette, Edgar Curray. An experimental investigation of the improvement in reading ability of a low group BS class. Master's, 1938. Southern California.


729. Larsen, Robert P. Common and differential factors in reading comprehension and hearing comprehension. Doctor's, 1938. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 57)

Describes an experiment in which the paragraph sections of Form A of the Nelson-Denny reading test were used to measure hearing comprehension, and the comparable part of Form B was used, to measure reading comprehension of 166 freshmen, 3 sophomores, and 1 junior selected at random from the University's freshman speech classes. Concludes that comprehension is a centrally determined function, operating, generally, quite independently of the mode of presentation of the material.


Describes an experiment in which a group of tests designed to sample the various types of imagery used in learning to read was administered to 38 matched pairs of readers. Indicates that on non-kinaesthetic tests involving visual or auditory imagery alone, the accelerated readers are superior in learning to the retarded readers, but that when kinaesthetic imagery is used with visual or auditory imagery, the accelerated readers do not maintain their superiority. Shows the desirability of using kinaesthetic aids with the retarded reader.


Describes an experimental study of individualized remedial instruction in reading of two matched groups of seriously retarded readers using the sound tracing method with one group and the combination method with the other.


Describes an experiment conducted in the ninth grade of a high school of North Easton, Mass., in which a corrective reading program was given to the poor readers who were selected on the basis of scores made on the Haggerty reading examination and the Terman silent reading test, and the Terman group test of mental ability. Shows that when the classes were retested at the end of the experiment, reading gains had been made by the entire class and by the 50 pupils who were the best readers at the beginning of the study, far greater than the gains made by the members of the corrective reading groups.


Finds that first-grade pupils show more effective progress when their reading is related to their activities.


Compares the reading performance as shown by rate of reading, ocular progressions, total regressions, fixations, and average pause duration of 36 pairs of identical and 33 pairs of fraternal twins selected from 102 pairs in grades 3 through 10. Finds that on all the measures except regressive movements, both groups of twins yielded significant inter-pair correlations; that the curves of paired differences revealed a similarity greater in the identical group than in the fraternal for rate of reading and average pause duration.


Describes an experiment in which the Detroit first-grade intelligence test, the Metropolitan readiness tests, and the Monroe reading aptitude tests were given to 170 pupils in 11 white public schools in Washington, D. C., at the end of the first semester of the school year 1935-36, at which time the children were enrolled in the kindergarten. After a semester in the first grade, these pupils were given the Metropolitan primary 1 battery A tests of reading achievement. Indicates that the Metropolitan readiness test is the best single means of estimating probable success in first-grade reading.

741. O'Connell, Sister M. Philomena. The relation between the time of perception and the length, and other characteristics of words. Master's, 1938. Catholic Univ. 38 p. ms.

Describes an experiment conducted with 50 sixth-grade children to determine the relation between the length of words and the time it requires to perceive them. Finds that familiarity is not the sole cause of increase in perception time.


Indicates that the age of pupils making the best record was slightly under 6 1/2 years, that pupils just under 7 scored second best, and that the groups 6 years and under were comparatively weak.


Computes the size of the vocabulary of the members of a group of 46 persons, and compares the relative accuracy of various methods of testing the size of reading or recognition vocabularies. Finds that the mean size of recognition vocabulary is 30,759 words, which is about the average for college students; that there is a tendency for mean vocabulary size to increase with advancement in class standing in college about 2,000 words a year; that students score higher on multiple choice tests than on any of the three subsidiary tests; and that there is a definite correlation between multiple choice scores and each of the three subsidiary scores which measure recognition vocabulary.


751. Sampson, Sarah I. An evaluation for the teaching for efficiency in reading, arithmetic and spelling in a third-grade class. Master's, 1938. Ohio State. 128 p. ms.

Attempts to determine how individual instruction could be carried out with a view to democracy in education in a regular classroom of 40 children and by the regular classroom teacher. Finds that special training is necessary for the teaching as planned; that the teaching load must be lighter; and that there are few failures when the full expression of individual capacity is based on taking sympathetic account of each child using information as to his whole personality.

753. Scott, Ethel O'Dell. An experimental study of the relation between personality traits and reading ability. Master's, 1938. Texas.


Finds that undirected free reading had educational value in all grades except the eighth where physical development seemed to be a factor, and led to the reading of a more emotional type of literature.


Finds that reading instruction is considered more important than formerly; that the present trends are away from oral reading and toward silent reading; that objectives in the early courses of study were stated in a generalized form; that they are not presented as detailed, definite aims, goals, attitudes, habits, and ideals.


Presents the results of the Iowa silent reading advanced tests, form A, administered to 625 pupils in grades 9-12. Gives information on pre-high-school training, age, and IQ's.


Describes an experiment in which various reading tests were administered to 50 unselected children in the second grades in each of two towns in an attempt to determine whether the phonetic or the word as a unit approach is the better method of starting the teaching of reading. Finds the direct phonetic group superior in all of the tests except in reading achievement tests in which the groups showed no significant difference.

760. Smith, Floyd L. An analysis of the component mental factors that contribute to the reading ability of nine good readers and nine poor readers. Master's, 1938. Michigan.


Attempts to determine the number of repetitions necessary for the mastery of an unfamiliar word by first-grade pupils, and whether this number is different in the case of children who vary with respect to general intelligence and mental age. Describes an experiment conducted with the same section of the first grade in seven different schools in Arlington county, Va., in which 60 unfamiliar words were given to the children until each child had mastered all of the words. Finds that each of the 140 pupils used in the experiment needed to be told what a new word was about five or six times before they were able to recall it independently on successive days; that the number of necessary repetitions varied greatly from one word to another and from one pupil to another; that general intelligence is an important factor, but not the only one in determining the number of necessary repetitions of a word; and that there is no important sex difference in the number of repetitions necessary for word mastery.


765. Spitzer, Herbert F. A study of retention in reading. Doctor's, 1938. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 57)


Investigates maladaptations in reading, and their consequences and treatment. Finds many maladaptations in reading and undesirable consequences in behavior in the classroom, on the playground, and in the home as well as in the reading situation. Shows the need for better teaching of reading.

Attempts to determine whether the fear of height would cause changes in the eye movement records when the subject read a passage vividly descriptive of height and of falling, and when he read the same type of material while seated on a high place. Finds that acrophobia causes disturbances in eye movement; it causes a reduction in memory when the subject is seated on a high place, and tends to reduce the amount remembered when the subject simply reads material descriptive of height; that acrophobia has no noticeable effect on the speed of reading, number of fixations per hundred words, number of regressions per hundred words, reading time, average duration of fixation, and average span of recognition when each of the factors is taken singly.

772. West, Alice. The effect of simplified reading material upon the achievement of first-grade children in reading. Master's, 1938. Southwest Texas St. T. C. 42 p. ms.


Studies the history, aims and objectives, psychology, methods of teaching, and hygiene of reading, and tests and measurements in reading.

774. Wilson, David W. A suggested program for improving the reading skills of pupils in the North Baltimore high school. Master's, 1938. Ohio State 152 p. ms.

Surveys recent trends in the teaching of reading and the present status of secondary school reading abilities. Gives a specific program for remedial reading instruction in the North Baltimore, Ohio, high school, and shows that remedial reading teaching must be a continuous part of the high-school curriculum.

HANDWRITING


Attempts to determine if improvement due to practice in handwriting with the non-preferred hand in the incorrect position would, in any measure, transfer to the preferred hand in the correct position. Finds that writing with the preferred hand in the correct position would be aided by practice in the non-preferred hand in the incorrect position.


Compares speed of handwriting from copy with motor coordination as shown by the results of four motor tests, to determine whether slow handwriting is the result of low muscle coordination. Describes an experiment in which tests were given to 200 children in grades 4, 5, and 6. Indicates that low motor coordination is not the cause of slow handwriting.


Describes an experiment conducted with 440 children in the 5th grade of 10 Pittsburgh public schools, divided into experimental and control schools, in which the children in the
experimental schools were given a short lesson analyzing the elements of slant orally with no practice, and the children in the control schools were allowed to practice writing instead of having an oral lesson. Shows that the children in the experimental classes showed consistent gains between sample one and sample two of their handwriting, whereas the children in the control classes did not make a positive gain.

781. Whittaker, Mrs. Mamie Harvey. The status of manuscript handwriting in the United States with special reference to its use in Texas. Master's, 1938. Texas.

SPELLING


Attempts to ascertain how far phonetic differences between Spanish and English play a part in a learning situation of the Spanish-speaking child, as in the case of spelling. Shows basic difficulties and offers suggestions for improvement.


Finds no statistical merit at the close of the experiment that would favor either method; that there is a saving of time on the part of the pupils in the informal-functional method, but this method required more time in preparation and more alertness on the part of the teacher; and that there seemed to be a more natural motive to learn on the part of the group taught by the informal-functional method.


Describes an experiment conducted with 685 children from the third, fourth, sixth, and seventh grades to determine the influence of degree of difficulty of the interpolated material on the amount of retroactive inhibition, using for original learning a serial list of verbs taken from the first 1,500 words of Thorndike's 'Teacher's word book,' and for interpolated activity, lists of spelling words selected from the Iowa spelling scales. Notes retroactive inhibition in all experimental groups. Concludes that degree of difficulty is a qualifying factor in its influence on retention and that as the difficulty of the interpolated learning increases, the degree of retroactive inhibition decreases.


791. Skalbeck, Oliver M. A statistical analysis of three measures of word length. Master's, 1938. Iowa.

792. Vendegrift, Nellie Mae Davis. A spelling list for the third grade from the Oklahoma WPA list of children's words. Master's, 1938. Oklahoma. 102 p. ms.

Studies the daily work of a ninth-grade class in English for 1 year. Finds that school life and work progresses more satisfactorily if pleasant-relationships between pupils and teachers, and between pupils and classmates can be maintained if individual differences are taken into account, if provision is made for creative expression, and if the school work is challenging.


Analyzes the interests exhibited in the writing of a class of 87 students at the Ohio state university school, during the school years 1932-33 and 1933-34. Compares major and minor interests, boys' interests with those of girls; interests shown during each of the 2 years. Finds that the free-writing program was conducive to growth.


Constructs a workbook on the educational principles of individual pupil differences, pupil self-activity, individualized instruction, overlearning through drill, and incentives and interests, to meet the needs of maturer students.


Analyzes all of the writings of the children in a fourth grade for 1 year, to determine the form used, their main interests, whether there were sex differences in the form and content of their writings, and the relation of intelligence to interest themes. Shows that fourth-grade children write more stories than any other form, using their own experiences, other children, familiar situations, and nature as their subjects; that there is no appreciable difference in the forms and main interest themes chosen by boys and girls; that the brighter children used nature, fanciful characters, and children as their subject matter more than did children with lower intelligence.


Reveals that the informal method of teaching which allowed the pupils to enter into class work with freedom and to suggest or ask questions whenever they wished to do so added zest to the class work and was a means to furthering their growth.

803. Chamberlen, Frederick T. A comparative survey of the proficiencies in English usage of eighth-grade pupils subjected to the different attitudes held
by two secondary schools toward entering freshmen. Master's, 1938. Southern California.


Presents a study of practices used by successful teachers of Hawaii in working for English improvement; and a comprehensive analysis of usage errors among public-school children of Hawaii.


Attempts to determine how intermediate grade children differ in number of words used to describe the same situation; what differences in vocabulary level can be determined; whether it is possible to determine definite vocabulary growth from year to year; whether there are significant sex differences in written vocabulary; whether there is any relationship between the amount written and the general level of vocabulary; and what indications there are of a core vocabulary, as shown by the written descriptions of a film shown to groups of fourth-, fifth-, and sixth-grade children. Indicates that intermediate grade children tend to express their ideas in a narrow vocabulary range; and that girls tend to use a more varied vocabulary, although the differences between boys and girls of the same grade are not statistically significant.


Studies the New York state elementary school courses of study in English grammar from 1889 to 1938, and finds that the objectives and grammatical content have remained practically constant, and that there has been a steady progression toward beginning grammar later on in the school life of the child.


Covers 46 progressive junior high schools in the various states by questionnaire concerning progressive practices in English. Finds that English has not been greatly influenced by progressive principles.


Finds that the effectiveness of any device depends largely on the personality, attitude, and enthusiasm of the teacher using it; that workbooks are useful if properly used; that teachers cannot do their best work without leisure for recreation, and for cultural and professional development.


Deals with the historical development of the teaching of English in the American schools as reflected by the addresses and proceedings of the Department of superintendence of the National education association.


Studies the records of 111 pupils in the Punxsutawney junior and senior high school. Finds that grouping in ninth-year algebra, English, and civics on the basis of predicted scores, computed from actual scores received in the separate seventh- and eighth-year subjects, would be the most reliable method.


Prepares a true-false and a completion test to check 47 most frequently used construction forms, and a question form test with five multiple choice 1-word answers. Administers all three tests to four third and to four fourth grades. Indicates that frequency of a sentence structure has little influence on difficulty of comprehension.


Analyzes 47 outstanding courses of study and prepares units of work in English for grades 9 to 12.


Presents units based on Charles Dickens' Tale of two cities, stories from mythology, and an examination of the English language.


Investigates the interests of 36 pupils in the third grade of the Henry D. Cooke school, Washington, D. C., and the use of those interests in the children's written expression. Builds the curriculum around the interests of the children as shown by their replies to a questionnaire, and the replies of their parents to questionnaires. Finds a tendency for children to write voluntarily about their strong preferences; for the characters of their writings to participate in activities interesting to the writers; that most of the children gave titles to their written contributions, which took the form of poems, stories, letters, reports, plays, and descriptions; that characters were used in almost all of the writings; that the settings of the writings revealed the use of major interests; that actual experience and secondary sources of subject matter were used in most cases; and that considerable variation was found in the titles, form, and content of the written contributions of these children.


Attempts to determine the subject matter and the best method of teaching students of related English in a cooperative part-time program. Finds that lesson sheets are valuable in teaching the subject to employees or students.


Compares the achievement in basic skills and in English composition of two groups of 134 pupils in the senior class of the Bolton high school in 1936-37, as shown by test results. Finds that the group using the vitalized program made a slightly superior achievement in basic skills, and was decidedly superior in composition.

841. Rhum, Gordon Julius. A study of how well group instruction in English correctness meets the needs of the pupils at the high-school level. Master's, 1933. Iowa. 72 p. ms.


Indicates that formal and applied grammar needs to be integrated in the school curriculum in such a way that students may come to appreciate good English form and to use it.

Finds that thirteenth-century language courses compare favorably with twentieth century language courses.

845. Shea, Marion Emory. A working plan for the integration of English with the other subjects of the general elementary curriculum at the New Jersey state teachers college at Newark. Doctor's, 1938. New York. 115 p. ms.
Includes a brief sketch of the integration and free expression movements and their application to the practical problems of integrating English with other subjects. Finds that a workable plan is possible which includes a handbook of standards, cooperation among departments, reports from all faculty on student strength and deficiencies, deferred credit plan, and personnel work.


Advocates that the pupil exercise freedom in the choice of his subject matter and in the form of his writing; that composition should grow out of lifelike situations in the school or community and be related to the interests and needs of particular pupils; that the teacher foster such individual and group activities within the classroom as enable pupils to find new joys in composition work and satisfaction in its accomplishment; that the composition program should be flexible so that the abilities, needs, and tastes of rural youth may be provided for.

848. Sherman, Dorothy Helen. An objective study of the ability of junior high school pupils to use descriptive language. Master's, 1938. Iowa.


Includes the effect of popular speech on the language, selection, formal grammar, and functional grammar. Finds little evidence of popular speech ruining the language; that selection should include only the best writers and speakers; and that functional grammar should be stressed rather than formal grammar.


853. Spigner, Hubert West. Creative English through the training of the senses. Master's, 1938. South Carolina. 77 p. ms.

855. Tholl, Anna C. An analysis of some of the factors affecting the scholarship of pupils in eleventh-year English. Master's, 1938. N. Y. St. Coll. for Teach. 38 p. ms.

LITERATURE


Examines the principles of literary criticism followed by Professor Parrington in his book Main currents in American thought, and studies the historical view of the principles he followed, his modification and use of the principles, and his influence on critical points of view.


859. Damarast, Marguerite S. An evaluation of 55 articles pertaining to the teaching of poetry found in five educational periodicals issued between 1930 and 1938. Master's, 1938. Ohio State. 144 p. ms.

Evaluates articles published in The English journal, Progressive education, Junior-senior high school clearing house, Ohio schools, and High-school teacher.


Presents appreciation units at the ninth-grade level for The Odyssey, Silas Marner, The merchant of Venice, and Tales of a wayside inn.


Studies 12 plays and finds that 7 disguise situations fundamental to plot development, and that Shakespeare borrowed many of his disguise plots from early writers.


Criticizes eight works from Elliot's poetry as to its suitability for high-school study, and finds that he demands attention as a contemporary poet-critic because no other poet shows so deep a sense of this era.


Attempts to determine the influence of authoritative critical opinion and the names of famous poets on the judgments of aesthetic value made by advanced literary students, using an examination containing nine poems with questions to check the comprehension abilities of the students and to discover the conscious criteria used by forming their judgments. Concludes, from the reactions of 45 volunteer advanced English students, that students tend to show a lack of discernment of poetic value when kept in ignorance of the names of the authors or the authoritative critical opinions.

Collects and studies rhymes used by children in various sections of the United States. Finds that the folk-rhyming tradition among children is a live and growing art; that rhythm forms of rhyme play are intricate and unanalyzed; and that the subject matter of the rhymes indicates a major interest in the physiological processes.


Describes an experiment conducted with approximately 360 eighth-grade children in 10 classes in the Bellingham, Wash., public schools in the spring of 1937, to whom 120 poems were read, and the preferences of the children noted on preference sheets. Describes two subsidiary investigations, a prose study and a pupil inventory questionnaire, used to discover to what extent preferences for interest appeals in prose, in moving pictures and in related amusements of a cultural nature paralleled poetry preferences. Finds that in all types of materials the majority preference was for the simpler and more obvious; sex differences in preference appeared as a significant factor in influencing preferences in all three types of material; girls tended to be more mature in their tastes than did the boys; children liked the adventurous but were indifferent to other types of romantic subject matter; they had well-defined if rudimentary critical standards of poetry; they were aware of and responded positively to rhythm. Shows that if poetry appreciation is to be developed at this level, poems must be selected that are much simpler than many now used, and that in selecting material, the appeals to which children respond positively should be kept in mind.


Attempts to determine to what extent the educational classics correlate with the theories and practices of the modern junior high school.


Gives a brief history of the kindergarten movement in Boston, of early literature for children, and of the development of the children's room in libraries. Includes a brief biography of Mother Goose and her songs, and notes on the songs of early European cultures. The collection of nursery rhymes and other materials used in the kindergartens during various periods since their founding is described.


Traces the historical background of children's poetry from the time of the Greeks and Romans to the eighteenth century. Surveys briefly the children's poetry found in American primary textbooks since the time of the New England primer; and studies 15 second-grade readers published from 1929 to 1938 to determine whether or not the amount of poetry in primary textbooks is being reduced.
876. **Miller, Josephine E.** An organization of literature around social and economic problems. Master’s, 1938. Nebraska. 113 p. ms.

Shows trends in the teaching of English, and correlates the subject with the study of social and economic problems.


Retells, with quotations from the originals, seven well-known versions of Tristram and Isolde, and evaluates these versions of the story.


Studies various theories of art, and finds that art appreciation has certain characteristics in a democracy due to the context, and presents a theory of art appreciation.

880. **Park, Ethel Mary.** Four units in English literature for children in their eighth school year. Master’s, 1938. Boston Univ. 191 p. ms.

Discusses the evolution of the unit method, the teaching cycle, building units, and assignments. Presents units on the short story, long narrative, long narrative poems for use with children in the eighth grade in one of the poorer districts of Boston where the children are of Italian and Irish parentage. Gives objective tests of mastery for each of the units.

881. **Petsick, Annie Laurie.** Units for use in an integrated course in eighth-grade literature. Master’s, 1938. Texas.

*882. **Smith, Irene F.** Reinterpretation of character traits and values through five of Shakespeare’s dramas: Julius Caesar, Macbeth, Othello, King Lear, and Hamlet. Master’s, 1938. St. T. C., Fitchburg. 91 p. ms.

Attempts to evaluate character traits in these tragedies, and to point out the application of the situations experienced by Shakespeare’s characters to the students’ private lives.


Describes current practices in the teaching of Shakespeare’s plays in American secondary schools as obtained from the statements of a representative sampling of the superior teachers of English throughout the United States. Gives a historical account of the methods employed in the teaching of the plays of Shakespeare in American high schools during the last 60 years.


Studies the reactions of 114 freshman college students. Finds that freshman students have a definite personal background; that they know what appeals to them and why; that they know how it can be made valuable to them; that they have definite aids in enjoyment which appear to be lacking when the lack of enjoyment is reported; that the major part of the task of building enjoyment in the classroom can be the responsibility of the teacher’s presentation; that there must be a relaxed atmosphere, some good oral reading, and reasonable dramatic and visual aids.


886. **Wirth, Bessie Coat.** The ethical values of Shakespeare as presented to the high-school students of Julius Caesar, Macbeth, and Hamlet. Master’s, 1938. Loyola. 209 p. ms.
887. Baker, Althea Eunice. Study of the sources of the twelfth book of
*The Aeneid.* Master's, 1938. Southern California.


Analyzes 28 published Latin tests, measuring the first and second years of Latin, for the study of the objective forms used in the testing of Latin items. Finds a wide range in the kinds of objective forms applicable to the testing of the numerous elements in Latin; that the simple recall and the multiple choice forms were most commonly used; and that the alternate response was used only in measuring translation and cultural facts.

893. Douglass, Harl B. and Smith, Mary E. The relation of high-school Latin to marks in the first year of arts college. School review, 45: 696-79, November 1937. (University of Minnesota)

894. Elbing, Amanda. An analysis of the Latin derivatives found in a combined word list by Buckingham and Dolch and an enumeration of the Latin words used most frequently as sources in this list. Master's, 1938. Michigan.


Investigates the possibility of making Latin more attractive and useful to high-school students. Recommends the teaching of liturgical Latin along with classical Latin.


Studies the changing aims in the teaching of Latin from 1822 to 1938 and finds that they have shifted from faculty discipline aims to aims dealing with improved language ability also from college preparatory to cultural aims and that Latin derivatives are increasingly recognized.

897. Thompson, James Westfall. The literacy of the laity in the Middle Ages. Berkeley, University of California press, 1939. 188 p. (University of California publications in education, vol. 9)

Attempts to determine how extensively and how deeply a knowledge of Latin has been obtained in the upper class of medieval society or the noblesse.


Attempts to determine the force of the prefix of compound verbs used with the dative case. Finds that the prefix does not alone determine the dative case; that it is merely intensive in meaning, vividly emphasizing the idea contained in the simple verb.

MODERN LANGUAGES

901. Anderson, Charles E. A comparison in terms of pupil hours of the foreign languages and commercial subjects in the consolidated schools of Iowa from the year 1928 to the year 1937, inclusive. Master's, 1938. Drake.
Finds that commercial subjects have replaced foreign languages to a large extent in the consolidated schools of Iowa.

Finds that students study French to learn to read, understand, write, and speak the language.


Constructs a course of study for the reading of French, intended for a 3-year course. Shows the importance of individual attention to abler students.


Traces the trends in objectives, content, method, class organisation, and preparation of modern foreign-language teachers.


Describes Georg Lapper's method of teaching German to Arabian students, and to German children learning their own language. Shows that he had his pupils learn a song daily, and repeat the songs previously learned; that he had them write at least one page of a diary daily, and acquire the necessary vocabulary through drawing. Suggests that the method be adopted in the teaching of modern languages in American schools insofar as the teacher has the ability to use the method with success.


Studies the intelligence and achievement of 8,243 junior high school pupils, and finds a positive correlation between intelligence and achievement in language study.


Emphasizes the value of the learning of texts as a technique for guiding learning and developing self-dependence and competency in the study of German. Shows that by organizing his thinking, rating his accomplishment, charting his progress, diagnosing his difficulties, and correcting his errors in thinking, the pupil accepts the responsibility for his progress in learning.


Studies papers from six schools with enrollments ranging from 200 to 430 pupils and averaging 251 students; tabulates errors classified by types of errors and by schools.


Finds that the direct method reached its peak of popularity in the United States about 1923 and has now given way to greater emphasis on reading.


Analyzes the results of an objective test on pronunciation given to all students of French to compare the knowledge of those who had done phonetics laboratory work with that of those who had done none. Shows that the laboratory students were superior to those who had no phonetics laboratory work. Gives rules and tables for the pronunciation of French, and exercises for use in connection with a phonetics laboratory.


930. Rowan, Ferd Hall. A bibliography of old and middle French, Italian, Provencal, and Spanish articles, reviews, criticisms, notices, and etymologies appearing in the modern language journals, 1924 to 1938, in the University of Colorado library. Master's, 1938. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 122)


Describes an experiment in which the author constructed a Graded Spanish reader with its accompanying developmental exercises and vocabulary index, and used it with a freshman class at Miami university. Shows that college freshmen taught by a direct reading method and by means of graded, simplified reading materials learn to read Spanish early; learn to read better and more efficiently than groups taught by other methods using non-graded materials; and that they can read from 1,300 to 1,400 pages of Spanish in 1 school year as compared with approximately 400 pages less read by the control groups.

932. Stemler, Margaret Marie. Concepts in the teaching of modern languages as illustrated by German. Master's, 1938. Wisconsin.


MATHEMATICS

935. Ackley, Duncan McKenzie. A comparison of the achievement in calculus of students who had trigonometry in high school and those who had it in college as shown by the marks of students at Western state teachers college, Kalamazoo, Mich., from 1921 to 1937. Master's, 1938. Michigan.


Discusses Herbert's principle of correlation; the historical development of correlation; the theory of concentration of Ziller and Rein; the Committees of 10 and 15 and correlation; Charles DeGarmo's plan of correlation; William T. Harris and correlation; Francis W. Parker's theory of concentration; and Charles McMurray and correlation.


Studies the need for non-vocational making of charts, diagrams, maps, and sketches by residents of Downers Grove, Ill. Finds that people who had studied mechanical drawing found a greater need for such knowledge than those who had not.


Shows that mathematics is involved in all phases of homemaking.


Shows the ways mathematics enhanced the development of the natural sciences.


Finds 11 major groups of devices for motivation; that motivation devices cannot be reduced to definite procedures; that personality and individual abilities of the class are important factors; that variety is essential and that one device is applicable to all situations. Shows that devices should help the student acquire necessary skill, knowledge, and appreciation of mathematics.

948. Dossey, Maurice. Recent changes in the attitude toward mathematics in high school. Master’s, 1938. Texas.


Studies the mathematical uses of the community in an attempt to determine what should be emphasized in teaching of mathematics in the Junior high school.


Discusses the main types of insurance companies, and includes life insurance in its different forms, automobile, fire, rain and hail, burglary and theft, accident and health, workmen’s compensation, professional liability, and miscellaneous types of insurance. Describes the type of policy one may buy and differentiates among the types; discusses the basic principles of insurance, the basis of insurance, the work of the actuary, and the meaning of loading. Describes the method of teaching the unit. Gives units of work so planned that the pupils may have ample opportunity to use judgment in the selection of insurance and be able to find out what such insurance will cost. Includes tables of insurance and practice examples.

953. Hanson, Harland Hudson. A study of the mathematics needed in other school subjects in a local school situation and a reorganization of the mathematics curriculum to meet those needs. Master’s, 1938. Iowa.


961. Knolle, Lee M. Attitudes on mathematics of seniors of arts and sciences college and Teachers college of the University of Nebraska. Master's, 1938. Nebraska. 60 p. ms.

Finds that 18 percent of the seniors in Teachers college took some course, or courses, in mathematics, while 42 percent of the seniors in the arts and sciences college took mathematics.

962. Kunkel, Allison. A determination of some of the words in mathematics books which are not within the reading comprehension of ninth-grade pupils of Cooley high school. Master's, 1937. Michigan.


Studies the general understanding of 72 mathematical terms by 480 children selected from grades 7A-9B of the Jones junior high school, Philadelphia. Finds some gains in mastery of the concepts in every grade-to-grade interval; and that boys seemed to show a higher degree of mastery of the concepts than did the girls in each grade.


Analyzes courses constructed since 1929, comparing the objectives of conventional and reorganized courses.


Describes an experiment in which a special course in mathematics was given to 511 ninth-grade pupils from 27 classes in 11 different communities in New Jersey taught by 16 different teachers. All of the pupils had a history of failure in mathematics. Finds that these pupils were below norm in ability to compute and in arithmetic reasoning; that they made a significant improvement after the study of the experimental course in mathematics; that there was a significant relation between the IQ and many items in computation, arithmetic reasoning, algebra, and intuitive geometry; that many simple items in algebra could be done by them; and that the pupils enjoyed the course. Gives a detailed outline of a course in mathematics for slow pupils.

of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 273-74)

Studies enrollment changes in traditional compartment mathematics and in other courses in mathematics; compares the rate of change in mathematics enrollment with the total enrollment; and studies enrollment changes in mathematics in different types of school districts, for the period 1919-37. Finds that the rate of change in traditional compartment mathematics was less than that for total enrollment; that the combined enrollments of arithmetic, shop mathematics, general mathematics, and commercial arithmetic had a greater rate of increase than total enrollment; that traditional mathematics ranked highest in the teachers-college training school, good residential districts, and the boys' high school, and ranked lowest in poor residential and first-class districts, and in girls' high school; that traditional mathematics as well as total mathematics showed a decrease in percentage of enrollment in each district during the period of the study.


909. Morton, H. L. The high-school mathematics preparation of Ohio university graduates. Mathematics teacher. (Ohio university)

Shows detail the mathematics patterns pursued in high school by 2,734 persons who received baccalaureate degrees from Ohio university from January 1, 1931, to December 31, 1936. Finds 172 different high-school patterns.


Analyzes data on the freshman mathematics courses for 1935-36 in 13 liberal arts colleges; analyzes the functional material found in two series of textbooks for junior and senior high school pupils, the textbooks having been published before 1930 for one series, and between 1930 and 1936 for the other series.


Attempts to determine the previous mathematical training of adults in adult education classes and the degree to which this training has functioned in their lives; their mathematical deficiencies according to their expressed needs; their mathematical ability as measured by a widely used examination; the skills in arithmetic possessed by high school graduates. Presents a syllabus for mathematics in adult classes based on this information.


Studies methods of keeping individual and family records and presents a method for teaching record keeping to junior college students.


976. Shuster, Carl N. A study of the problems met in teaching the slide rule. Doctor's, 1938. T. C., Col. Univ.

Attempts to determine the chief circumstances that have operated to prevent a wider use of the slide rule in high-school and college classes in mathematics; whether the slide rule is sufficiently accurate to be of real value as an instrument for approximate computation; the degree of accuracy expected in modern business, industry, and science in connection with practical measurement and computation; the training in computation and measurement that should precede actual instruction in the use of the slide rule; the common errors made by students learning to operate the slide rule; whether or not special
techniques or methods can be devised to reduce the errors in slide rule computation; and to determine a satisfactory course of study for teaching the use of the slide rule.


Traces the historical development of the junior high school curriculum in mathematics and shows how these trends are shaping themselves into actual practice in progressive schools over the country. Gives a general picture of the organization of the teaching of junior high school mathematics in Kentucky and evaluates the curriculum in the light of the earlier trends.


Surveys the mathematics that has been presented for instructional use at or near the ninth-grade level from the early Greek to the present time; to discover elements common to the whole mass of materials offered; and to suggest guiding principles and procedures for selecting materials suitable for the mass of students of the average public high school at the ninth-grade level. Analyzes the content of seventh- and eighth-grade texts as well as the content of ninth-grade texts and of courses of study.

981. Worley, Melbe Dorothy. A study of some of the factors that influenced achievement in freshman mathematics at the Louisiana state university for the academic year 1936-37. Master's, 1938. Louisiana State. 78 p. ms.

Attempts to determine the relationship between general academic achievement during freshman year, general high-school achievement, high-school achievement in mathematics, number of units in high-school mathematic, and ratings made on the American council psychological examination, the Purdue English placement examination, and the Nelson-Denny reading test to the choice of and achievement in freshman mathematics at the Louisiana state university. Finds that the number of units in high-school mathematics and achievement in high-school mathematics are directly related to the choice of freshman mathematics; that there is a high correlation between general academic achievement in freshman mathematics and achievement in freshman mathematics; that the decile rank on the Purdue English placement examination and Nelson-Denny reading test are somewhat related to achievement in freshman mathematics; and that the number of units in high-school mathematics is not related to achievement in freshman mathematics.


Studies the outstanding problems of the North Carolina state teachers colleges, state normal schools, and schools of education in the larger colleges and in the universities in preparing future mathematics teachers to meet the responsibilities of pupil training. Analyzes such problems as soil erosion and its control, rural rehabilitation, water resources, transportation and highways, agricultural problems, and school consolidation, to determine such mathematical principles and techniques as are contained or implied in them. Outlines a mathematical program for the public schools and for the colleges of North Carolina which would give the students the skills which they could apply to actual life problems and enable them to make a better adjustment to their environmental surroundings and enable them to better understand the outstanding problems of the state.

ARITHMETIC


Inaugurates and evaluates a plan for reteaching the fundamental facts in arithmetic in functional situations to 52 upper elementary pupils. Finds that the remedial effort to develop proper concepts of all fundamental arithmetic facts in life-like situations
produced an increase in pupils' ability to solve both reasoning and computation problems, and that the greatest increase was in reasoning ability.


Studies two groups of 20 students each enrolled in East high school, Kansas City, Mo. Finds that students enrolled in bookkeeping tend to increase in speed and accuracy with which they employ the skills and knowledges of arithmetic.


Attempts to determine whether or not the processes used in the solution of concrete problems and the sequences of these processes are elements of difficulty in their interpretation. Finds that the sequences of processes are elements in determining the difficulty of concrete problems; and that the processes aside from their sequence do not seem to be elements which determine the difficulty of concrete problems.


Tries to discover whether or not the order in which the fundamental arithmetical processes appear in arithmetic problems affects the difficulty of interpreting the problems. Constructs two tests (forms A and B) of 36 two-step problems each for the third-grade level of arithmetical ability. Describes an experiment in which an arithmetic placement test and one form of the thesis test was administered to 4,444 pupils in the fifth, sixth and seventh grades of schools in various school systems. Finds that the difficulty of interpreting arithmetic problems is definitely affected by the order of occurrence of the fundamental solution processes.


Studies records kept by 58 sixth-grade children for a period of 18 weeks of the arithmetic actually used by them in their out-of-school life. Finds that nearly all of their recorded activities dealt with the use of money.

988. Cassat, Rowena W. The effect of certain factors in the home environment upon the development of behavior relating to the use of money. Master's, 1938. Iowa.


990. Connon, Isabella Mary. Units in mathematics for groups of different abilities with special emphasis on the slow-learning group. Master's, 1938. Boston Univ. 105 p. ms.

Presents a series of units and unit assignments based on situations involving the use of money, especially planned for mentally retarded children, and one unit designed for a group of gifted children in the eighth or ninth grade.


Describes an experiment conducted with 203 pupils in the sixth grade in one of the public schools in Denton, Tex., divided into four sections which were further divided into a formal and an experimental group. Subject matter in arithmetic was presented to the formal groups using a logical, test, teach, reteach, and retest method. The experimental groups selected for classwork the arithmetic which arose in connection with their other courses in school, together with certain mathematical material found in
their reading and their activities on the playground. Finds that in eight different comparisons, the experimental group exceeded the formal group, but that no difference was statistically significant.


Traces the history of written problem in textbooks, and the changes in educational thought on the type of problems to be included in textbooks.


Attempts to learn whether pupils learn more readily in arithmetic reasoning and arithmetic computation when drilling at the seat or at the blackboard. Indicates that blackboard method of drill gives slightly better results in arithmetic reasoning, and that seat drill gives slightly better results in arithmetic computation.


Revises the arithmetic course of study for use with dull normal pupils and evaluates it by use in 18 elementary schools.


Indicates that the Austrian method is the most efficient and the most easily taught procedure in subtraction, with the equal additions method next in order of merit; and that the decomposition method makes a poor showing, being inferior in both speed and accuracy to either of the other methods.


Develops an 11-part questionaire on the child’s interests and experiences in and around his home, and gives it to 500 children in grades 6, 7, and 8 of seven towns and cities in Massachusetts. Shows that a carefully planned and worded questionnaire brings out valuable information from pupils concerning their experiences and interests, which the teacher can use as the basis for informational problem-solving units in arithmetic.

Attempts to discover the usage of decimals in manufacturing, and then compare it with the present school practices. Analyzes data from 21 factories. Indicates that adults employed in factories use decimals on a highly vocationalized basis. It all indicates from a textbook study, that much unnecessary drill is given to problems and examples far surpassing in difficulty the needs of adults in industry.

Analyzes 147 replies to a questionnaire distributed to the patrons of the community served by the Humboldt high school, and finds that aside from vocational uses, there is little arithmetic used by a majority of the adults in the Humboldt community.

Attempts to develop units which will utilize to advantage the number experiences of first-grade children, to the exclusion of formal arithmetic. Describes an experiment carried out with an unselected group of first-grade children living in a congested district in Boston, of whom come from homes where a foreign language is spoken at least part of the time.

Describes an experiment in which pupils in a school in which the pupils are grouped homogeneously were compared with pupils in a school in which the pupils were grouped heterogeneously to determine the effects of homogeneous grouping on the mastering of the fundamentals of arithmetic.

1008. Mellon, A. M. Evaluation of commercial arithmetic knowledge possessed by applicants for the commercial teacher-training course of the School of Business and Civic Administration of the College of the City of New York. Master's, 1938. Coll. of the City of N. Y. 72 p. ms.
Attempts to determine the levels of achievement in commercial arithmetic attained by prospective commercial teachers, by analyzing the types of errors made by 284 students who participated in the qualifying commercial arithmetic examinations given at the College of the City of New York. Recommends that students be given more basic training in principles underlying problem-solving.


Attempts to determine the percentages of students of a junior high school who need remedial instruction in any or all of the fundamental processes of arithmetic. Administers five of the Wilson inventory and diagnostic tests in arithmetic to 1,215 pupils in a junior high school in Springfield, Mass. Finds that nearly all of the children tested needed remedial teaching in arithmetic. Offers suggestions for corrective work.

Attempts to discover a test or plan that will disclose which children are ready for the beginnings of arithmetic and at what point or through what units the beginning approaches may be made. Compares children's attainments from various school systems, some of whom have formal drill in grades 1 and 2. Describes an experiment in which a test was constructed and given to 31 kindergarten children, 218 first-grade, and 260 second-grade children in five towns near Boston and in a small college town in Massachusetts.


†1016. Smith, Henry Lester, and Eaton, Merrill Thomas. The relation of accuracy to speed in addition. Bloomington, Indiana university, 1938. (Bulletin of the School of education, 14 : 5-23, March 1938.) (Two studies in education)

Attempts to determine, by exact objective methods the extent to which accuracy in addition is modified by changes in speed. Describes an experiment conducted with 24 undergraduate college students, ranging in age from 19 to 26 years, half of whom were women. Finds that for each individual there is an optimum speed of addition; and that when this optimum is exceeded, accuracy is reduced, but that accuracy is not reduced when the rate of addition is below the optimum rate; that the optimum rate of adding varies with the length of the problems; and that increasing the speed of adding does not increase accuracy.


*1018. Thiele, C. L. The contribution of generalization to the learning of the addition facts. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 84 p. (Contributions to education, no. 763)

Attempts to determine whether addition facts are learned better by children who engage in repetitive drill than by children who discover for themselves the useful number relationships among groups of addition combinations, and then master the combinations by continued application of those relationships or generalization. Uses the equivalent-groups method with nine beginning second-grade classes in typical elementary schools of Detroit, Mich. Analyzes records for 242 pupils taught by the generalization method and for 270 pupils taught by the drill method. Indicates quite conclusively that the achievements of the pupils taught by a method which emphasizes generalized learning are superior to those attained by the pupils taught by a method which treats each number combination as a specific fact to be learned by repetitive drill.


Describes an experiment in which arithmetic computation tests were administered on eight successive days under conditions of simple repetition, group competition, and self-competition, to arithmetic pupils. Finds that pupils of higher ability make the greatest gains when stimulated by self-competition; while those of lower ability gain most when working in group competition; and that repetition yields improvement with pupils of high ability, but has little effect on those of lower ability.


Seeks to determine, by exactly duplicating the investigation of Frank L. Clapp, in a comparable school situation, similarities and differences between pupil response to the number combinations at the time when he made his study; and those made by pupils 15 years later. Describes an experiment in which one set of tests was administered to more than 2,000 pupils in the schools of Bellevue, McKeesport, Pittsburgh, and Washington in Pennsylvania: and another set of tests was administered to more than 2,000 pupils in the same grades of a junior high school in Western Pennsylvania. Finds the results
of this investigation very similar to the results found by Clapp; and that rural school
pupils have a considerably higher percentage of error than urban pupils in the lower grades
for all processes, and a higher percentage of error in multiplication in all grades.

1021. Whiteaker, George Henry. Contributions of research to the psychology
and teaching of arithmetic. Master's, 1938. Colorado. (Abstract in: University
of Colorado studies. Abstracts of theses and reports for higher degrees, 1938:
148-49)

Indicates that arithmetic is learned more effectively by methods that encourage general-
isations and that the trend in textbooks since 1930 has been away from the use of drill as
a tool of learning and toward the formation of meaningful concepts.

*1022. Yarbrough, Dorothy. A diagnosis of pupils' errors in arithmetic with
a view to corrective work carried on through the cooperation of the teachers.
Master's, 1938. Boston Univ. 116 p. ms.

Describes an experiment in which tests were administered to 127 children in grade
sixth grades of elementary schools near Boston, to determine how many of the children
needed corrective work in the fundamental processes, and to diagnose the errors of each
child in each process, and to determine the causes of the errors. Finds that on tests ad-
ministered after remedial teaching of the fundamental processes, the children showed
marked improvement.

1023. Yeksigian, Leo. The value of homework in eighth-grade arithmetic.
Master's, 1938. Kentucky. 65 p. ms.

Attempts to determine the type of student who profits most from homework in eighth-
grade arithmetic.

ALGEBRA, GEOMETRY

1024. Albers, Herbert H. A comparison of two methods of teaching first

Finds that students achieved slightly more in freshman algebra when the teacher gave
intensive individual assistance during the directed study period than when the teacher
gave little individual assistance during the directed study period.

1025. Atkinson, Zula Lee. Supplementary material for the teaching of plane
geometry. Master's, 1938. Alabama.

*1026. Ayre, Henry G. An analytical study of individual differences in plane
geometry. Doctor's, 1938. Peabody. Nashville, George Peabody college for
teachers, 1939. 5 p. (Abstract of Contribution to education, no. 234)

1027. Banks, John Houston. Grade placement of fundamental theorems and

Attempts to determine at what level the materials of geometry which can be treated
intuitively are first introduced. Finds that work of this kind is begun in grade 4; that
small amounts of material are introduced in grades up to 7; that the bulk of the material
is first introduced in grade 7; that some new material is introduced in grade 8 and none
in grade 9.

1028. Beatty, Emily B. A history of the teaching of elementary algebra in
New York state since 1890. Master's, 1938. N. Y. St. Coll. for Teach. 100 p. ms.

1029. Bishop, Raymond D. The prediction of success in plane geometry.
Master's, 1938. Iowa. 45 p. ms.

1030. Boggs, Loyd. Pupil errors in first semester freshman algebra. Mas-
ter's, 1938. Ohio Univ. 81 p. ms.

Attempts to discover the errors and difficulties of pupils studying first semester algebra,
and to find the educational significance of these errors and difficulties, and to develop a
remedial program.

1031. Bond, Nardessa. A study of various bases for prognosis in plane
geometry. Master's, 1938. Southern California.


Describes an experiment conducted with pupils in the ninth and tenth grades of an industrial high school. Indicates that the individual-laboratory method is superior to the lecture-demonstration method with respect to test scores and experimental concepts, but that differences in the results from the two methods of teaching are not of sufficient statistical significance to claim the superiority of either method when the factors, applications, and integrated problems are considered.


Analyzes junior and senior high school textbooks and some state courses of study. Shows that the content of senior high school textbooks and courses of study center around the recommendations of the National committee on mathematical requirements and the College entrance examination board.


Designs a test for measuring ability to reason in familiar situations and correlates the scores made by geometry students on this test with grades in geometry and IQ.


Describes an experiment conducted in the Worthington-West Franklin high school during the school year 1936-37, in which one section of ninth-grade algebra did only the work called for in the course, and a second section did the regular work and had one period each week for mathematical recreations. Finds that the pupils who did the recreational work showed an increase in achievement over the other group and had a better attitude toward the subject.


Collects items of plane geometry from selected sources, and assigns to each of them a numerical value indicating its relative importance for a course in high-school plane
geometry, by applying a statistical technique to the items. Provides geometry teachers with a ranked list of items from which they may select content for their courses.


Studies the relationship between success in college algebra and various types of aptitude and psychological tests.


1050. Randerson, Hattie Irene. Intuitive geometry as a basis for demonstrative geometry. Master's, 1938. Texas.


Analyzes six plane and six solid geometries, and 12 courses of study. Recommends that the tri-dimensional concept of locus be studied in plane geometry; that the one-way method of proof be recommended over the two-way method. Finds the concept of locus significant in the study of mathematics.


Attempts to determine whether a study period just preceding or one immediately following the recitation in ninth-grade algebra will give the better results, as determined by the test scores of the pupils in that subject, as shown by the results of four tests administered at the end of each 6-week period. Finds that the group studying before the recitation showed a slight superiority over the group studying after the recitation; that with students of high ability it made little difference whether their study period preceded or followed the recitation; but that with students of low ability it was better to have their study period precede the recitation.


Compares the trigonometric content of 16 trigonometry textbooks with that of 18 freshman college textbooks in general mathematics. Finds that more than 50 percent of the trigonometric content in the trigonometry textbooks is found in general mathematics textbooks.

1057. Strand, Vivian Grace. Recreational material organized by units to accompany a course in plane geometry. Master's, 1938. Iowa. 142 p. ms.


Studies the logical sequence of propositions for a 1-year course in plane and solid geometry for the high school.


Proposes that analytic as well as synthetic methods of proof be included in the tenth-grade geometry course. Shows that the use of analytic geometry at the beginning integrates the fields of arithmetic, algebra, and geometry which are essentially segregated in the educational experiences of most people, unless they study mathematics in college. Describes an experiment conducted in the tenth grade of a Washington school.


SCIENCE

GENERAL SCIENCE


1068. Anderson, Ted C. An experiment to determine the effect of a workbook on achievement in general science. Master's, 1938. Okla. A. and M. Coll. Describes an experiment conducted with two-controlled ninth-grade groups of 40 students each over a period of 16 weeks. Finds that each group made greater progress from using the workbook than students of lower intelligence, and that the omission of the workbook tended to effect adversely the higher group more than the lower group.


Studies the nature and quantity of content material, organization in the curriculum, and methods of teaching the subject in various parts of the country. Finds considerable agreement in content which is largely physical in nature; that the course covers a full year in the majority of cases; and that teachers are permitted much freedom.

Presents three general science units on an activity program basis.


Describes an experiment conducted with four general science classes at Fair Park high school, Shreveport, La., to determine whether or not the method of assignment is a determining factor in classroom achievement. Recommends the use of the definite rather than the indefinite type of assignment.


1078. Finger, Mary Elizabeth. Interests revealed through the science experiences of a second grade. Master's, 1938. Peabody. 65 p. ms.

Attempts to determine children's interests as revealed through science experiences in a second-grade situation where the children were free to take part in different types of activities.


Offers a simple experiment of minimum complexity and requiring a minimum amount of apparatus, and demonstrates its value in the solution of two significant problems in the field: Inadequacy in specific preparation to teach general science and to employ its specialized techniques and inadequacy of laboratory facilities.


Presents selected units of study in science with an interpretation of their adaptability from the standpoint of the teacher and of the pupil; and a study of the relationships and relative importance of science subjects as shown by a study of junior high school courses in science, and of outstanding science books prepared for the junior high school.

1083. Hollandsworth, James G. Contribution of the summer camp to a general science course. Master's, 1938. Peabody. 75 p. ms.

Attempts to determine how much of a general science course a camper may contact in normal camp activities in a progressive private camp. Discovers that 63 percent of the camp activities afford a background of experience and activities for the general science course, and that 75 percent of the general science topics in a state course of study were found in camp activities.


Analyzes data on the academic and professional training of science teachers in 18 cities in 12 counties of Indiana. Finds that few new teachers are entering the field of science
in the cities studied; that the average number of students in a class was 28; that most of the science teachers were tenure teachers as shown by the fact that the average number of years of teaching experience is 19.67 and that only 27 of the 139 teachers studied had taught 10 years or less; that 22.6 percent of the biology teachers were better trained in some other science; that the teachers teaching science in the cities studied had from 24 hours to a major in science; and that the last year for attending school was 1926 for the average of the teachers studied.

1085. Huffman, Oscar T. Integration of science concepts of the major science fields in ninth-grade science. Master's, 1938. Iowa. 98 p. ms.

1086. Johnson, A. Laboratory lessons in related general science and physiology for vocational homemaking schools in Kansas. Manhattan, Kansas state college of agriculture and applied science, 1937.


Surveys available testing procedures for various aspects of scientific thinking.

1089. Kelley, Mary Annie Grace. Revision of the eighth-grade general science course of study of Fort Worth, Texas. Master's, 1938. Texas.


Describes a 2-year experiment with trainees teaching science and biology at the Blacksburg high school. Finds that splendid teaching units were worked up and used satisfactorily, and that the student teachers did experimental work using different types of units.


Traces the early interest in science in America. Investigates every citation of science teaching in the Proceedings of the National education association for the period covered by the study, to determine the attitude of the outstanding leaders of the time toward the introduction of science into the curriculum.


Surveys and evaluates the voluntary extracurricular student project work in the sciences in the New York high schools. Concludes that there is a serious lack of objective knowledge about extracurricular activities in general, and that a large school system offers serious obstacles to extracurricular project work.


Attempts to determine whether there is any relationship between general intelligence, scores made on the Cooperative general science test, and school marks made in general science, biology, chemistry, and physics by the 800 seniors of the class of 1938 of the Muskogee, Okla., Central high school. Finds a positive correlation between general intelligence and scores made on the Cooperative general science test and school marks in general science.


Attempts to determine the relation of pupil growth to the experience of the teacher, to his preparation, teaching load, and to instructional equipment. Analyzes data secured from pupil achievement scores, from inquiries sent directly to the general science teachers of the pupils tested, from official reports; and publications of the Missouri state department of education, from unpublished data in its files, and from the catalogs of the colleges in which the teachers received their training. Concludes that the more successful teachers of general science have had 6 or 8 years of teaching experience, preferably including experience at both the elementary and secondary levels; that the pupils who made the most progress in general science were instructed by teachers who had taken special methods courses and had done practice teaching in some science field or in mathematics; that there is a definite relationship between teacher load and the progress made by the pupils; that teachers who have a variety of responsibilities in school service are more effective teachers of general science than those with a full teaching program; that pupils make greater progress in schools where provision is made for experimental activities.


Analyzes replies to a questionnaire sent to the state teachers colleges, catalogs from the teachers colleges which did not reply to the questionnaire, research investigations and other periodical literature, textbooks, and answers to letters written to influential men in the field of science education, to determine the development and status of orientation or survey courses in science in the teachers colleges. Finds that in every state that has state teachers colleges, survey science is offered in one or more schools; that total enrollment in survey science in 64 schools is 8,842, ranging from 6 in one college to 671 in another; that generalized science courses are required in a large number of teachers colleges; that there is no wholly satisfactory textbook for the teaching of generalized science; that the courses have become well established at the freshman and sophomore college levels; that the favorite methods of presenting the course are the lecture and the lecture-demonstration methods; that there is a wide variation in the maximum amount of credit allowed for the course; that the kind of testing used for the survey course varies with the class size and method of instruction; and that of the 59 schools reporting, 75 percent report that one instructor teaches the class throughout the course, while 25 percent change teachers for the different subject-matter divisions. Indicates that generalized science is serving a unique and distinctive purpose in the teachers colleges.


1101. Russell, David W. Analysis of opinions and practices concerning the teaching of science in elementary grades. Doctor's, 1938. Western Reserve.


Describes the science survey courses given in 12 colleges in various parts of the United States and compares their aims, instructional methods, and subject matter.


1109. Williams, Essie Harris. Third-grade elementary science materials in four east Texas counties. Master's, 1938. Peabody. 115 p. ms.


NATURE STUDY. BIOLOGY. BOTANY


Describes a series of experiments conducted at the Lincoln school, of Teachers college, in two private schools in New York City, and in eight selected schools in New Jersey, Pennsylvania, Delaware, and Ohio to determine whether the study of the relation of food to physical well-being in high-school biology classes is truly educative, whether the out-
copies can be detected and measured, and whether they are such that they function in daily life. Finds the study of the relation of food to physical well-being to be truly educative; that pupils retain most of the gains made when tested 1 year after the experimental period.


Studies 74 students enrolled in beginning biology in three high schools in Cass county, Mo., during 1936-37. Finds that biological knowledge is related to the environment of the pupils as exemplified by the advantage rural boys and girls have over urban boys and girls before taking the unit of biology in high school.


Describes an experiment conducted in the Haynesville, La., high school for 4½ months during the fall session of 1937-38.


Develops the idea that while civilized man has made adjustments to his material environment for which he is not biologically fitted, biology has also made concessions.

1122. Forbush, Keith C. A study of the vocabulary difficulties encountered by 63 pupils who were studying biology in the ninth grade, and a study of scientific terms appearing in two daily newspapers. Master's, 1937. Michigan.


1126. Iamarino, Joseph A. A teaching experiment with current interest problems in high-school biology. Master's, 1938. Ohio Univ. 102 p. ms.

Reports the experience, the study, and the experiment of a teacher and his pupils in tenth-grade biology during the year 1937-38 in the Maple Heights, Ohio, high school, to compare the learning performance of a group of pupils taught by the traditional or textbook method, with the learning activity of another group of pupils who were taught according to the current interest problem method.


Finds a strong trend toward the introduction of these courses for purposes of general education.


Analyzed data obtained from 200 college students enrolled in six different courses in the Department of zoology at the University of Kansas.

1130. Martin, Hugh Arlin. The amount of chemistry a teacher should know to intelligently teach geology. Master's, 1938. Colo. St. Coll. of Ed.

1131. Matheson, Mary Anderson. The rise of zoology as a secondary school subject as reflected in representative textbooks published during the period 1797-1897. Master's, 1938. California, L. A.

Analyzes the authorship, mechanical and topical content, and the general organization of subject matter in 82 zoology texts. Finds that by the end of the century high-school biology teachers were writing textbooks of high-school zoology; that illustrative devices improved in quality but were used more sparingly except in the case of the wood cut; that by 1897 the high-school text had ceased to be a short replica of the college text and had achieved an identity of its own in keeping with the better understood function of the high school; and that the subject matter was so organized that the pupil's environment received major emphasis.

1132. Michener, Guy LeBoy. Biology in the most widely read newspapers and magazines of an Iowa community of 5,000 people. Master's, 1938. Iowa. 37 p. ms.

*1133. Mullen, Rosemary F. An analysis of the mental reaction of children at different grade levels to certain living animals. Doctor's, 1938. New York. 198 p. ms.

Analyzes the reactions of children in grades 3B through 5B to living birds, fish, honeybee, monkey, raccoon, skunk, snake, tortoise, and woodchuck. Finds that the children considered the animal as a whole first, then noted specific parts, and finally differentiated between the parts already noticed.

1134. Orndorff, Frank C. Supplementary materials for the teaching of biological topics. Master's, 1938. Iowa. 70 p. ms.


Studies the positions filled, the salaries and qualifications for each position filled within the past 5 years as reported by 203 professors of biology in American colleges and universities. Finds a steady demand for people trained in biology, and that the amount of graduate study determines, in part, the chances for employment and the salary paid.


Reports the contents and management of museums, based on questionnaire data.


Discusses the use of the plan in a secondary school of Raleigh, N. C. Shows that it presents biology as problems to be solved and purposeful activities to be enjoyed.


RESEARCH STUDIES IN EDUCATION

CHEMISTRY AND PHYSICS


Attempts to discover the general conditions under which the chemistry courses are being given, such as the school year in which it is offered, the number of students in each class, and the subjects additional to chemistry handled by the teacher; to determine the training major studies, and courses in methods of teaching taken by the teacher; the textbook laboratory manual, and supplementary and outside problems used in the course; and to obtain the personal reaction of the high-school teachers of chemistry to the existing obstacles in the course and the possible changes in methods and materials for making it more effective. Shows that many students are prepared in science before taking the chemistry course; that many teachers are handicapped by having to teach a variety of unrelated subjects; that the lecture-demonstration method is not used enough; that there is considerable variation in the training of the teacher; that outside material is not used as a part of the course but to popularize the course; that laboratory equipment and facilities are inadequate; that in several schools the course is a textbook subject; that there is dissatisfaction with the textbook now in use; and that the course now offered is unrelated to the student's life and experience.


Describes an experiment conducted during the fall semester of 1937-38, in which various teaching procedures were used in teaching a beginning class of 65 students in chemistry, and the reactions of the students to the various methods of teaching were tested by their answers to a questionnaire. Concludes that students are more responsive to some methods of instruction than to others.


Analyzes data secured from the records in Shortridge high school, Indianapolis, to determine whether or not mathematics and high-school physics are closely related; what mathematics should be required in order for a pupil to do successful work in physics; the relation of achievement in physics to native intelligence and to English marks; and whether or not girls succeed in the study of high-school physics. Finds that achievement in high-school physics is not greatly affected by mathematical preparation; a definite mathematical requirement could not be determined by this study; intelligence is a factor in achievement in high-school physics; the correlation between English averages and physics marks is fairly high; and girls make good marks in high-school physics even though they have had less mathematical preparation than boys.


Classifies 30 trade books by topics, and studies the amount of space; the number of occurrences of a topic; and the kind, number, and size of illustrations.


Analyses 50 courses of study. Finds a tendency to include elementary science in the grades in order to give children an opportunity for self-discovery and to supply motives for further study. Presents a list of the concepts which might be taught in the various grades.


Attempts to discover what chemical knowledge is of value in the daily lives of adults as a part of their work, interest, or reading; and to set up criteria which will serve as guides in selecting material for a course in high-school chemistry which is practical, interesting, and useful to the liberally educated adult.


Describes an experiment conducted in two Louisiana high schools to determine whether the Iowa aptitude test, a general survey test prepared by the teacher, and the average mark in the tenth grade, taken singly or in combination, would indicate success in high-school chemistry.

1158. Miller, Richard Landon. The trends in the teaching of chemistry in the secondary schools of the United States as shown by the textbooks in use since 1800. Master's, 1938. Southern California.


1160. Muhleman, George W. The teaching of chemical history through biographical studies. Journal of chemical education. (Hamline university)

Studies approximately 100 biographies of eminent chemists; and finds that no comprehensive biographical studies have thus far been completed and that there is a dearth of histories of chemistry.


Studies the topics which should be included in a course in industrial chemistry at Central high school, Lansing Mich., based on the need for such instruction for students during their first 3 years in the metal working industries.


From the rise of industrial education in the schools; discusses the importance of science, especially of chemistry, in industry; compares the chemical and allied industries. Selects the paint, varnish, and lacquer industry as a basis for a course in college chemistry because of the lower cost of re-equipping a laboratory, lower per capita cost of instruction, a high need for trained men, and a demand for research in quality and cost reduction.

Reports an 8-year experiment with different methods of individual instruction and finds that it increases the interest of the student and the amount of work covered.


Compares the life situation and the traditional methods of teaching high-school chemistry. Finds that pupils taught by the life situation method made greater average gain and worked harder and more earnestly when taught by this method, and acquired a technique for attacking problems more readily.


Studies trends in 24 high-school chemistry textbooks published between 1930 and 1937. Shows an increase in new material emphasizing subject matter beneficial in everyday life, such as chemistry in health, the home and in industry. Also shows an evolutionary change in physical make-up.


Presents a brief history of the teaching of chemistry to the girls of Louisville from 1856 to 1937; studies the IQ's, chronological ages, grades, and socio-economic status of the girls enrolled in chemistry from September 1935 to February 1937; analyzes the responses of 303 girls to a questionnaire on the study of chemistry; and evaluates the Louisville course of study in chemistry in relation to the educational and vocational interests of the girls.


Attempts to discover the weaknesses of elementary college chemistry students; to ascertain what discrimination is made in colleges between elementary chemistry students who have had and those who have not had high-school chemistry; and to learn what general type of high-school chemistry course is preferred by college instructors. Analyzes data obtained by questionnaires sent to 62 college instructors representing 80 colleges. Finds that the chief weaknesses are: Difficulty in handling mathematical calculations, inability to write and balance chemical equations, inability to do logical chemical thinking; possession of a large assortment of unrelated facts, lack of skill in handling laboratory apparatus, and inability to use good English and to read satisfactorily. Shows that 61 percent of the colleges organize separate classes for students who have had high-
school chemistry; that approximately 33 percent of the college instructors prefer a student to have had a theoretical course in high-school chemistry; and the need of coordination between high-school and college chemistry teachers.


Finds that a definite effort is being made to adapt high-school chemistry courses to the needs of the pupil; that an effort is being made to stimulate the pupil to think for himself; that principles and facts are being presented in functional sequence; that an attempt has been made to popularize chemistry; that an effort is being made to aid the pupil in developing understandings through textbook materials; that authors are trying to keep the content of textbooks up to date; and that textbook writers are trying to increase the pupil's respect for scientists.

SOCIAL SCIENCES


1178. Carrothers, Chester Coe. The significance of an experiment with a source unit in the social studies for the further development and use of source units. Doctor's, 1938. Ohio State. 400 p. ms.

Describes the use of a source unit on Civil service in the United States with 506 pupils in nine high schools. Finds the unit favorable to an increase of information, an affirmative attitude toward the merit system, cooperative investigation, and to contact with community affairs by high-school students.


Surveys educational practice from 1919 to 1936, and finds that many topics are considered suitable for the second grade.


Gives a record of the changes in the curriculum of the social studies in American schools as it has developed from its early emergence to the present time.


Attempts to develop a technique for evaluating the point of view, whether liberal or conservative, the certainty and consistency of pupil on a number of social science concepts.


Surveys the need and actual as compared with the possible provision for consumer education in grades 7 to 12. Outlines a course of six units in consumer education.


Finds that for the social studies to function they must enter and enlighten the daily lives of those who come in contact with them. Presents some of the limiting conditions surrounding the teacher and suggests methods of dealing with those conditions.


1190. Lucas, Arthur F. The special vocabulary of sociology and the words and expressions common to that vocabulary and the special vocabularies of American history, civics, and economics. Master's, 1937. Michigan.


Selects and organizes material on the development of communication for use in junior high school social science courses.


Indicates that in general the teacher-directed method of teaching social science is superior to the workbook method.


1194. Paul, J. B. Acquaintance of the Iowa high-school graduates with the field of the social sciences. Cedar Falls, Iowa state teachers college, 1938. 4 p. ms.


Prepares a master list of types of activity available for social studies teaching; analyzes the opinion of a group of superior social studies teachers in grades 4 through 12 as to the effectiveness of the types of activity included in the master list; and collects and analyses the reactions of students in grades 7 through 12 as to those activities which they found helpful and those in which they liked to engage in studying social studies material. Finds that the most essential activities in the social studies classroom as selected by teachers are those which require the gathering of information from numerous sources such as textbooks, maps, graphs, tables, etc., and the recitation and discussion in the classroom of the facts gathered; that there is little variety in the activities which most teachers regard as essential to social studies teaching; that the subject taught is of slightly greater effect in determining the selection of activities by teachers than is the grade level of teaching; that students are able to distinguish between those activities which they like and those which they regard as helpful; that in general, the ratings of students as helpful confirmed to the same pattern as the ratings of teachers as essential and used; and that the activities which students rated highest as liked are quite different from those which they rated highest as helpful. Indicates that teachers may place too much emphasis on the printed word and not give sufficient attention to other activities such as listening to the radio or to illustrated lectures, etc.

Considers the objectives of social studies instruction in terms of their estimated importance, adequacy and importance of certain areas of instruction, analysis of courses of study, techniques of instruction, preparation of teachers, and the use of the community as a social studies library.

1197. Stewart, Mae Corn. The teaching of equal racial opportunity in the social studies programs of North Carolina, South Carolina, and Virginia. Master's, 1938. Michigan.


Analyzes replies to a check-list received from 151 senior high schools of Massachusetts, giving the social studies courses offered in each grade; whether the courses were elective or required; method of presentation of the courses; pupil participation in the control of the school; content of social studies courses; and evaluation of the social studies program. Shows that school officials are aware of the change of emphasis in teaching social sciences from the study of functions of government to the more practical application of the facts of social sciences to successful group living; that grade placement of subjects shows a decided trend away from the traditional arrangement of social science courses allowing greater freedom in the choice of subjects; that the use of the unit plan indicates an attempt to modernize the courses and to give pupils more opportunity to work together than the recitation type of class procedure would allow; that informal tests are used rather generally, indicating that teachers and school officials are qualified to successfully construct such tests and to make their use a part of the required work in the subjects; that student council organizations have been established in relatively few schools; and that there is a general lack of use of systematic records of teachers' observations of changes in pupils' attitudes in social situations.


Emphasizes the teaching of the social sciences in Arkansas during the past 25 years and discusses the meaning and significance of the 5-year program for the improvement of instruction, as it affects the social sciences.


**GEOGRAPHY**


*1205. Burke, Helen F. Appreciation units in the teaching of geography in senior high school. Master's, 1938. Boston Univ. 164 p. ms.

Analyzes commercial geography textbooks; gives a historical comparison of methods of teaching geography; discusses the appreciation technique. Presents local, regional, and world-wide units, and industrial units for the teaching of commercial geography.

Shows the need for special attention to the slow learner in geography; that of the experimental methods used, no one method has been found to be the best, although the activity program and the unit study method have been favored. Indicates that the method which best fits the needs of the child and of the lesson, should be used; and that remedial work should be given not only in the subject, but in correcting the physical and psychological factors which have made a slow learner of the child.


Attempts to show how the existing courses of study in geography and history in the fifth and sixth grades of the Washington, D. C., schools may be readjusted to function more effectually and to furnish more occasions for character training. Presents a revised curriculum which will allow the individual teacher to adapt the curriculum to the needs and interests of pupils in particular classroom situations.


Studies the historical background, present-day geography courses and type of courses advocated. Shows that commercial geography is dominant, but recommends the study of political geography.


Presents a unit in commercial geography, discussing the physical, economic, and political conditions in the African Gold Coast, emphasising the cacao industry.


Describes an experiment conducted in the Nicholson school in Baton Rouge, La., during the first semester of the session 1937-38 in the sixth grade, to determine whether or not visual aids and other enriched materials are superior to the textbook method of teaching geography. Finds the group that used the enriched materials superior on all given tests.


Traces the development of aims and objectives by an examination of textbooks and courses of study from the beginning of geography teaching in the United States to the present.


1214. Wise, Gertrude E. Do formal instructions in how to read maps result in improved ability? Master's, 1938. N. Y. St. Coll. for Teach. 24 p. ms.

HISTORY


Describes an experiment conducted in the elementary public schools of Lakewood, Ohio, during the school year 1936-37 to determine the attitude of the children toward the
German, after a series of 28 stories was read to the children; using an attitude scale, pupils’ writing on the reasons for their attitudes; an information test on information about the Germans, and a mental ability test. Indicates that the attitude scale is sufficiently reliable for use in measuring group attitude toward other races and nationalities; that pupil writing gives significant information as to many of the sources of information which accompany or support the attitudes; that teaching pupils good methods of use of data improved their ability to do that kind of critical thinking. Indicates that the development of more friendly international and interracial attitudes should go hand in hand with the attempt to make these attitudes more intelligent; and that greater emphasis should be placed upon critical thinking all through the school program.


Surveys the changes in the methods of teaching history in the United States and Great Britain from 1888–1938, and finds that comparatively little change has taken place in the teaching methods during the period.


Includes historical development, present content, and articulation of program in junior and senior high schools. Finds that history teaching occupies an increasingly important place; that emphasis is on broad movements; that citizenship is stressed; and that increasing attention is given to insure better articulation based on units of work.


Describes an experiment conducted with four sections in modern history in the high school at Litchfield, Minn., during the school year 1937–38, to determine the relative effectiveness of learning history chronologically or counter-chronologically. Uses a total of 28 boys and 30 girls in the control group, and 32 boys and 34 girls in the counter-chronological group. Finds that the counter-chronological method of teaching history brought better results on two modern history tests and on contemporary affairs tests; that both methods required about the same amount of time to cover the same period of time when the textbook method was used; that a technique must be developed that will coordinate the subject-matter in modern history with the study of contemporary affairs; that a textbook should be written for the teaching of modern history at the secondary school level, presenting representative and outstanding periods and ages, tracing backward to causal relationships.


Defines and explains the terminology used in the four history units. Presents the unit assignments and tests to be used at the completion of the units.


Discusses the sociology of history in the elementary school, objective tests, mental hygiene of the teaching of history, content of elementary school history in textbooks and courses of study, and the integration of history with other subjects of the elementary school curriculum.

Finds that pupils taught the integrated history course score as well on Missouri history and better on American history than do pupils taught each subject as a separate course; that Missouri history does not aid American history marks, but American history helps the marks in Missouri history.

1227. Herrington, Byron M. A study of the development and content of the course in American history in the secondary schools of New York state as shown by the Regents syllabi and examinations—Master's, 1938. N. Y. St. Coll. for Teach. 68 p. ms.


Describes an experiment conducted with students in the second semester, junior year. United States history classes of six northern California high schools to determine whether realistic anti-war books, written in a vivid and forceful way, and selected for the range of abilities and interests represented in an unselected class, influence the attitude of high-school students toward war; and whether a teacher-planned study of war, in which these anti-war books and any additional materials the teachers judged valuable and effective were used, could influence the attitude of high-school students toward war. Finds that the teaching of a unit on war in which materials are used that combine emotional power and concrete presentation can influence students to become more opposed to war; and that the change in attitude toward war was retained by the students in the three high schools in which attitude toward war tests were given at the end of the school year.


Presents a unit of instruction on the principal developments in the history of the peace movement.


Finds little relationship between the attitudes of the pupils toward the subject or toward their teacher and achievement in history.


Evaluates the specific type of workbook, designed to fit a particular textbook; and the general type of workbook, designed to fit the subject rather than a single text. Constructs 10 units of work covering the history of Texas, constructed on the same principles
which characterize the general type of workbook. Offers suggestions for the correlation of Texas history with other high-school subjects.


Traces the introduction and growth of history as a subject in the secondary schools of the District of Columbia. Gives a brief description of the teaching of history in England from 1623 until the eighteenth century, when it was considered a discipline intended to train the mind; traces the teaching of history in Colonial America, and in the secondary schools of America prior to the Civil War. Discusses the origin of the Washington, D. C., schools in 1808, and the subsequent history, and the development of secondary teaching 1871; the influence of the Committee of 10, in 1892, on the teaching of history in the Washington secondary schools; the influence of the Committee of 5 on history teaching; the growth of interest in modern history; and the modern course of study.


Finds that a county can provide historical stories and legends that will increase children's appreciation of their home environment, and that will furnish a basis for interest in the study of history.


Designs the study of the races of men as supplementary reading material for elementary pupils in an attempt to give them an open and inquisitive mind about people, past and present; to arouse their desire to know about the development of the races and their contributions to civilization; and to acquaint them with the names of many people in the world today, where they live, and the conditions under which they exist; and to give the children a sympathetic understanding of all human life, a wider social vision, a larger group consciousness and a greater appreciation of man.


1244. Tait, Marion Jessie. A proposed course of study in the cultural history of India. Master's, 1937. Stanford.

1245. Wegener, Frank C. An experimental study in the teaching of history. Master's, 1938. Drake. 67 p. ms.


Analyzes six American history textbooks for concepts relating to religious liberty.


Compares the formal recitation plan with the directed study plan as procedures in teaching American history to secondary school pupils. Describes an experiment conducted at Huntington high school, Newport News, Va., during the first semester of the school year 1935-36. Finds the directed study plan superior to the formal recitation plan, as shown by higher scores on standardized tests, more accurate application of their information to concrete problems, greater gains in ability to read, and broader reading interests of pupils taught by the directed study plan.


Describes a course in the conservation of natural resources given to a fifth-grade class as training in citizenship.


Attempts to develop general aims and definite content for a course in citizenship for the secondary school.


Shows that current events instruction is ordinarily treated as a part of other courses and is designated as a separate course in a minority of cases. Indicates the probability of the decline of the teaching of current events as such and the greater use of current periodicals in teaching the social studies.


Describes the curriculum revision program of the Walpole high school, the creation of the civic arts curriculum, and the operation of the program during a 4-year period. Finds that the civic arts curriculum offered work which the retarded pupil could do; that the pupils taking this program were of approximately the same level of ability or exhibited approximately the same willingness to work; that they have been given a maximum of work of an academic nature; that the emphasis has been on citizenship; and that the work was informal.

1257. Roberts, Sam T. The citizenship values to be realized through the teaching of certain high-school courses. Master's, 1938. Southern California.

1258. Stewart, Donald G. The contribution of Protestant church education in the preparation for citizenship. Master's, 1938. California, L. A.

Analyzes curriculum materials, objectives, and procedures recommended by a cooperative agency of church education representing 41 denominations, and the lesson units and curriculum plans of five major denominations. Offers suggestions as to content and procedures which the church educator might employ as a basis for preparation for citizenship under church educational auspices.

ECONOMICS


Gives a brief history of work in Europe and in America; compares capitalism, communism, and fascism; outlines a course of study in economics; and gives a sample unit on economic nationalism.

1260. Grace, Russell Reid. The economic contents of labor that should be taught in the high schools. Master's, 1938. Iowa.

Assefes of current affairs. An analysis of common-sense analysis, and a test of its reliability. The reliability of newspapers is obvious. Northwestern university makes little effort to facilitate and promote political activity among its undergraduates; student government at Northwestern university was found to the concern of only a small minority; the influence of civic societies and associations on college students is small; approximately 25 percent of the student body desires to run for public office; interest in active citizenship and intention to enter into such citizenship increase from the freshman to the graduate years.

1233. Flaherty, Paul Frederick. Communism versus democracy: a comparison of the governmental principles of communism, as in the Union of Soviet Socialist Republics, with democracy, as in the United States. Master's, 1938. St. T. C., Fitchburg. 97 p. ms.

Discusses concepts of government; the basis of government in the United States; capitalism; bolshevism; communism; the 5-year plans; communism and liberty; suffrage in Russia; social conditions in Russia; education in Russia; concentration camps; Trotskyism; and the communist international.


Constructs and administers a test on current political and civic information, to children in the sixth, seventh, and eighth grades of a school in Keene, N. H., and in the same grades of a school in Sumter, S. C., Raleigh, N. C., Method, N. C., Bellingham and Walpole, Mass. Compares the results of the testing program in these schools, and attempts to determine in what ways the schools differ, and whether or not it is possible to devise a test which will reveal differences in teaching efficiency. Shows, from the small percentage of questions correctly answered, a limited knowledge of current affairs and suggests that little emphasis is placed on such knowledge in most of these schools. Indicates a difference in the amount of emphasis in different schools and in different grades of the same school; that the difference between rural and city schools is not appreciable; that tests can be constructed by teachers and should be brought up to date; that tests constructed by teachers will reveal differences in teaching efficiency.


Presents a teaching unit on American women in politics.

1236. Murphy, Gardner and Likert, Rensis. Public opinion and the individual: a psychological study of student attitudes on public questions, with a retest 5 years later. New York, Harper and brothers publisher, 1938. 316 p. (Columbia university)

Investigates, qualitatively and quantitatively, a number of problems relative to individual differences in opinion on public issues, and checks empirical results against the results of common-sense analysis, and common-sense analysis against empirical results. Describes an experiment conducted with students at nine colleges and universities, to whom a test of opinions was administered. Indicates the importance of home influences and of personal reading habits on students' attitudes.


PSYCHOLOGY


Tests objectively group memory retention of the subject matter of a first course in psychology under immediate correction and discussion of test items following the test, and under delayed correction and discussion of test items 29 hours after the test, using students pursuing a first course in psychology at Pennsylvania State College as subjects. Finds no significant difference between the two types of test procedures.


Attempts to test the truth of the assumptions that memory ability can be divided into rote and logical memory, and that rote memory can be divided into a visual and a verbal factor. Describes an experiment voluntarily completed by 121 girls and 81 boys, 15 years of age or over, who had completed at least the freshman year in high school, in which different types of words were used to test memory ability. Finds that the truth of these hypotheses is not definitely established.


Uses the group-testing technique with children in three elementary and junior high schools in an attempt to analyze quantitatively and qualitatively their causal thinking.


Compares group responses to 480 items.


Studies the literature pertinent to the problem and surveys the development of music. Finds that there is no anatomical structure or physiological function of the ear which indicates predisposition of the ear to any tonal sequence.


Describes an experiment conducted with 329 college men and women, members of psychology classes at Northwestern university and Lewis institute in Chicago, to study incidental memory of a motion picture to determine the rate of forgetting the picture after intervals of 24 hours, 48 hours, 1, 2, and 4 weeks. Finds that individuals vary greatly in their ability to retain incidentally learned facts, some remembering much on immediate recall but forgetting much subsequently; while others learn little but retain it over a longer period; that more items may be remembered at delayed recall than at immediate recall, in the case of both incidental and rote learning; and that motion-picture material acquired through incidental learning is retained longer than nonsense syllables learned under the conditions of learning and of recall as reported by other investigators.


Attempts to develop criteria for the scientific method and show to what extent the case method conforms to these criteria; to develop criteria for the proper use of the case method; to select means of presenting these principles to the student; and to organise material so that it will aid the student to develop a proper understanding and use of the case method. Shows that training the students in the proper use of the case method will be a contribution to clinical psychology and indirectly to general psychology, for satisfactory case studies will lead to better clinical work and will contribute to the development of principles in general psychology.


Includes a historical presentation, a consideration of the role of the self in contemporary schools of psychology and the powers and potentialities of the self as discovered through modern research. Indicates that significant potentialities exist within the human being of which educational theory and practice take little account.


Devises a test of 590 items in an attempt to determine the relative strength of primary and recency when combined with frequency as factors in association. Administers the test to 183 college and university women students, and to a group of 23 students in reverse order. Shows a consistent advantage for recency.


Discusses the various ways that intelligence has been described during the past 50 years.


Discusses the scope of psychological interest and research. Finds that the unique field of psychology is that which includes the problems of variable behavior or learning.


Studies the nature of persistence and its meaning in literature. Shows that persistence is related to continued energy release in the organism.

1299. Schreier, Albin P. Abstinence from smoking and mental efficiency. Master's, 1938. Catholic Univ. 22 p. ms.

Measures the influence of abstinence from smoking on performance in logical learning. Finds that among habitual smokers, abstinence causes a consistent but statistically insignificant loss in the rate and accuracy of translation; that the maximum unfavorable effects tend to appear immediately after abstinence, but the tendency toward more favorable effects increases as the experimental period is prolonged. Finds some evidence for the existence of individual differences in the reaction to abstinence from smoking.


Describes an apparatus for measuring the visual acuity of the eye at different illuminations.

1301. Starkweather, Elizabeth Kezia. IQ change over a long interval in relation to sex and group mental level. Master's, 1938. Iowa.


Investigates the retention of verbal material in elementary psychology learned in the classroom, with delay intervals extending over a period of approximately 5 years, using as subjects students in three schools of the University of Newark. Finds that although forgetting increased with time, the point of complete forgetting was not reached even after a delay of 58 months; that the recognition curves decreased gradually and progressively throughout the delay periods; that recall curves increased abruptly and progressively throughout the delay periods; and that the ratio of recognition to recall scores in favor of the greater efficiency of recognition increased as the retention periods increased in length.

Music Education


Surveys general histories of music from 1600 to 1937, and discusses the philosophies of music history for the use of students and teachers of the history of music.


Barrigar, Roger. Problems in arranging the second and third movements from Beethoven's Symphony no. 8 for high school band. Master's, 1938. Iowa.


Attempts to determine the complexity of the musical pattern that can be perceived at one fixation of the eyes by individuals with different amounts of musical training and experience, and to study the effects of practice with a tachistoscope on the span of perception of these individuals for various kinds of musical material. Finds, using 50 subjects with varying amounts of musical training, that efficient readers are able to grasp groups of three, four, or more notes at a glance, and that slow readers can grasp not more than one or two notes at a glance.


Bogard, Arlon O. Problems in adapting standard compositions for brass chamber music groups in high school. Master's, 1938. Iowa.


Discusses the basic acoustical laws, the nature and transmission of sound, the properties of musical tone, resonance and the behavior of sound waves; the acoustical design and
the working principles of the instruments of the orchestra, piano, organ, and the human voice; the development and physical analysis of the musical scale, as a basis for a course of study on the relation of acoustics to music.


Surveys the status of music teaching in the rural consolidated schools of Delaware county, Ind., and administers the Kwatwasser-Ruch test of musical accomplishment to 25 students in each of the 11 high schools. Finds that the children in these schools have less opportunity for studying music than do city school children.


Surveys the unison octavo publications and selects 600 songs, mostly in the classical grouping, suitable for supplementary material for voice class. Finds this material obtainable at a much lower cost than that of sheet music publications.

1322. Cleland, Walter Eugene. Problems in arranging the first movement, Allegro con brio, from Beethoven's Sonata, opus 2, number 3, for high-school orchestra. Master's, 1938. Iowa.


Attempts to determine the influence of musical aptitude and attitude as factors causing students to cease participation in music when it becomes an extracurricular activity. Shows that music was taught as a technical requirement; that the school program made no provision for students not talented in music; that these non-participants liked music and made some use of it in their daily life on their own initiative; and that undoubtedly a number of the non-participants would take music if given individual attention.


Analyzes courses of study in music for the junior high schools of New York City, Washington, D. C., Pittsburgh, St. Louis, San Antonio, and San Francisco, to determine their general objectives, suggestions for chorus work, and training in appreciation.

1325. Dougan, Roy E. Problems in adapting a selected composition of Mozart as training material for high school band. Master's, 1938. Iowa.


Describes an experiment conducted with 24 pairs of pupils of the Altoona senior high school to determine whether free discussion with a minimum of technical analysis or a technical analysis of the theme, motives, and figures of content and the effects produced through instrumentation affect music appreciation. Indicates that technical analysis is superior to free discussion in teaching music appreciation.


Measures the relationship of types of musical response to musical sensitivity and to personality traits and interests, using the Seashore and the Schoen tests of musical sensitivity.
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for full orchestra.
that the median amount of time spent by instrumental music
teachers in activities connected with music instruction outside of school hours is 5.4
hours a week ; that the average instrumental music teacher does not teach an academic
subject; that the size of the school has little bearing on the load of the teacher; and
that increased experience tends to increase the load to a slight extent.

1333. Harding, Paul E. A study of the load of instrumental music teachers
Analyses replies to a questionnaire sent in by 37 music teachers in high schools in
25 counties of Pennsylvania in 1936-37. Finds that these teachers taught various kinds
of instrumental and vocal music, music theory and appreciation; that the median time
spent by the instrumental teacher was 40.3 hours a week, of which 34.4 hours were spent
in instructional activities; that the median amount of time spent by instrumental music
teachers in activities connected with music instruction outside of school hours is 5.4
hours a week ; that the average instrumental music teacher does not teach an academic
subject; that the size of the school has little bearing on the load of the teacher; and
that increased experience tends to increase the load to a slight extent.

1334. Herbert, Henry Octave. Problems in arranging the fourth movement,
Allegro vivace, from Schubert's Symphony in B flat major for symphonic band.
Master's, 1938. Iowa.

1335. Hill, Elizabeth Marah. The status of music in the public schools of
Georgia. Master's, 1938. Emory. 164 p. ms.
Attempts to determine the status of music in the public schools of Georgia; to compare
it with that in certain other states; and to discover the opportunities offered the young
people for experience in music either as a part of the curriculum or outside of it. Finds
that music experiences begin with the nursery school; that opportunities are provided
those who desire further knowledge and experience with music to acquire it as a regular
accredited part of their school work to the extent of as much as four high-school units
toward graduation with credit usually extended to study under private teachers; that
regulations concerning both teachers of music in the schools and private teachers under
whom work is accredited are definite and high in most states; that 4 years of academic
work with adequate professional training is the desired preparation; and that all of
the states studied have a definite program of music and opportunities for music study
are being extended to the rural schools.

1336. Huff, Arthur L. A survey of community and public-school music in
Licking county, Ohio. Master's, 1938. Ohio State. 86 p. ms.
Stresses the various moods of the musical selections found in the plays; the allusion to music; and the moods found in the music of the line and word.

Finds that the round is relatively little used to promote part-singing due to the teacher's lack of knowledge in round material.

1339. Johnson, Dorothy Grace. Problems in arranging Haydn's String quartet, op. 71, no. 1, for small high-school orchestra. Master's, 1938. Iowa.

Shows that much of the mediocrity in choral music in the secondary school is due to lack of sufficient grade-school training.


Shows that music contributes to character building in general; that it has a direct bearing on physical and mental health and the general well-being of school children; that it functions as a satisfactory occupation for leisure time; and that it contributes to worthy citizenship.

Surveys current practices in music education in 115 representative elementary schools, grades 1-6, in Mississippi.

1344. Lenicek, Edna. Problems in adapting selected classical material for study by small or incomplete orchestral groups. Master's, 1938. Iowa.

Traces the history of music in Pennsylvania, discussing hymn music, Pennsylvania's composers, folk songs, musical activities in Philadelphia, Pittsburgh, and Bethlehem, patriotic music, state songs, college music, music in Pennsylvania schools, and the Federal music project.


Shows the provision of rooms, music, instruments, racks, and time for teaching music in the high schools. Finds that some schools are well equipped and have adequate facilities and other aids for teaching music, but that in other schools the facilities are meager and inadequate; that small enrollment in some of the schools precludes the possibility of developing large musical organizations even with all desirable facilities; that the administration of a school is handicapped when trying to secure a music teacher who can teach several other subjects; that the small ensemble is a good way to stimulate the students to greater accomplishment; that the radio plays a very small
part in some of the schools and no part in others; that the victrolas are old and seldom used. Recommends greater use of the radio and victrola in teaching music; that books on music history, theory, musicians, operas, compositions, and composers be included in the high-school libraries; that the less common and more expensive instruments should be provided by the school; that future music rooms be planned carefully before the building is constructed, and that present music rooms be improved by treating the walls and ceilings acoustically, installing indirect lighting; and that a long-time plan should be worked out for providing the necessary facilities and aids for teaching music.


1351. Parke, Mrs. Fandee Young. A study of the musical talents of the Negro, Mexican, and white children in the public schools of San Marcos, Texas. Master's, 1938. Southwest Texas St. T. C. 60 p. ms.

Finds that on each of the 10 separate tests the white children rank highest; that there is no significant difference in the ranking of the three groups in rhythm discrimination or pitch imagery; that there is no significant difference in the ranking of the white and Mexican children on the tests for time discrimination, quality discrimination, and the tests for melodic taste; that in the scores on 7 of the 10 tests there is no significant difference in the Mexican and Negro children; that on the tests for tonal memory, quality discrimination, and pitch discrimination the Mexican children rank higher.


Describes the use of music and free association with maladjusted persons as a psychological treatment. Finds that positive results can be obtained by the methods described in less time than by ordinary clinical conferences.


Finds interest and the will to learn manifested in the child's interest in individual practice, attendance at concerts, listening to the radio, and participation in group music; interest in popular versus classical music seems dependent on the development of both, and that the serious student chooses better music because of its lasting qualities and satisfaction from performance; that music has found its place in education; that festivals and contests are valuable to young and older students; that the carry-over of school music into community groups is small; that the promotion of private study for perfection of individual skill was inducted by parents and students; that leisure-time use of music needs careful correlation of the work of the school with leisure-time activities to promote better programs on the radio and in concerts; the need for teaching theory in relation to performance; the vocational use of music evident from the fact that teachers of music, orchestra members, and choir members received their early training in the public schools.


Presents a brief historical account of the members of the woodwind family and their use as the orchestra developed from the sixteenth century to modern times.


Compares the efficiency of two procedures in memorizing piano music; one includes the study and analysis of the musical material before continuing the learning at the keyboard,
the other omits this analytical study and confines the entire learning to the keyboard. Describes an experiment in which four different methods of learning four different experimental compositions were used by four groups of experimental subjects, each group containing an equal number of subjects. Finds the use of analytical study periods before keyboard practice superior to the method in which the analytical study period is omitted.


Analyzes 16 outstanding courses of study in music. Finds that free music experiences which lead to creative expression, are recommended more often than formal technical teaching.


Attempts to determine how much agreement there is among institutions as to curriculum content; the relation between curriculum requirements and state certification requirements in each state. Compares these findings with state requirements and practices in Ohio. Investigates the problem of interstate certification. Shows how state certification requirements may help in stabilizing the existing confusion in teacher education. Finds that there is too great a variety in the distribution of curriculum content; laxity in state requirements as to specification of course content; and divergent and widely separated philosophies as to exact function of the teacher-educating agency.


1365. Sherman, Sadie E. A critical survey of general music classes in the junior high schools of Los Angeles. Master's, 1938. Southern California.


1370. Ssepessey, John Elmer. Problems in arranging training material for elementary string quartet groups. Master's, 1938. Iowa.

1371. Terry, Mrs. Anna Mae. A study of the achievement of college students in music in relation to their musical capacity. Master's, 1937. Wittenberg. 46 p. ms.

Studies the achievement of 300 college students over a period of 1 year, and finds a high correlation between the achievement of college students in music and their musical capacity.


1373. Van Cleave, Emerson E. Music achievement in the 4A, 6A, and 8A grades of the Terre Haute public schools as measured by Knuth achievement test.
CURRICULUM STUDIES


Finds the music achievement standards in the three grade levels of the Terre Haute public schools approximately 12 points lower than the nation-wide norms; that the median of achievement for those having private music training was far above that of those with schoolroom training only; that there was little correlation between the IQ and music achievement in the chosen group.


Attempts to determine whether instrument practice at home improves the ability of a musically superior group. Administers five of the Kwawasser-Dykema music tests to a group of 120 second- and third-grade pupils from the High school of music and art in New York City in January 1937, and again under similar conditions 1 year later. Indicates that the amount of practice had little effect on improvement in the functions tested; that the tests seem to have a low reliability and do not seem sensitive enough to detect small individual differences in a group of more than average musical ability.


1377. Wheelwright, Lorin F. Improved music reading through modification of the printed score. Doctor's, 1938. T. C., Col. Univ.

Studies the visibility of musical symbols, current practices of spacing musical symbols, the theoretical limitations of the rhythmic ratio, the effects of spacing music in rhythmic ratio on the speed and accuracy of visual perception; the probable error of judgment where horizontal linear distances used in the printing of music are compared; and the effect of spacing musical symbols in rhythmic ratio on sight-reading performance at the piano, using as subjects students selected from the seventh, eighth, and ninth grades of the Salt Lake City public schools. Finds that musical symbols vary widely in their relative visibility; that within a given song the chances are practically certain that identical symbols will vary in horizontal linear spacing; that when the perceptual process is controlled by tachistoscopic exposure, music spaced in rhythmic ratio is read with greater accuracy and speed than music spaced in the traditional manner; and that a highly significant improvement exists in the rhythmic performance of music which is sight read from notation spaced in the rhythmic ratio of one to one.


Finds that choral reading is more valuable than singing in developing poise, good posture, pronunciation and enunciation; that it stimulates creative ability in writing poetry and in drawing; and that singing is more valuable than choral reading in developing resonance in speaking and singing.


ART EDUCATION


Finds that the general principles of progressive education lend themselves to the teaching of art to young children.


Attempts to determine the uses made of art principles, especially those studied in the elementary grades, with a view to improving the elementary art curriculum.


Studies the methodology and fundamental practices of diagnostic testing recommended by the American standards association. Shows that all tests, which are drawn mechanically and are large enough to be used in regular classroom instruction, can be administered to the entire class at one time, can be used repeatedly, and are easier to care for than individual tests.

1388. Foster, Elizabeth Jane. The major curricula in fine arts in the leading institutions of higher learning in the United States. Master's, 1938. Indiana. 120 p. ms.


1392. Hysell, Margaret. A study of three art principles as used by certain elementary school children in Meliss and Athens counties. Master's, 1938. Ohio Univ. 29 p. ms.
Attempts to determine whether children progress in art ability as they move from grade to grade; how the work of a sixth-grade child with no art instruction compares with that of a child with 6 years of instruction; and how the art products of the first-grade child and the sixth-grade child with no instruction compare.


Discusses the scope of available positions in the fields of art, mechanical drawing, and architecture in order to guide the prospective artist, draftsman, or architect. Lists the universities and colleges offering a major in fine arts, with the tuition fees, for resident and non-resident pupils, lists independent nonprofit art schools with their tuition costs. Describes architecture, civil, mechanical, and electrical engineering as careers, together with chances of employment, salaries, institutions giving training in these professions, with entrance and graduation requirements and cost of training. Discusses objectives in teaching art and mechanical drawing in the junior and senior high schools, and presents tentative courses of study in the various phases of art and mechanical drawing.

Studies the art appreciation of 461 children, age 8-16, and 72 especially gifted children, age 11-16, by presenting to them 12 pictures with different subjects and the request to show their first, second, and later choice or none if they did not like any of them. Studies their replies to a questionnaire asking for the reasons for their picture choices. Indicates that the average children have a crudely aesthetic or non-aesthetic attitude, and that the special children have an analytical and more aesthetic viewpoint.


Finds an ever-growing field in vocations involving art knowledge, a tendency to stress general cultural education as a basis for such vocations, industry and art are being brought closer together, and the most remunerative positions are in the industrial and commercial art field.


Studies 182 pupils of sixth-grade classes of the Lewis C. Cassidy school, Philadelphia, to whom objective tests in art and subject matter were given. Finds a positive correlation between scholastic standing and art ability.


Describes an experiment conducted with 150 elementary school pupils in the public schools of Hearne, Tex., and suggests that art teachers think of picture making in the elementary grades as the child's first form of written expression, rather than as art.


Finds the study of art in the junior high school of value because of its ability to release creative energy and promote the art of living; because of the specific physical, social, and industrial needs of adolescent children; and because of the nature of art activity, which lends itself readily to the modern integrated school program.


Attempts to suggest a method by which an art curriculum could be developed that would enable applicants for Government positions in art and related lines to prepare themselves to meet the eligibility requirements of the Civil Service Commission and the job requirements of the various Federal departments. Surveys the Civil Service Commission's eligibility requirements for examination and appointment; its duty requirements as set forth in the printed announcements of competitive examinations in art and related lines; interviews the heads of art divisions and drafting rooms of the various Governmental departments to determine general art requirements, specific art requirements, and the relative importance of the respective art activities of persons actually employed in the Governmental service.


Describes an experiment conducted with the 118 students taking architectural drawing during the first semester of the 1937-38 school term in the Technical high school, Scranton, Pa., to determine the relative value of using models with the textbook, or of using the textbook alone in teaching mechanical drawing. Shows a slight tendency in favor of the
group using models and textbook, but that the difference was not great enough to warrant
a definite conclusion in its favor.

York. 179 p. ms.

Compares and evaluates two methods of teaching freehand representation to first-year
students in the Hebrew technical institute, New York City.

1406. Overturf, H. James. An analysis of the drawing of pre-adolescent

1407. Baab, Luella May. The effect of aesthetic insight upon art production
at the fifth- and sixth-grade levels. Doctor's, 1938. Iowa. (Abstract in: Uni-
versity of Iowa. Series on aims and progress of research, no. 57)

Describes an experiment conducted with two matched groups of 25 children each who
were selected for an art training period of 2 school years.

1408. Reynolds, Claude W. Extracurricular fine arts participation in high

Finds extensive participation in all types of high schools, and very little carry-over from
high school to college in participation in extracurricular fine arts.

1409. Rising, James B. A critical analysis of the course outlined in the
syllabus for mechanical drawing for the state of New York. Master's, 1938.
N. Y. St. Coll. for Teach. 51 p. ms.

1410. Sawyer, Josephine. A comparative study of the direct and indirect
methods of teaching the major principles of design to seventh- and eighth-grade
students in the Chester township schools, Wabash county, Indiana. Master's,
1938. Ball St. T. C. 80 p. ms.

Analyzes data secured from creative ratings and from judgment scores made by 100
students, and indicates that the indirect method is the more satisfactory method of
teaching design.

*1411. Severino, Dominick A. An art course for grade 10 based on everyday
graphic arts. Master's, 1938. Boston Univ. 91 p. ms.

Studies art objectives; the junior high school course of study in art. Gives a program of
activities for the graphic arts course in grade 10; and discusses the organization of the
graphic-arts course.

1412. Shukotoff, A. Z. The development of art education in the public schools
of the City of New York from 1805 to 1898. Master's, 1938. Coll. of the City of
N. Y. 90 p. ms.

Traces the changes that occurred in art education in the primary and grammar schools
of the public school system, and analyzes the changes which occurred from the time of the
introduction of the subject in 1805 to 1898 when the present City of New York was
created. Finds that the subject of art education, which was first advocated as an aid
to the study of permanence, passed through a series of intermediate stages to the indus-
trial arts; that art education has become more complex in method and content; that it
was less formal in 1898 than at the start, and that it bears a better relationship to the
rest of the curriculum than it did at the start.

1413. Tarnay, Orville Addison. The evolution of linear drawing as a sub-
ject of study; a critical study of the cumulative philosophies affecting the teach-
ing of drawing with special reference to education in the United States. Doctor's,
1938. Louisiana State. 375 p. ms.

Finds that linear drawing has been under discussion for more than 250 years as an
important factor in formal education, and that it has been advanced as a part of the
aesthetic, industrial, and visual education movements.

1414. Triplett, Laura Sherwood. Background for appreciation of art in seven

Studies meaningful and purposeful activity in art education, grades 1-12, with emphasis on work for junior-senior high schools. Finds that art should be a major subject as are English, social science, music, and health; that the learner's potential abilities are developed through self-directed, creative self-expression of art, through broadening of interests, cultivation of desirable attitudes, habits, skills for self-realization, and group participation toward his highest development his contribution to the community.


Studies the comparative ranking of 39 girls and 21 boys in the 9A grade in a problem in visual art, comparing especially the ranking of the two top groups, those ranking highest and those ranking low. Finds that the artistically superior pupils surpassed the artistically inferior pupils in IQ, were slightly older in both chronological and mental ages, made the highest marks in school, ranked slightly lower in conduct, higher in perseverance, preferred drawing or some other artistically significant activity as a hobby and as a school subject. Finds that many of the gifted children had received special art instruction outside of the public schools, that their parents had received superior educational advantages, that these children came from the smallest families where English is the only language spoken, from the best appearing neighborhoods, and contemplate higher training to fit them for work as artist or teacher.


Contrasts the use of original drama with adult developed drama in the elementary schools of Mississippi. Finds that original drama was used more in the first 4 grades, and adult developed drama in grades 5 and 6; that each grade averages 2.21 plays a year, and that 18.4 percent of the grades have weekly dramatic clubs.


Attempts to determine which grade or grades in the elementary school are best suited for the creative approach to dramatic production.

1422. Hildreth, Frank LeRoy. The extent to which Shakespeare adapted his dramas to the members of his acting company. Master's, 1938. Colo. St. Coll. of Ed.


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Analyzes 123 replies to a questionnaire sent to 284 high schools in Pennsylvania to determine current practices in play production. Recommends that the emphasis in play production be shifted from revenue to education; that play production be added to the curriculum as a regular activity; that play writing by pupils be encouraged; that students be allowed greater responsibility in choosing plays and players, and in coaching; that anyone who casts well be permitted to take a part in a play; that an admission fee sufficient to meet expenses incidental to production only be charged; that a definite audition schedule for practices be worked out; that a trained person should coach and should receive at least a time subsidy for coaching.


1429. Park, Marie. Diagnostic study of development in rehearsal and performance of students in dramatic interpretation. Doctor’s, 1938. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 51)

Analyzes the characteristics and development of 36 student actors as revealed in rehearsal and performance of university theater productions at the University of Iowa during the academic year 1936-37. Analyzes the rehearsal loss of the 36 student actors and finds a systematic tendency downward from the performance of the excellent group to the good and average groups.


Shows that in producing Greek drama, directors in American colleges and universities have followed three distinct methods: A traditional method based on literary sources, a traditional method based on archaeological sources, and a modern method of stage presentation.


Discusses the theaters of London during and succeeding Shakespeare’s time; the first performance of the play; the sources and principal editions of the play; its popularity and fame from its first performance to the present; the popularity of the character Hamlet and the challenge of the character for the greatest actors; and the outstanding British, American, and foreign actors of the character.


Compiles and arranges materials on pageantry for use in a university correspondence course.


Surveys the development of interpretative reading and applies the principles and techniques to preparing a play for platform interpretation. Studies the methods of the older teachers in order to give a background for later methods and to show the evolution of ideas concerning interpretative reading.
1436. Stone, Vera Jones. Pageantry as a community art. Master's, 1938, Peabody. 95 p. ms.
Finds that pageantry provides wholesome recreation, an opportunity for creative work; it dignifies the past and has historical value; it has educational value as a teacher of science because it clothes scientific facts in more attractive garments than those generally employed; it presents moral questions in an interesting and convincing manner; it encourages the collection and preservation of valuable local traditions and history that otherwise might be lost; it points the way to a better citizenship by emphasizing inspiring incidents of the past and forecasting a better, brighter new day.


Indicates that a drama is best taught by physical presentation as it consists of a musical nature in tones and melodies of speech, of a dance nature in form and movement of bodies, and of a pictorial nature in the line, form, and color of its scenery and costume; and that an experience of drama is incomplete when only read and studied, as the sensory nature of sight and sound make direct experience of it essential for the greatest response.


1440. Winbigler, Hugh Donald. The teaching of dramatic art in 103 Iowa high schools. Doctor's, 1938. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 57)
Shows that although plays are regularly produced in every school investigated, and although administrators are generally favorable to the development of programs in speech and dramatic art, play production is for the most part an activity lacking in comprehensive planning and integration with the school programs.

SPEECH EDUCATION

Sets up standards of criticism and methods of procedure; evaluates the extant criticism of Alexander Hamilton as an orator; discusses Hamilton as an orator and the occasion and audience for his speeches; and criticizes the text of and testimony about his speeches. Contributes to speech education by its emphasis on thoughtful speech as a whole process, as opposed to the idea of speech involving the more limited attributes of voice, diction, and elocution.


Finds that 55 percent of the high-school students of South Dakota are in schools which provide debate activity; that only 2.7 percent participate in interscholastic debating, and 5.8 percent in intramural or interscholastic competition; that in one-third of the schools the coach has training equivalent to at least a speech minor; that 93 percent of the debaters rank above the average scholastically and the majority are active in one or more other extracurricular activities. Shows that a larger proportion of the large schools include debating in their programs, the squads are larger, more money is spent, and more debates are held; that a larger proportion of students participate in debating in the small schools.

1444. Beene, Mary W. A collection of exercises for the tongue, lips, and jaw, together with a study of the efficacy of certain selected exercises. Master's,

Attempts to determine objectively the efficacy of repetitive muscular exercises of the tongue, lips, and jaw in speeding up the movements of the articulatory organ; and to collect all available exercises and test them out with an experimental and a control group of 10 persons each.


1448. Breen, Grace. A case study of seventh, eighth, and ninth grade pupils in University high school, State University of Iowa, as related to the development of a speech program in these grades. Master's, 1938. Iowa.

1449. Chenoweth, Eugene. A study of factors influencing the adjustment of college freshmen to the speaking situation. Master's, 1938. Iowa.


Studies the sources of children's fear; their fear of speech and stagefright.


Studies a total of 486 children, twins, singletons, and only children in 5.5, 6.5, and 7.5 year age groups. Finds that only children are definitely superior to children with siblings in every phase of linguistic skill; that singletons with siblings are superior to twins; that twins from the upper occupational groups by 9.5 years have practically overcome their language handicap, but twins from the lower occupational groups have made relatively little progress; that the twins of the ages studied were especially retarded in perfection of articulation; and that at least during the kindergarten year, a child's mastery of articulation is closely related to other phases of language development.


Studies the aims, values, and status of various forms of speech training and offers suggestions for a program of speech education. Recommends a speech department independent of the English class, and compulsory courses in the fundamentals of speech and in public speaking.


Presents the history of choric speaking; offers suggestions for teaching it; discusses specific considerations especially applicable to orienting the student and adult to the choir; presents technical exercises employed to aid proper speech development, and comprehensive lists of materials suitable for secondary school pupils and adults.


Finds that the modern integrated program has materially increased the speech activities through the medium of oral reports, class discussions, and open forums, with no tendency to eliminate special speech classes. Recommends that all prospective teachers in any field have speech training; that speech teachers have as their objective in instruction the preparation of students for democratic citizenship, and that open forums, symposiums, and discussion groups replace debate and oratory contests.


Describes the administration of the corrective speech program. Finds that 8 percent of the school children in Binghamton have defective speech; that children who completed their treatment were cured or improved; that speech in American schools in general is faulty and neglected; and that the responsibility for the evils of poor or defective speech lies in the administration of secondary schools.


1462. King, Clifford A. The effectiveness of group speaking on the acquisition of certain speech skills. Doctor's, 1938. Louisiana State.


Describes an instrument constructed to record various speech events, providing records for a detailed analysis of the temporal relations in the articulatory process.


Attempts to provide high-school teachers who have had no training in speech correction with an adequate understanding of the common defects of speech and their underlying causes, and to point the way to the correction of the defects, so that the teachers may help their students with speech defects to improve their speech.


Studies the improvement in the pronunciation of five English vowel sounds as they occur in the normal speech patterns in approximately 3 minutes of oral reading recorded electrically, of 80 college freshmen after they had received class training with two different types of practice material, using selections from modern poetry with one group and disconnected sentence drills with the other group. Studies two classes of freshmen at the State teachers college, Trenton, N. J. Finds sentence practice material and poetry practice material about equally effective in bringing about the desired improvement in vowel pronunciation.

1468. Lance, Harlan E. Projects in reading aloud for junior high school students emphasizing voice improvement. Master's, 1938. Iowa.


Sets forth a progressive method of teaching the sounds of speech to beginning speech students.


1476. Shaffer, George Lewis. The temporal relation between the initiation of jaw movement and the initiation of phonation in the non-stuttered and stuttered production of the voiced and voiceless plosives. Master's, 1938. Iowa.


Attempts to determine how closely the rhetorical devices used in 12 intercollegiate debates follow accepted textbook principles. Finds rhetorical weaknesses to be a serious impediment to persuasion and conviction, and the tolerance of such weaknesses detracts from debating as a means of training effective speakers.


Studies qualitatively the breathing of young stutterers; symptomatologies of young stutterers; general intelligence of college stutterers; the use of intensity by superior speakers; and the use of emphasis by trained speakers.

1479. Temple, William Jameson. The objective evaluation of the effects of training on the use of frequency, intensity, and duration in speech. Doctor's, 1938. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 57)

Attempts to apply a combination of psychophysical methods and phonophotographic techniques to the problem of speech training, using as subjects 23 beginning speech students, judged poor in voice flexibility but lacking conspicuous deviations in voice quality, who were divided into three matched groups and trained by three different procedures; uses eight additional students, judged as adequate or superior in flexibility, as a control group. Demonstrates the necessity of a thorough re-evaluation of the applicability of psychophysical methods to the study of speech, especially when short samples are used.

1480. White, Mrs. Eva B. Evidences of need for speech training for activities outside the classroom by teachers of New Mexico. Master's, 1938. New Mexico. 64 p. ms.

Compares drills in the stroboscopic technique and training interpretation in teaching pitch variation in continuous speech. Shows that the two methods are nearly equal in effectiveness.


JOURNALISM

1483. Abney, Velma Overne. Study to determine the opportunities for creative-writing instruction offered in special classes with suggested placement in a program of studies. Master's, 1938. Southern California.


Investigates the occurrence in engineering colleges of courses in English composition planned especially for or adapted especially to engineering students. Examines the qualifications and methods of the instructors who teach such courses. Analyzes the development of textbooks for such courses and the contribution that each text made at the time of its publication.


Studies the types of high-school publications, their purposes, functions, and educational values, and the problems encountered in their issue.


Finds a lack of student newspapers in many of the small high schools, and that too little use is made of mimeographing and other methods of duplication.


Analyzes the content of yearbooks and the organization for producing and for financing them.


Finds that the larger high schools furnished opportunities for participation in school publications, and that there was a carry-over from high-school participation to college participation.
SAFETY EDUCATION


Shows that the number of accidents is increasing more rapidly than the enrollment; that community life and culture is the only course which definitely plans for the inclusion of a unit of safety instruction; that there is a tendency for boys to know more about safety facts than girls; and that the incidental method employed at Southwest high school for teaching safety approximates its maximal results by the close of the sophomore year.


Studies the need for and type of safety that should be taught in industrial arts woodworking, based on the study of 141 industrial departments. Shows that schools in general lack in safety teaching; that schools teaching safety had fewer accidents.


Studies the types and causes of accidents occurring in the home, occupational pursuits, and traffic situations; discusses the principles of accident prevention.


Outlines a course of study for an adult evening class based on information on how to drive and on a survey of the actual needs of experienced drivers from various parts of the county and in representative industries.


Studies traffic accidents in Seattle, and building and playground accidents in the public schools of Seattle from 1932-37.


Traces the history and administration of the highway patrol, and discusses the course of training given in first aid, physical culture, jujitsu, small arms, auto mechanics, motor vehicle law, court procedure, statutory law, and public relations, including courtesy. Finds that the majority of the first 50 patrolmen were college graduates and that many of the other applicants had college work to their credit. Describes the weekly traffic schools maintained for traffic violators, and the talks given by the members of the traffic patrol on safety in schools and churches.


Analyses 2,012 street accidents over a period of 5 years to determine the most prevalent type of accidents and those which students must be taught to avoid.


Attempts to present practical safety materials which can be used as a handbook of information and suggested means of introducing safety in correlation with the adopted curriculum.

Studies accidents in industrial arts shops in 300 cities in 10 middle western States for the school year 1936-37. Finds that accidents resulting from the use of hand tools were most common, with the chisel responsible for the greatest number.


Studies the curriculum of 105 Ohio secondary schools, and finds that 50 percent of the schools were making some effort to organize safety teaching, usually by means of correlations with other subjects.


HEALTH EDUCATION

1508. Allen, Henry Grady. Laboratory materials in health education which may be used in functional integrated curricula in high schools of limited means. Master's, 1938. Louisiana State. 115 p. ms.

Describes an experiment in which laboratory materials in health education were tested in the Tchula, Miss., consolidated school.


Analyzes data received from answers to a check list by principals of 168 Catholic elementary schools. Shows that the school health program was administered cooperatively by the diocesan school administrators and the department of health; that the former was concerned with the health program, physical training, and preparation of teachers for health instruction; that the department of health was composed of nurses, physicians, and dentists; and that 70 percent of the schools have health service rooms with standard equipment.


Analyzes data on the nature and scope of health subject matter found in home economics courses of study and textbooks published between 1930 and 1938. Indicates that health instruction is included as a part of the home economics program and more health teaching is done indirectly than directly; that health is emphasized in units of child care and development and foods; that more subject matter is found in courses of study and textbooks on housing as it is concerned with individual and family health. Finds a wide gap between present health knowledge and health subject matter found in textbooks and courses of study.


Describes an experiment in which a health knowledge test was constructed and administered to 685 students from different schools throughout the province and their answers analyzed. Offers suggestions for a new course of study.


Studies the importance of health education in the elementary school curriculum; shows the responsibility of the school in organizing a health program so as to prevent healthy children from becoming ill; and stresses the need for giving special attention to children in school who need help in the solution of their health problems.


1519. Couch, Frances. A study of the health education program and facilities for the physical education program for women relative to a sampling of southern colleges. Master's, 1938. Texas.

1520. Cox, Helen Ware. A study of the health knowledge of women students at Glendale junior college. Master's, 1938. Southern California.

1521. Fraser, Lily Paul. Sex education of high-school students in Cleburne, Texas. Master's, 1938. Peabody. 74 p. ms.

Finds that students are receiving sex information from a number of sources; that parents are not assuming their full responsibility for sex instruction; that girls prefer to have their mothers provide that instruction while boys prefer to get it from the school; that students react favorably to sex education; that there seems to be a lack of scientific sex knowledge among the students; the girls' knowledge being somewhat inferior to that of the boys.


*1523. Harding, Marion Sanders. Unit organization of five topics in health education for twelfth-grade pupils. Master's, 1938. Boston Univ. 127 p. ms.

Presents units on healthful living, personal appearance, nutrition, infectious disease, and mental hygiene, with a discussion of experiences in teaching the units.


Studies 24 healthy, normal girls between 13 and 14 years of age in the Haddon Heights high school. Finds that the average daily intake for the group was 2,070 calories with a minimum of 1,004 and a maximum of 3,846 calories; that their protein intake was adequate, but calcium and iron were somewhat under the standard.


Discusses the historical approach to methods in teaching for health, health and factors influencing it, teaching for health, development of traits, general methods and personnel in teaching for health, leadership organization of the activities program for health, conditioning process, studying out-of-school life, studying school life, studying the individual, home-school cooperation, technical teaching, units in teaching for health, reinforcing and expanding ideas and ideals about health, evaluation of certain motivating devices, printed materials, and measuring results and reports of progress.


-develops the thesis that the school should attempt no health education or service which is better performed by other agencies; points out pertinent distinctions in health education terminology along with the functions of several agencies concerned with the health of the child. Submits a 6-point program for health education which recognizes those residual functions.


-shows that pupils' interests are more closely allied with the biological and physiological maturation, developments, functions, uses, and results or effects of the uses of the sex organs, than they are with the psychological or sociological aspects of sex.


-studies the status of health and physical education in the schools of Vicksburg, Jackson, Meridian, Laurel, Hattiesburg, Biloxi, Gulfport, McComb, and Brookhaven which comprise the Big 8 conference. Finds that the function of administrators is not only to plan the organization of health and physical education, but to coordinate it with the government health units, the city recreation units, and with other outside agencies.

1535. Klinger, Bertha Kathryn. A study of the food habits of 100 selected students in the senior high school of the Normal community high school, Normal, Illinois. Master's, 1938. Iowa.


1538. McNeely, Simon August. Contemporary considerations of health and physical education, a suggested course of study to be used in the professional training of teachers in Louisiana. Master's, 1938. Louisiana State. 315 p. ms.

-finds that until the State department of education required physical education for the certification of teachers, this phase of their professional education was neglected; that under the present system of accreditation many teachers are able to satisfy the requirements without receiving training that will give them an insight into some of the important fundamentals and principles of physical education, or give them an appreciation of the valuable elements of the physical education program.


-analyzes silhouette pictures taken of 200 male, University of Iowa students, and applies selected measurements to the pictures. Results indicate that in the erect position the segments, head, neck, trunk, hip, thigh, and leg form varying angles with each other and with the long axis of the body. Indicates that the resulting angles when measured in terms of degree deviation from a straight line, are highly satisfactory as a measure of general and segmental poise.


Finds that this method adds to pupils' pleasure and information by cultivating habits of scientific observation and experimentation as brought out by the life situations themselves.


Attempts to determine the nature and sources of early sex information as and when received by boys, and to establish its connection with their later concepts of sex by analyzing replies to a questionnaire administered to 419 college students. Indicates that 88.7 percent of the boys received their earliest information at 12 years; that in 45.7 percent of the cases information came from playmates and in 51.4 percent of the cases from parents and adults. Concludes that the many misconceptions concerning sex indicate inadequacy of early sex instruction; that sex education is not given early enough; that sex information is not progressively graded to age; that parents are reluctant to discuss sex problems; and that schools do not provide sufficient supplementary sex instruction.


Traces the foundations of the science of nutrition previous to Lavoisier. Shows that its foundations date from about 5500 B.C., and were influenced by Babylonian, Egyptian, and Greek medicine.


Lists materials and methods on physical education for high-school girls in Louisiana, based on manuals of 22 states.


1554. **Speer, Mrs. Edith Lovell.** Health and physical education offered at West Texas state teachers college for elementary grades. Master's, 1938. West Texas St. T. C. 112 p. ms.


1556. **Stout, Mary Louise.** A history and survey of the health services to the student body of Oklahoma agricultural and mechanical college over the years 1928-1937. Master's, 1938. Okla. A. and M. Coll.

Finds that a health examination is of little value unless followed up by correction of faulty health habits, and where possible, of physical defects, to be judged by recurrent, regular examinations; that a college health program should consist of a student health service for individuals, a campus public health service for the student body, classroom instruction in health matters, and physical education for all students as a health activity, and for correction of physical defects. Shows the need for more complete data on the health of each student.

1557. **Suzer, Marguerite Zweimer.** Extensive reading in healthful living courses for girls in a junior high school. Master's, 1938. Southern California.


**MENTAL HYGIENE AND PSYCHIATRY**


Describes the work of the Mental hygiene committee of the Herron Hill junior high school and its ability to adjust its methods, techniques, and policies to meet the daily problems that come up in the daily routine of the school.

1563. **Clark, Dorothy Torkelson.** An investigation into the possibility of using literature as a means of teaching mental hygiene in the junior high schools. Master's, 1938. Southern California.

1564. **Cook, Sallie Mildred.** The mental hygiene program of a classroom teacher; its development and use. Master's, 1938. Texas.

1565. **Escalona, Sibylle Korsch.** The effect of success and failure upon the level of aspiration in manic depressive psychosis. Master's, 1938. Iowa.

1566. **Francis, Raymond E.** The effects of psychiatric counselling on the scholarship, citizenship, and attendance records of 66 high-school boys. Master's, 1938. Rochester. 84 p. ms.


1568. **Murphy, Earl P.** A study of the knowledge of mental hygiene of students in Indiana state teachers college and of teachers with experience.

Attempts to discover how well teachers and prospective teachers understand the principles of mental hygiene as they apply to the teacher, to the teaching act, to classroom discipline.

Showed that teachers knew little more about the principles of mental hygiene than the students.


Compares the achievement on psychological tests of a group of 15 subjects, diagnosed as having organic disease of the left or of both frontal lobes of the brain with concomitant mental changes, with a group of 15 subjects diagnosed as having organic disease located elsewhere in the nervous system or of having functional changes without mental concomitants. Shows that the subjects demonstrating mental change had lost the ability to choose a course of action and to shift; that they reacted with a restricted form of behavior, whereas normal adults react with both forms of behavior. Finds consistency of the reaction patterns for each group of subjects in all of the tests administered.

1570. Rice, Sister M. Berenice. Diagnosis of the mental hygiene problems of college women by means of personality ratings. Doctor's, 1938. Catholic Univ.

1571. Stringer, Ivan C. A study to show the worth and need of a mental hygiene program in the secondary school. Master's, 1938. Michigan.

PHYSICAL EDUCATION


1573. Arbelbide, Garrett Walter. Selected mediums for publicizing the physical education program to the home and community. Master's, 1938. Southern California.


1575. Atwell, Gladys. A study to determine which physical education activities carry over 2 and 3 years after graduation from high school. Master's, 1938. Michigan.


Studies the history of gymnastics, and the aims, principles, and techniques of the German, Swedish, and Danish systems, and compares them with current practice.


Shows an increase in the propagation of wild life and an increase in hunting activities.


Attempts to show the importance of motivating the physical activities through appeals to the fundamental instincts of individuals; gives a brief historical background of modern physical education with the reasons for and attitudes toward physical education today. Describes a number of motivating elements and applies them to individual, team, and mass in the physical education program. Summarizes the effect of the play life on the child and the ways through which the physical activities program helps to attain this effect.


Attempts to determine the status of all freshmen students in the state teachers colleges at Bridgewater, Salem, Fitchburg, Lowell, Framingham, and first-year men at Hyannis; to determine the extent to which progress was made in improving their physical fitness near the close of the school year; and to give data which would be helpful to administrators and instructors in the future redirection of the health and physical education programs in teacher training institutions. Describes tests given during the early part of the school year, and tests given during May 1938; and the new program introduced in each of these teachers colleges in health and physical education in order to improve the health and physical fitness of their students.


1588. Crepps, Dorothy M. A proposed curriculum for the training of physical education teachers for women at the University of Arkansas. Master's, 1937. Arkansas. 92 p. ms.

Presents a suggested course of study for training women teachers in physical and health education in the public schools of Arkansas, based on a study of the needs of the pupils and the educational facilities for administering a physical and health education program.


Compares objectives of various programs of physical education and outlines a program specifically adapted to girls in modern life.


Analyzes replies of 52 of the 98 coeducational colleges to which questionnaires were sent concerning the nature of the institutions, administration of physical education, activity programs, and the opinions of directors of physical directors.


Analyses data on pupil participation, time given to physical education, conditions under which the activities are offered, equipment for physical education, training of physical education instructors in physical education, and intramural and sport-club activities in 36 Colorado high schools. Finds that the physical education program is not reaching the desired percentage of pupils; that the time devoted to physical education is not sufficient to meet the needs of the pupils; that additional equipment and facilities are needed to formulate an adequate physical education program in most schools; that most instructors in physical education are well trained in the field of physical education except the instructors of the girls' physical education classes in small schools, and that intramural and sport-club activities are not being used as they might be to promote interest in physical education.


Finds that classroom teachers handle physical education activities in the elementary schools, and that their training and physical education equipment are inadequate.

1595. Easling, Arthur Albert. A philosophical study of principles for selecting activities in physical education. Doctor's, 1938. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 57)

Develops fundamental principles based on a study of biology, anatomy, physiology, psychology, education, present-day society, and social trends, for the selection of the content of a physical education program.

1596. Fleiger, Erwin G. The contributions of physical education to social acceptance among junior and senior high school boys. Master's, 1938. Ohio State. 110 p. ms.

Shows as the result of a survey of 245 boys by means of a social distance test, that remedial work is necessary with the maladjusted group; and that determining the social rank of each boy in the group gives teachers an opportunity to see cases of maladjustment as seen by members of the group.


Studies the physical examination, classification, follow-up program, facilities and equipment, and teacher qualifications in the administration of physical education for the atypical student.

1598. Godsel, Catherine Mary. A program of physical education to meet the needs of high school girls. Master's, 1938. St. T. C., Bridgewater. 74 p. ms.

Deals with the activities and their organization to meet the needs of high school girls based on replies to questionnaire by 76 cities. Finds that programs need to be adjusted to counteract a tendency toward individualism; they should be wide and varied; and the girls must be examined and classified.

1599. Graichen, Charlotte C. A seasonal program of physical education activities for girls in the small high schools of North Dakota. Master's, 1938. Iowa.


Studies the weight records of the Tulia Central high school wrestling squad over a period of 18 years. Indicates that weight-making assists rather than hinders physical development.


Studies the present status of physical education, the general principles underlying its organization and administration; suggests a physical education program, lists of activities with their objectives, and extracurricular activities.


Attempts to determine the nature and extent of cardio-vascular changes induced by gymnastic work employing the horizontal bar, by studying five groups of seven pupils each, representing different age levels (18-17) without previous training. Finds the emotional effects of gymnastic exercises involving the horizontal bar very noticeable, particularly the changes induced by the anticipation of the exercise; finds no changes in emotionality depending on age, on a 4-week period of training, or upon a high degree of skill and training.


1606. Kirchner, George Fredrick. A comparison of the physical education programs in the 16 colleges of the Southern conference with ideal physical education programs from selected schools. Master's, 1938. Louisiana State. 135 p. ms.

1607. Lawrence, Larry E. The motivation of restricted and corrective activities in physical education. Master's, 1938. Southern California.


Compares the physical education programs for high-school girls contained in the courses of study of the various states.


Studies 172 high-school girls representing all four senior high school years in the city high school of Chariton, Lucas county, Iowa. Finds that physical education averages compare with averages in academic subjects when the study is taken as a whole and especially when mathematics and English are considered.


Studies the organization and administration of such special events as the circus, carnival, and pageants for leaders in secondary schools.


Studies the programs of 928 county high schools in 88 Ohio counties, including teacher training facilities, personnel, and administrative policy.


1621. Schwenk, Hilda M. The educational responsibilities outside the classroom of women instructors of physical education in the State of Indiana. Master’s, 1938. Purdue. 103 p. ms.

Shows that teachers of physical education have a great many and varied additional duties for which they are not adequately prepared.


Surveys and appraises physical education programs in schools for the deaf in the light of practices in schools for the hearing and of ideals in schools for both the normal and the handicapped.


Describes an experiment conducted in grades 3 to 6 in Elmwood elementary school, Des Moines, Iowa, in the adaptation of pupil planning to classes in physical education. Shows that pupil planning resulted in a varied program showing a progression of activities suited to the age and grade levels and the development of many desirable social traits.

1625. Sprague, Barsha Work. A survey and proposed procedures in developing a modern program of physical education in the elementary schools of Columbus, Ohio. Master’s, 1938. Ohio State. 63 p. ms.


(abstract in: Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 50-51)

Stresses the value of games of low or simple organization as a means of developing the fundamental motor skills found in highly organized team games; emphasizes the fact that definite play characteristics are dominant at different age levels, which guide the play leader in the choice of activities. Shows that games of low organization fit the nature of the child in the upper elementary grades, and indicates that this play period of the school child is most adaptable for the development of fundamental motor skills necessary for the highly organized team game.
1627. Thompson, Florence. Integrating the physical education program with the social adjustment program on a college campus. Master's, 1938. Ohio Univ. 218 p. ms.

Attempts to show why the physical education department is one of the most effective agencies upon which the dean may rely to assist in her job of adjusting the girl to society and to show ways in which it may be done.


Studies the objectives of physical education, the instruction period, corrective physical education, intramural sports, interscholastic athletics, number of boys participating in physical education and facilities available for the operation of the program in the public high schools of Puerto Rico.

1630. Vercoe, Sam G. A determination of some of the factors tending to hinder the attainment of a more sound physical education program for boys in the rural high schools of Ohio. Master's, 1938. Ohio State. 65 p. ms.

Describes an experiment in which teachers of physical education were interviewed to determine the factors that caused them inconvenience while working in their field. Lists a total of 28 disturbing factors.


Discusses administration of physical education, the program itself, and health and leisure training.


Studies current trends and progress made in physical education for women in the colleges and universities, the place it holds in the college curricula, any influences exerted upon it from outside agencies; compares this field in different sections of the state and in different types of colleges; and compares its advancement in Louisiana with that of other states.


Analyzes data secured through the use of a questionnaire mailed to the 110 junior high schools of Kansas, from which 89 were returned. Finds that all but 5 schools have gymsalums; that all schools have playground, but only 25 percent have sufficient playing space; that 65 percent of the program consists of game activities, and 50 percent of the time is spent indoors and 50 percent outdoors; that men instructors usually coach athletic teams; that in the smaller schools the instructor is a classroom teacher; that classes vary from 12 to 80 pupils per class, and class periods from 25 to 60 minutes in length; that 85 percent of the schools require students to participate and 65 percent grant credit; that the larger schools emphasize intramural activities; that 63 percent of the schools participate in interscholastic activity; that 39 instructors have neither a major nor minor in physical education; that 54 schools make no provision for the physically handicapped; that most of the schools do not require physical examinations of students; that 15 schools have part-time physicians; and that 50 percent of the schools do not have a school nurse.

ATHLETICS


Describes the growth and progress of wrestling at Oklahoma agricultural and mechanical college and the work of E. C. Gallagher as head wrestling coach for the past 22 years.

1636. Ansorge, Leslie C. A study of the accident benefit plan of the Wisconsin interscholastic athletic association. Master's, 1938. Iowa.


Investigates the relation between efficient vision and skill in throwing the basketball into the basket as part of the general problem of establishing prognostic tests for the selection of participants in athletic contests, using as subjects boys on the varsity teams of seven New York high schools, and an intramural group within one high school. Finds no significant correlation between vision and securing success in basketball competition in any of the 13 measurements taken.


Studies the liability of school districts in athletic injuries and spectator and transportation injuries. Shows that the prevailing practice for athletic and spectator injuries is for the school districts to pay the damages to avoid court proceedings and that in the transportation of athletes, should furnish transportation that is covered by liability insurance.


Gives the history of one of the few leagues concerned with the administration of a physical nature in elementary schools.


Traces the development of badminton in the United States.


Plans programs of sports consisting of competitive games chosen in accord with the facilities, equipment, and directors available for the school groups, and considered for their leisure time and carry-over value to the individual.


1644. Buller, John, Jr. To discover what policies of business and financial administration of athletics are being employed in high schools of 200 to 600 students in the seventh Congressional district of Kansas. Master's, 1938. Kansas. 57 p. ms.

Analyzes data secured from 16 high schools on the administration and financing of athletics and other extracurricular activities. Suggests that every high school sell season activity tickets to all of its students and faculty; suggests various methods of paying for the tickets or the formation of an organization to provide work by which the students who could not afford to purchase tickets might earn them. Describes the form for the student activity ticket, the records to be kept on the various activities, the building of a reserve fund for each activity, the use of complimentary tickets, and the price of single admission tickets for the various activities. Discusses publicity for school events, the examination of the athletes by private physicians, the insurance of its athletes against injury by the school.

1646. Davis, John Elwood. An analytical study of underwriters' indemnities as applicable to the participant in the school athletic activities program. Master's, 1937. Iowa. 68 p. ms.


Presents a standard of technique for high-school and college coaches.


Traces the history of diving and presents an illustrated manual of fancy diving.


Discusses the historical background, value, and interpretation of boxing; methods of teaching, instructions for self-direction, lesson plans, training procedures, and the conduct of boxing for educational outcomes.


Attempts to set up acceptable standards of behavior in the management and conduct of inter-school sports and evaluates a series of principles which may be applied to the personal relationships of the athletic field.


Surveys the intramural athletic programs for women of 31 of the leading colleges and universities.


Studies five squads in one football league during one season's performance and finds no relationship between intelligence, scholastic success, certain personality traits, and football success.


 Shows the growth of spectator interest in major athletic activities in Louisiana state university and throughout the high schools and colleges of the country.


Offers a practical program of intramural athletics suitable to the small high schools of Tennessee, taking into account the limited professional training of the teachers of physical education, limited supervision of physical activities, teaching personnel, enrollment, finances, facilities and equipment.


Attempts to discover the extent of extracurricular athletic participation of representative interest to Nebraska senior in high school and in college to determine the carry-over interest from high school to college and to discover implications that would lead to a more desirable secondary school experience. Shows that 65 percent of the college men and women studied took part in some form of high-school athletics; that basketball was the most popular form of athletics in both high school and college; that football and baseball ranked high with the men; that softball, tennis, and swimming were popular with women; and that carry-over tendencies were stronger with women than with men.


Compares the underhand and the chest methods of shooting the free throw, and finds the underhand method best.


Discusses the values of football and the four phases of the technical management of the game as used at Louisiana state university.


Compared the athletes and non-athletes among the 516 high-school boys in four secondary schools in West Texas. Finds that the non-athletes hold a slight advantage in intelligence over the athletes on the basis of standardised scores; principals tend to overrate the scholastic ability of athletes; athletes are rated higher by the principal on citizenship qualities than non-athletes; scholastic successes of athletes are penalized by participation in more than one major sport; and that athletes almost unanimously agree that participation in athletics aids them in securing a well-rounded high-school education.


Studies the status of the athletic coaches in 250 approved high schools in Louisiana as to: Salaries, teaching experience, nativity, training, teaching load, teaching fields, size of schools in which they are employed, age, marital status, and training for the present position. Finds that the status of the coach is little different from that of the high school teacher, except that his hours are longer and his salary a little higher; and that in education, training, and experience he is a member of the educational profession.


Traces the history of the sword from its origin in the crude flint knife of primitive man to the delicately fashioned foil used in modern fencing. Compares the various schools of fencing; analyzes its fundamental techniques. Discusses the status of fencing as a sport in America.


Gives a comprehensive history of track and field athletics at Louisiana state university.


Compares scholarship, extracurricular participation, and other characteristics of athletes and non-athletes.


Finds the two division girls' rules basketball game less strenuous and offers the players more opportunity to shoot, at the basket, resulting in a higher percentage of points scored, than in the three division game.


Pairs 167 athletes with 167 non-athletes on their mental age, and compares their scholastic achievement. Finds the scholastic achievement on the Bones-Harry high school achievement test greater for non-athletes than for athletes.


1894. Tomlin, John Francis. An analysis of power events as related to track and field activities. Master's, 1938. Iowa.


Attempts to determine the part that athletics and their attitudes toward sport played on the lives of these people. Finds that practically all the historians and biographers felt that the great service that these representative Americans were able to render was the result of their rich play life and their participation in sport in their youth.

1900. Wear, Carlos Leon. The construction of a multiple obstacle run for classifying junior high school boys for homogeneous groups for physical education activities. Master's, 1938. Iowa.

Finds an increasing development in intramural activities and indicates that they will take the place of formal gymnastics and exercise in the field of physical education.


PLAY AND RECREATION


Finds that the school and city libraries were functioning in providing reading material for the leisure-time interests of pupils; that there should be some effort on the part of a school or community organization to provide additional facilities or equipment for recreation and leisure-time activities of pupils; that there should be a well-planned guidance program for leisure activities of pupils in high school. Recommends that the school provide more adequate instruction in the physical type of leisure-time activities for pupils.


Attempts to determine to what extent the playgrounds satisfy the needs of the children and to check the facilities in use as to adequacy, accessibility, and suitability to the health and happiness of the Houston elementary school children. Finds wide variations in all aspects of the accessory equipment of the playgrounds and that adjustments are being made where the facilities are weakest.


Finds that the more active sports and leisure-time activities predominate with the high school, CCC camp, and college groups; and that individual activities have a greater popularity than those in which team cooperation is a factor. Finds that swimming, reading, dancing, and fishing are the most popular activities in which the people of all groups are now engaged as leisure-time activities.

1709. Best, Agnes. A study of games and rhythms of the American Indian which may be correlated with social studies in the second grade. Master's, 1938. Iowa.


Finds that some high-school seniors need guidance in the proper use of leisure; that there is an overemphasis on athletics; that they read a great deal, but the quality of their reading is poor and that their standards in music and dramatics are low; and that little organized training in citizenship is given them. Recommends a cooperative program for teachers, principals, and administrators with the idea of equalizing the students' interests so that stress on athletics will not over-balance their interests in other recreational activities.


1716. Ekdahl, George C. A study of the most popular games of low organization, grades 1 to 6. Master's, 1938. Iowa.

1717. Firman, LaRue G. A study of recreational activities and interests of men and women graduate students at the State University of Iowa. Master's, 1938. Iowa.


Finds that the recreational activities of primitive people are games and dancing; that climate and mode of living have little effect on recreational activities; that the objective of these activities is to harden the individual and to develop tribal and religious spirit; and that all the activities have a direct bearing on adult life.


Shows the relation of current trends in the use of leisure time to camping activities; and discusses the aims and objectives of the summer camp and the value of camping experiences in detail; gives particular attention to the camp personnel, all phases of camp activities and regulations which campers are expected to follow.

1721. Humphrey, Laura Justine. The relation of selected factors in the home environment to play behavior. Master's, 1938. Iowa.


Presents a percentage comparison of the number of boys and girls of three parentage groups who belong to each of the eight agencies; a comparison of the percentages of membership and of foreign-parentage children in 10 population areas of Sharon; a percentage comparison of the three parentage groups on the basis of desire for membership in certain agencies; and a percentage comparison of the membership at 6-month intervals between the ages of 10 and 24 years, inclusive, in each agency. Finds that the foreign-parentage children do not participate in the eight agencies to the same degree as do the children of native parentage; that there is evidence that an economic factor enters into the amount of participation of the three groups; that the foreign-parentage children participate to a greater extent in the activities to which there is no expense. Indicates that money collected for recreational facilities should be spent in the areas and among the children where the delinquency rate is apt to be high.

1723. Johnson, Helen A. A study comparing recreational activities of college women in a large city university and a small city women's junior college. Master's, 1938. Iowa.

Studies the games played in 50 one-teacher, 11 two-teacher, and 8 three-teacher elementary schools in Scott county. Shows that the most popular games are active, followed by dramatic and singing games; that the greatest paucity of games is in one-teacher schools; that 122 games out of 380 played are found in only one school; that intellectual games are almost ignored; and that about 30 percent of the games played in these rural schools are brought from home to school.


Gives standard material on the technique of steps, position for dancing, and dance etiquette, as well as a discussion of music and of the correct relationship between posture and movement.


Attempts to discover what kinds of behavior problems emerge in a camping situation in a group of children selected by their teachers as having problems in school, and whether any relationships exist between these problems and age, intelligence, health, socio-economic status, emotional status, and problem tendency scores. Analyzes data obtained from narrative daily records, written by camp counselors during an 8-week camping period, in the summer of 1935, describing the behavior problems of a group of 100 boys in camp, together with the office records concerning these same boys gathered by the Ann Arbor boys' guidance bureau. Finds homesickness and infantile behavior more frequently in the younger groups and tardiness and temper tantrums in the older groups, while indifference, unpopularity with other children, and lying were found to be common to both the younger and older groups.


Studies the records of 200 Murray state teachers college, Murray, Ky., graduates and finds that the athletes took part in more recreational activities than did the non-athletes.


Studies the use being made of recreation facilities, types of activity, and instructors in the use of these activities.


Attempts to cumulate authentic Hungarian folk dances, presenting their social significance by clarifying their origin and original purpose in folk lore; and arranges the descriptions of the dances in such detail as to make them useful to persons interested in reproducing folk dances, particularly to teachers of physical education.


1742. Turnell, Amy Catherine. The relationship of visual imagery to the ability to learn certain games skills. Master's, 1938. Iowa.


Attempts to determine whether the recreational program of the West junior high school of Waco, Tex., was meeting the new leisure-time needs of the boys in terms of their activities, interests, and modern educational standards, and offers remedial suggestions.


COMMERCIAL EDUCATION


Reviews the increasing emphasis in modern secondary business education on social-business education and on the viewpoint of the consumer, and analyzes the content of seven texts devoted to consumer-business education or to general business principles.

1751. Bauerbach, Harriet A. A follow-up study of the commercial education students at the State University of Iowa, 1922-33. Master's, 1938. Iowa.
Finds a need for more equipment, more teachers, and for state supervision.


1756. Birkett, Mary E. Proposals for improvement of secretarial training. Master's, 1938. Southern California.
Proposes new business English materials for improving the training of secretaries and stenographers.


1758. Brookhart, Lester Raymond. The needs of senior high school pupils for training in such standards of ethical conduct as can be included in non-vocational business subjects. Master's, 1938. Southern California.


Analyzes phrase writing in shorthand, including frequency of phrases and teaching systems.

Surveys the possibility of improving commercial training in the West Allis, Wis., vocational school in the light of the needs of the industries of the city.

1762. Burmeister, Harry K. A follow-up study of the bookkeeping students among the graduates of the past 5 years in the Perry, Iowa, high school. Master's, 1938. Iowa.

Describes an experiment conducted with second semester typewriting pupils in the Elliot junior high school, Washington, D.C., to determine whether the class average would remain constant or would fluctuate with the ease or difficulty caused by the change in the length of words in typewriting tests. Finds that the scores made by the pupils decreased as the words became more difficult.


Compares the achievement of 150 children who were placed in the commercial courses of the junior high schools after having failed to pass their seventh-grade work, with that of 150 children in the language courses in the junior high schools after failing in their
seventh-grade work. Indicates that neither the commercial nor the academic curriculum meets the needs of children who have been unsuccessful in the seventh grade, and that they need a type of curriculum that does not now exist in the junior high schools of Washington.

1766. Carlson, Ida E. A comparative study in stenography and general achievement of senior high school pupils from homes where a foreign language is used and those from homes where English is the only language. Master's, 1938. Ohio State. 102 p. ms.

Finds that pupils from foreign-speaking homes equal in shorthand transcription, general achievement and age, pupils from English-speaking homes. Indicates that there is no language handicap evident in the school work of foreign-speaking pupils on the twelfth year level.

*1767. Casady, Cleo P. A study of the formal education of retailers of Iowa and northern Missouri. Master's, 1938. Iowa. 54 p. ms.

Attempts to ascertain the amount and kind of education possessed by the retailers of Iowa and northern Missouri; to determine the number of years the retailer has spent in his present business and its relation to his capital rating; to determine the amount of business experience the retailers possess and its relation to their success; to determine the age of the retailers and whether or not there is any correlation between age and pecuniary success; to determine whether or not the original investment of the retailers affects their ultimate success in business; to determine the number and percent of the retailers who had a course in bookkeeping and on what educational level they took the course; to determine the percent of the retailers who believe enough in the educational system to take more schooling if they were given the opportunity; to give the retailers an opportunity to express their preferences for the various commercial subjects and to indicate those they would recommend for prospective business men and women; and to give the retailers an opportunity to impart the advice they would offer to a young man or woman just starting into business.


Attempts to determine ways of improving the course in commercial law on the senior high school level. Analyzes replies to a questionnaire given verbally to 100 workers as secretaries, clerks, salesmen, office managers, or workers engaged in special business activities. Finds that most of the workers considered a course in commercial law valuable for personal as well as for business purposes. Suggests that in a course of commercial law at the high school level, more emphasis be given to those principles of commercial law most frequently used in business.


Shows a need for a much broader type of bookkeeping course, one which would provide a good background for all types of office workers, not merely bookkeepers.


Studies the objectives, content, procedures, and standards of achievement in shorthand and typewriting in the high schools of Washington. Finds that many teachers of shorthand and typewriting are using standards which are acceptable to them alone and not in harmony with recent changes in the field.


Investigates the Des Moines schools and attempts to discover the extent to which the vocational emphasis and direction of high-school bookkeeping coincided with the demands of business men who hire bookkeepers from high-school students. Finds that the vocational objectives of high-school courses do not coincide with vocational requirements of bookkeepers.


Recommend additional courses and the establishment of an adequate system of guidance, placement, and follow-up.


Describes an experiment in which 32 students were taught typewriting by the dictaphone method and 32 were taught by the traditional method. All students were tested simultaneously at weekly intervals. Finds little difference in the results attained by the two groups during the course of the experiment.

Attempts to determine the general effectiveness and adequacy of the offerings of business subjects by the rural high schools of Athens county, Ohio, and to suggest an improvement in the program of business education in order that it may more adequately meet the vocational and social-business needs of the graduates.

Studies 1,073 replies to questionnaires sent in by pupils in five high schools in Oklahoma to determine the relationship between their reasons for taking commercial courses and their IQ’s and future plans, the educational status of their parents, and their fathers’ occupational status and income. Finds that children who expected to attend college and those whose parents had a high educational and economic status took commercial subjects with a view to their personal use, whereas children of low educational and economic status took commercial subjects so that they would be prepared to earn a living.


1784. Hancock, Floyd Willis. An introductory examination of the personal values of bookkeeping as contrasted with vocational. Master’s, 1938. Iowa.
1785. Hanna, Mary G. Recommendations as to changes in the commercial curriculum of Bruce high school, Westernport, Maryland, based on surveys. Master's, 1938. Maryland. 64 p. ms.
Investigates the employment of Bruce high school graduates for a period of 8 years by a survey of the kinds and number of clerical positions open in the immediate area. Finds that the present commercial course does not satisfy the needs of the community.

States the problems of modern business education and compares some of the possible solutions.


Studies the curricula and the status of the teachers of commercial education in 77 high schools in Mississippi between the school years 1926-27 and 1936-37. Indicates that the college training of the commercial teachers and the standards set for them improved greatly during the period and that the popularity of the courses and the number of schools offering commercial training grew tremendously. Shows that the social business phases of commercial education are being neglected and that some of the most important job training needs of the students shown by occupational opportunities in the business world are being overlooked.


1791. Heron, Lillian Elsie. An analysis of the graduates of the School of merchandising at the University of Southern California from 1930 to 1936 inclusive. Master's, 1938. Southern California.


Surveys comprehensively nine commercial law textbooks, listing the legal terms therein; determines the frequency of the words as found in each book; lists the frequencies according to books and a total frequency for all books; submits the complete list of words to 10 commercial law teachers who checked the words they thought necessary for a commercial law student's vocabulary. Presents a glossary to assist in the teaching of this vocabulary, and a test of legal terms which may be used as a diagnostic test for determining the words which must be emphasized, or as a final test after any course in commercial law.


1802. Kost, Mary Alice.  Reorganizing the commercial curriculum at Silvercreek high school, Jamestown, Ohio.  Master's, 1938.  Ohio State.  71 p. ms.


Finds that commercial education represents the largest single field of special training in the United States today; that the commercial subjects judged to be of most value by graduates, in the order named are: Typewriting, shorthand, bookkeeping, office training, business English, salesmanship, and business law.


Develops a system of shorthand for personal use which is easy to learn and has adequate speed and arranges the system on two levels so that pupils who are obliged to withdraw from class after a short learning period will have an adequate knowledge of the fundamental principles of the system to use it in personal note taking.  Tests the adequacy of the system by taking a sampling of the basic vocabulary characteristics of class work in history, English, economics, mathematics, and political science.


Finds the generally accepted objectives of high-school commercial education are: To impart knowledge and develop skills which will equip pupils for handling their personal business affairs and prove useful in practical activities or in personal, social, and civic life; to equip them with occupational knowledge, skills, and understanding necessary for securing and functioning competently in initial employment in business; to contribute to their better understanding of our business and economic system, with a scientific attitude toward business and economic problems; to acquaint them with vocational opportunities in the field of commerce; to teach high standards of business conduct, developing proper business and social attitudes and a sense of social responsibility; to develop desirable personal habits, traits, qualities, pleasing personality; and to assist in laying a foundation for continued study in college.


Attempts to determine the value of rhythm in learning to type, using 120 pupils divided into eight groups of 15 pupils each, for a period of 2 years. Indicates that rhythm is not an essential factor in typewriting, but that speed and accuracy are benefited by its use.


Describes the present status of business education for white children in Kentucky; includes data pertaining to size, location, and number of schools offering business subjects in their curricula; the courses offered; the amount and kind of preparation of teachers of business subjects; teaching and business experiences of the teachers employed; teaching loads; and salaries.


Attempts to determine the qualifications of salespeople, subjects of instruction, teaching personnel, time spent in training, and methods of instruction used in 24 department stores in Memphis, Nashville, Chattanooga, and Knoxville. Finds that most of the stores employed applicants with good health, strength, and pleasing personalities regardless of their education or previous store experience; that in most of the stores there was little training other than that for beginners who received instruction in store system and elementary salesmanship; that 10 of the stores used the pick-up method of training, experienced employees being responsible for teaching beginners; that 4 of the stores used the sponsor system, the burden of training being placed on the sponsor; and that 10 of the stores had organized training under the direction of a personnel or training director.


Shows that the number of public high schools in Louisiana offering commercial courses has increased from 6 in 1910 to 148 in 1937; that approximately 25 percent of the public secondary school population is enrolled in commercial studies; that 185 teachers devote either full time or part time to teaching business subjects; that businessmen and school administrators believe there is a need for vocational business training on the high-school level and that vocational guidance must play an increasingly important part in business training if it is to have value; that the most significant deficiency of the curriculum according to businessmen in Louisiana is the lack of integrating all educational activities in the development of employable personalities; that the business curriculum should include training for general clerical jobs and for the distributive occupations and that practical cooperative training should be provided for vocational commercial students; that prospective high school teachers of commerce should be required to have actual business experience as a part of their training; and that all students in secondary schools should be given information about business and economic relationships as a part of the training for intelligent citizenship.

1819. O'Toole, Mary B. *A study of the extent to which the principle and concept of commercial law should be introduced into junior high curriculum.* Master's, 1938. Iowa.


Compares the learning outcomes resulting from the use of the journal approach, the ledger approach, the financial statements approach, and a combination approach, using four classes of 20 students each, equated on the basis of IQ's, ninth-year marks, and the average of these two. Indicates that no appreciable differences in student learning result from using any one of the approaches.


Compares the enrollment in the commercial departments with the total enrollment of the school; the commercial subjects in the curriculum; the training and the professional interest of the commercial teachers; the equipment of the commercial department; and student achievement in the typewriting classes of 10 small high schools.


Presents a brief history of the Civilian conservation corps camp education. Describes in more detail, the commercial education work done at camps in the First corps area, comprising the New England states. Shows that the aims and objectives of Civilian conservation corps education are: Remedying illiteracy where found, vocational instruction, training on the work program, vocational guidance, cultural and general objectives, avocational and leisure-time activities, character and citizenship development, and assisting enrollees to find employment. Finds that a program of commercial education is feasible and desirable in the camps; that prognostic and diagnostic testing should be a fundamental part of C. C. C. education; that only such members of the camps as have proven their ability to profit vocationally from the courses should be permitted to take commercial education; that funds for education should be provided by the United States; that suitable instructors should be provided in each camp by hire or by transfer; that a scientific guidance program is the dominant need of the enrollees; that civilian educational facilities should be utilized to the greatest possible extent; and that full advantage should be taken of the possibilities of training camp commercial candidates on the job.


Traces the development of the Pitman and Gregg shorthand systems, with notes on the lives of the inventors, and describes the invention and subsequent history of the typewriter.


Attempts to determine the present status of commercial education in the community with special reference to the occupational status of students who graduated in the commercial curriculum over the period 1932-36. Shows that the commercial offerings are largely traditional and that there is a great need for a complete revision of curricula and reorganization of the commercial departments; and that the curriculum is meeting the needs of only a minority of graduates who have taken it.


Traces the origin, growth, and development of the commercial department of the high school and studies the occupational status of its graduates, transfers, and dropouts.


Gives the studies that lead to the introduction of semester classes in nonvocational bookkeeping in addition to the vocational bookkeeping classes, the outline used in presenting the work, the methods and devices used, and the student reaction to the course.

Discusses the general qualifications and traits, special knowledge, skills and techniques, customer-employee relationship, and the specific duties considered essential for success in chain stores.


Attempts to determine the extent of the articulation of the bookkeeping taught in the public high schools of New York City and the first year of accountancy at the School of business and civic administration of the City college of the City of New York finds that the high-school bookkeeping and college accountancy objectives are the same is a large measure; that, in addition, the college course endeavors to create an intelligent conception of the laws and regulations governing the conduct of business through an understanding and analysis of accounting records and the laws imposing taxes upon business that accountancy is considered from a more mature point of view at college than bookkeeping is at high school; that a typical student entering college with a background of 1 year of high-school bookkeeping knows less than does one with no high-school bookkeeping background after completing 1 year of college accountancy.

Attempts to determine whether or not people use shorthand for personal purposes. Indicates that shorthand is not used to any appreciable degree for personal purposes; that those
commercial teachers and high-school graduates who used shorthand in office employment made more use of it for personal purposes than did people who had not been employed in offices.


Surveys a rural township to determine the business activities performed by the inhabitants and attempts to determine the errors made in performing these activities. Finds that most of the activities performed relate to consumer education. Shows a definite need for consumer education in a rural community.


Discusses the desirable personality traits for a secretary, her relations with her employer, promotional education, obtaining business information and common sources of business information, and getting work; the technical equipment needed by the secretary.

INDUSTRIAL EDUCATION. INCLUDING INDUSTRIAL ARTS


Finds that the process model method appears superior to the operation sheet method as a means of conveying to the student certain phases of instruction in beginning woodwork.


Presents a series of individual instruction sheets for high-school electrical students.


Studies the reactions of women towards entering the industrial arts field, their training and opportunities for employment. Finds that there is a bright future for women; that traditional customs of employment are breaking down; and that the industrial arts program is broader.


Indicates that the Y. M. C. A. has undergone many changes, but that it has been able to establish its importance as an educational institution, of which industrial arts work forms a part; that it is always exploring new fields of study and trying to determine an ultimate sphere of service; that it tries to adapt subject matter to the needs of an individual as they arise. Finds that the Y. M. C. A. serves as a training school in the industrial arts field for men who wish to establish or to reestablish themselves in their mode of living and of earning power; and that it provides the opportunity to follow a person's choice of a hobby or avocation.

Finds that the average number of graduates from the drafting curriculum is 14; that a large percentage of the parents of the drafting students are of foreign extraction; that drafting students are 9 months older than the typical academic high-school student at graduation; and that marks in drafting show little relationship to IQ. Finds that 98 percent of the graduates are employed; that more than 80 percent apply their drafting in school or in industry; that 18 percent continue in school. Indicates that an additional year of training in technical high school would enable the school to give better training and increase the possibilities of employment in drafting for the student.

1852. Bowler, Earl M. *The improvement of vocational coordination in the city of Rhinelander, Wisconsin, through a comparative study of the programs of other Wisconsin cities and of the needs to which Rhinelander vocational school should be adjusted.* Master's, 1938. Colo. St. Coll. 86 p. ms.

Finds from an investigation of the coordination programs of 21 other Wisconsin cities that there were 46 new services that the Rhinelander vocational school could introduce to improve its program.

1853. Bray, Miller M. *Opportunities for vocational training in the trades and industries of Johnson City, Tennessee.* Master's, 1938. Tennessee. 72 p. ms.

Studies information as to the number, sex, and color of the workers in 31 industries in Johnson City, their classification in occupations, and their wage scale. Finds a need for further development of vocational classes in Johnson City.

1854. Brock, Hoyt M. *Unit of work on the lumber industry in Monroe county, Alabama.* Master's, 1938. Alabama.


Shows that for industrial arts education the subject calls for a program involving orientation, consumer literacy, and technical knowledge concerning this important phase of transportation, and should be a part of the industrial arts program.

1857. Cooper, Leslie A. *A survey of the prevailing practices in the industrial arts courses in the large cities in the State of Illinois, limited to seventh and eighth grades of cities with population of 10,000 and up.* Master's, 1938. Iowa. 107 p. ms.


1862. Diller, Arthur D. *A survey to determine how adequately the industrial education program at Devilbiss high school is meeting the needs of Toledo industries.* Master's, 1937. Michigan.

1864. **Duffy, Leo F.** The attitude of parents in a congested city district toward vocational education. Master's, 1937. N. Y. St. Coll. for Teach. 82 p. ms.


Describes briefly the history of vocations in Colorado before 1876, and traces vocational development from 1870 to 1930, and compares Colorado vocations with those in other states. Shows that the percentage of gainfully employed women increased from 1870 to 1930 while the number of gainfully employed men decreased; that, in general, the greatest percentage of men were engaged in agriculture, and the greatest percentage of women engaged in domestic and personal occupations.


1868. **Fletcher, Glenn Foster.** The development, administration, and present status of industrial arts education in Texas high schools. Master's, 1938. Texas.


Analyzes replies to a questionnaire on industrial training, industrial psychology, and personnel administration. Finds that 33 percent of the companies answering the questionnaire have job training; that it increases with the size of the company; that it is more prevalent in some types of industries; that the main reasons for job training are to increase quality, to break in new men, to decrease spoilage, to increase production, and to decrease accidents.


Finds a tendency to send students to trade courses after they had failed in regular classes and a preference by 50 percent of the students for professional occupations, when most of the positions open are in the industrial and mechanical trades. Shows that shop foremen want pupils to have a complete high-school education and to be willing to work, but use no measures of mental ability.


Reveals the development of a special type city high school in the last quarter of the previous century. Traces, in keeping with the emphasis on trade and technical subjects current at that time, the modification of this idea to the point where McKinley has become nothing more than a cosmopolitan or regional high school.


Attempts to determine the extent to which success in trade school can be predicted from grammar-school marks and from intelligence test scores; to predict which students would drop out of trade school before graduating; and to arrive at means of predicting success in the individual trade groups. Studies 252 trade-school students who attended Worcester grammar schools. Finds that grammar-school average and manual training marks were found to have the highest predictive value for the entire group; that mathematics is of some value for the prediction, but IQ has little or no-predictive value. Shows a strong tendency for students who enter trade school with high grammar-school marks to make good marks in trade school, but those who entered with low marks were about equally likely to obtain high or low marks.


1887. Jones, John Alexander. A proposed educational program for the Louisiana training institute based on an analysis of the programs of other similar institutions. Master's, 1938. Louisiana State. 76 p. ms.


Surveys the occupations in Victoria, the number of boys in these occupations, and the number of young people leaving school, to determine the needs for a vocational program. Finds many occupations not requiring college training but a different type of training than the present high-school offered.

1889. Keck, Robert M. A study of where and how electricity is used in industry with suggestions for selecting content material for the industrial arts curriculum. Master's, 1938. Ohio State. 310 p. ms.

Studies industrial arts, not including trade training, in the high schools of North Carolina in 1936-37, as to subjects taught, extent and methods of teaching, and enrollment by subject and by classes; training, certification, experience, salaries, and load of teachers.


Attempts to determine the present educational offerings in 9 of the 16 high schools of Carter county and their correlation to the future employment of graduates. Finds that 38 percent of the students who entered high school dropped out before they finished; that the curricula of all of the schools studied are classified as general education courses and prepare all of the students for college although only 24 percent of the graduates of the past 6 years have gone to college. Points out the value of different programs, especially of vocational education programs, that will better meet the needs of students so that they will remain in school until they are old enough to enter employment.


Analyzes the replies of 192 first-year girls to a questionnaire showing their reasons for choosing a specific course, to determine the effect their nationality, religion, pride in the job, home ambition, gregariousness or desire to be in a large group, social status of the job, desire to earn money soon, experience of their kinsfolk and friends, attitude of the teacher toward her job and toward the girls, and living and working in the city versus living and working in the country had on choice of course.


Outlines a course of study for a part-time program preparing for 14 different occupations ranging from mechanism, through salesman, to nursing.


Surveys the practices in the public high-school printing department to determine aims and teacher objectives, teacher training, size of classes, teaching material, production work, equipment, and special shop problems.

1901. Mills, Ralph R. Industrial arts opportunities in 50 rural and village schools in southwestern Ohio as shown by the Weber score card. Master's, 1938. Miami. 50 p. ms.

1902. Moran, John. A study of the possibilities of cooperation between the General electric company and the Pittsfield school department in the improve-
Coll. 52 p. ms.

*1903. Moss, Louis Quentin. The project method applied to curriculum con-
struction in the apprentice schools of United States Navy yards. Doctor's, 1938.

Attempts to show the need for related instruction as a part of the apprentice training
program in the United States Navy yards; to show the use of the project method in the
field of apprentice training in the mechanical trades; to develop a technique for construct-1
ing project curricula in the related subjects; and to set up criteria and precedents for the
guidance of the teachers in applying this technique. To similar programs of industrial education.
Shows that the Navy yard apprentice systems are conducted under regulations of the
United States Civil Service Commission which places particular stress on the school phase
of the training program; that the project method has been little used in industrial
education.

*1904. Myron, Elias Ferdinand. A survey of local industrial arts units in
a representative number of schools in Washington. Master's, 1937. Washington
104 p. ms.

1905. Pearsall, Alice Bradley. A survey of the need for occupational training


Offers a detailed course of study based on experience at the Boys' technical high school in Milwaukee, following the specifications of the American telephone and telegraph company.

1907. Pope, Eugene B. Status of industrial arts in Oklahoma schools in 1938
and suggested statements of controlling philosophy for industrial arts. Master's,

Finds that the subject is being taught in more small schools than previously; that the
average size of classes is 22, and that the teacher averages five periods; that woodworking
has the largest enrollment and is taught in more schools than any of the other 32 activities;
that mechanical drawing and general shop were second and third in third in the list of activities;
that more girls are taking courses in industrial arts than in previous years; and that
the teaching conditions have improved greatly from 1934 to 1938.

1908. Prewett, Cheryl H. Applied physics experiments for related wood-

Shows the need for the preparation of more applied experiments in science related to the
various trades to help promote the vocational efficiency of the worker.

1909. Randle, Eugene F. Functions of Mississippi industrial and training
University bulletin, vol. 30 N. S., no. 3: 102-103)

Deals with the functions of the Mississippi industrial and training school, emphasizing
its rehabilitation program and their results as shown by journals of the Mississippi legis-
lature, biennial reports of eleemosynary institutions, records of probation officers, commit-
ment papers of inmates of the institution, personal interviews, and replies to questionnaires.

1910. Reed, Samuel Payne. Place of aviation instruction in modern junior

1911. Rice, John Andrew. The place of liberal education in the vocational

lumber for school shop use. Master's, 1938. Ohlo Univ. 52 p. ms.

Attempts to learn what moisture content is considered correct in lumber that is to be
used for various purposes; to determine the moisture content of various samples of lumber
that have been dried, each by a different process, by carefully measuring the moisture
contained in each sample.

Analyzes copyrighted, state, and city courses of study in printing. Shows a tendency toward the cultural in the teaching of printing as a means of general education.

Rossow, Clarence H. A study of the responsibilities of the Wisconsin part-time schools relative to the provision for extension education for apprentices. Master's, 1938. Colo. St. Coll. 120 p. ms.

Studies the need for apprentice training in West Allis, Wis., and of the need for revision of the courses now given for apprentices in the West Allis vocational school.


Schechter, Pearl S. Fine and industrial art in the activity program of the New York City elementary schools. Master's, 1938. T. C., Col. Univ. 27 p. ms.

Schreiner, Raymond A. A descriptive analysis of the teacher of industrial arts in the secondary schools of Nebraska. Master's, 1938. Colo. St. Coll. of Ed.


Analyzes 226 replies to a questionnaire sent to 316 former industrial arts students at Berea college. Finds 67 in Berea schools, 38 in other schools, and 128 at work. Shows that from the beginning the labor program has been an integral part of school life, accepted as a means of self-help and having educational, trade, and guidance values. Describes the reorganization of vocational work on broader and more purposeful lines in 1925. Recommends that the industrial arts department be enlarged and its usefulness increased.


Discusses the work of the local public secondary schools which follow a program of decentralized homeroom vocational counseling and centralized coordinators; the trade schools which train men and women students with the widespread and elaborately developed programs of part-time apprentice work for men; the department of guidance of the public schools which operate the recently merged junior employment service and the occupational adjustment division; and the public employment service; the work of the private agencies which include fee charging employment exchanges and employment services rendered by the Jewish services for their own group. Finds that relief considerations play too great a part in the filling of jobs. Recommends some plan of centralized administration, coordinating public and private agencies, including the private offices handling general population problems and those specializing in particular groups.


Shows that the teaching of this phase of drawing is essential in industrial arts education.


Shows that for general educational consumer value, all schools should teach more information about woods, furniture, and tools.


Attempts to determine the educational needs of these women. Finds that there are relatively few opportunities for skilled women workers in the textile plants; that their wages are dependent, to a considerable degree, upon the ability of the worker to achieve the production standard established by the plant managers; that the management of the local plants seems favorably inclined toward cooperation with schools in providing for the educational and vocational needs of their women employees; and that improvement in the standards of living for the family seems to depend chiefly on meeting her educational needs both from the standpoint of improving her occupational efficiency and increasing her efficiency in personal and family living.


Studies the common automotive service practices as followed in the five leading service shops in Bartlesville, Okla., as the basis for a course in the local senior high school.


Determines a revised set of objectives for an industrial arts printing course in general education on the secondary level, and presents a series of problems, readings, and related subjects of suggestions to accompany the practical work and includes special aids and administrative help to carry the place, context, and procedure of graphic arts in the realm of general secondary education.


Describes the status of industrial arts in 236 public senior high schools and 14 private and parochial schools in West Virginia for the school year 1936–37, considering types and size of the schools offering industrial arts classes, courses offered, preparation, experience and salaried of teachers, time given to classes, and per capita cost of instruction.

AGRICULTURAL EDUCATION


Studies 121 boys in Knox, Warren, and Henry counties who had had at least 1 year of vocational agriculture training, and had been out of school 2 years. Finds that boys from larger schools tended to follow other occupations; that 33 percent of the boys from well-equipped schools went into farming, while only 44 percent from poorly equipped schools did so.
1935. Alton, James T. Placement opportunities in farming for vocational
agriculture conducted in 10 departments in and near Pekin, Illinois. Master's,
Surveyed farms and farm employment possibilities of Hardin county to determine
the approximate number of young men that can be absorbed annually.

1936. Brady, Bryan Virgil. Part-time education in agriculture for young
men who are out of school and living within the service area of Hennefer high
Attempts to determine the possibilities of service by the vocational agriculture teacher
to the out-of-school farm boys between the ages of 14 and 25. Finds that the part-time
class offered an excellent opportunity for the vocational teacher to make personal friends
and broaden the scope of his work in his community. Shows that the pupils' interest was
held better when a program of informal discussion, field trips, demonstrations, and social
meetings was used.

1937. Breeden, Alvilda. Suggestions for teaching soil and water conservation
practices in vocational agricultural classes. Master's, 1938. Louisiana State.
303 p. ms.

1938. Clark, Lloyd Talbert. How young men became established in farming
Studies 58 men under 40 years of age and finds that the average age at which they
became established in farming was 23.18 years; that former vocational agriculture students
became established earlier and owned slightly larger farms; and that fewer of them were
farming as tenants.

1939. Dowell, William Henry. The supervised home projects in vocational
agriculture conducted in 10 departments in and near Pekin, Illinois. Master's, 1938.
Colo. St. Coll. 92 p. ms.
Finds that small classes, a higher percentage of farm boys in the class, and a teacher
with enthusiasm and a pleasing personality were important factors in home projects in
vocational agriculture.

1940. Drishaus, Roland A. Determining curriculum content for a course in
farm management and agricultural economics in Nebraska. Master's, 1938.

1941. Dugal, Gordon Edward. A study of certain situations existing in agricul-
tural high schools. Master's, 1937. Louisiana State. (Abstract in: Louisiana
state university. University bulletin, vol. 30 N. S. no. 3: 85)
Analyzes replies of 74 principals and 75 teachers of vocational agriculture as to the
methods of selection of students for vocational agriculture, the academic subjects taught,
extracurricular activities and responsibilities of teachers of vocational agriculture, the
 scheduling of the subject, and the aid best given to the teacher of vocational agriculture
by the school principal. Finds that few high-school principals and teachers actually
select students to enroll in vocational agriculture, and that in the few cases where
selection is attempted there is a lack of agreement as to the admission standards to
apply.

1942. Felteira, Thomas Muris. The development of agricultural education

1943. Fox, Jesse E. Occupational selections of former students of voca-
tional agriculture in 10 schools where vocational agriculture has been taught
Finds that from 62 to 66 percent of former students enrolled in vocational agriculture
are now in that occupation or an occupation related to farming.

1944. Galbreath, Malcolm B. The discovery of administrative policies in
vocational education in agriculture, according to statements of practice expressed
in the 1937-1942 five-year state plans. Doctor's, 1938. Cornell.


Surveys the history, organization, objectives, and activities of vocational agriculture in Texas and the United States, stressing the curricular and co-curricular phases of the vocational agriculture program of 19 counties in northern Texas. Suggests that athletic contests, encampments, and tours should be stressed; that young and inexperienced teachers should be under closer supervision of an experienced state supervisor; that only one of the four vocational agriculture teacher-training institutions should train teachers for the profession; that project work should be improved; that there should be closer cooperation between the vocational agriculture teacher and the supervisor on one side and the superintendent and principal of the school on the other; and that school boards should encourage the transportation of vocational agriculture students in school buses while on trips.


Finds that of 933 former vocational agriculture students 69.3 percent were engaged in farming while an additional 10 percent were in occupations related to agriculture; and that of the students who had graduated 88 percent were in agriculture, while of the nongraduates 66.8 percent were in agriculture.


Plans units for a group of 202 pupils in the second half of the seventh grade in a junior high school in an industrial city in which three distinct nationalities are represented. Presents units on changing farm life, the work of the market gardener, dairy farmer, poultry farmer, nurseryman, florist, landscape gardener, fruit grower, stock raiser, and the forester. Discusses methods of teaching the units.


Analyzes 114 replies to a questionnaire sent to vocational agricultural workers to determine what activities should be engaged in by teachers in new departments.


Traces the development and expansion of vocational agriculture in Kentucky from its beginning in 1917 to 1936, considering the development of content of courses, methods of teaching, the training of teachers, evening and part-time schools, Future Farmers of America, meetings and associations, and administrative control.


Gives a brief history of the Farm and trades school, a private school for boys established in 1814. Studies the records of all boys who entered the school from 1927 to 1931, inclusive, who were at the school 1 year or longer. Analyzes replies to a questionnaire sent to 100 boys who had been in attendance at the school for at least 1 year during the inclusive dates of the study. Discusses the success of these boys after leaving the school, their later education, employment status, leisure-time activities, factors affecting their success, and the usefulness of the school to them. Evaluates the principal activities and helpfulness of instructors and boys.


Finds that of the young men studied, 62 percent had gone to college and 80.64 percent of those attending college studied agriculture.


Sets up teaching units for the teaching of farm credit.


Studies 25 schools in three types of farming areas. Compares the teacher’s collegiate training and the teacher’s annual teaching plan with the problems naturally arising in the type of farming area in which the school was located. Finds that the training of the teacher had more influence on the teaching content than the problems of farmers in the local community.


Analyzed and classified 51 farm shop jobs, and offers suggestions for the use of these job sheets as motivating agencies for the teaching of job operations, and gives general suggestions for their use as teaching devices.


Indicates that 33 periods a year is the average amount of time that should be devoted to farm mechanics; that most of the farm shops were not adequately equipped to do more than five of the most common units of farm mechanics; that less than one-fourth of the 106 teachers of vocational agriculture who returned questionnaires thought their school shops adequately equipped; that there were at least 17 of the more common units in which the majority of teachers thought more college training was needed; that the farm mechanics units taught were affected by the type of farming used locally; that lack of tools on the farm limited the directed teaching of farm mechanics for the pupils at home; and that most of the teachers indicated that they have trouble in getting the necessary materials and implements for their shop work.

HOME ECONOMICS


Studies the organization and teaching of home economics in 58 junior high schools of Kansas. Finds that it has an important place in the junior high schools; that it was generally required in the seventh and eighth grades and was elective in the ninth grade; that home economics instruction was given to boys only in five schools and that the classes were segregated; that home economics teachers were well trained; that most of the schools had courses in home management; that the home economics classes met daily in most schools, with the median length of period 57 minutes in the seventh grade and 60 minutes in the eighth and ninth grades; that home economics courses in junior high schools were less difficult than those in the senior high schools; that textbooks were not in general use; that the Kansas course of study was not generally followed; that the teachers knew little about the cost of their home economics courses; that most of the teachers preferred a combination of laboratory and discussion activities in teaching home economics; that home economics courses were of a specialized type rather than exploratory. Recommends that the home economics program be planned in relation to the guiding principles and objectives of the junior high school; and that the Kansas teacher-training institutions recognize the need for improving the home economics curriculum in the junior high schools and provide in their program for the preparation and assistance of junior high school teachers of home economics.


Studies the effectiveness of the foods course for 50 women who graduated from the Lanark county high school between 1917 and 1936. Finds that the course had been somewhat beneficial, but suggests the need for more functional food courses.


Studies the buying habits of 227 high-school boys in Naperville, Ill., during the school year 1936–37, to determine the type of course in consumer buying that should be offered.


Traces provisions made to differentiate between the needs of girls and boys in developing the curriculum in 28 academies and 34 colleges and universities in Tennessee. Attempts to discover factors which have influenced the development of a homemaking program for women. Finds that women were educated in academies and seminaries between 1806 and 1860; that colleges were opened for women after 1850 and offered courses of instruction in the ornamental branches, domestic science, or domestic art; that after 1904 courses in homemaking were broadened in scope and content, and emphasis was placed on scientific subject matter; that the Acts of 1909 and 1913 of the General education laws of Tennessee required the establishment of homemaking departments in high schools, which necessitated training teachers of home economics and stimulated expansion in the program of instruction in homemaking in the colleges; that the passage of the Federal Acts, making appropriations for vocational education, influenced the expansion of home economics in the high schools and colleges of Tennessee; and that home economics has developed from a study including chiefly skills and practical work to a study of the many activities and responsibilities found in the modern home.


Surveys the literature of some aspects of the theory of the consumer and consumption and the problems with which the modern consumer is confronted. Finds that some agencies, including the schools, are attempting to educate the consumer.


Analyzes data on 396 of the 396 approved high schools of Iowa. Finds that 28.6 percent of the schools dropped home economics immediately after the repeal of the law which had been in effect since 1913; that 79.6 percent of these schools that dropped home economics had fewer than 100 pupils; that after a period of 2 years 26.4 percent of the schools reinstated the subject in the curriculum; that financial conditions, effectiveness of teachers, and attitudes of school administrators tended to affect the elimination and reinstatement of home economics after the repeal of the law.


Discusses the 15 problems which appear to be most urgently in need of research. Finds that the 502 Purnell projects of the state agricultural experiment stations have been devoted to aspects of four of these problems, particularly those aspects relating to physical development of family members, and to the use of money resources of the family.

1982. Codell, Rose Mary. The effect of high-school home economics training upon the academic achievement and participation in college of the student majoring in the field of home economics. Master's, 1938. Kentucky. 148 p. ms.

Compares the college work and adjustments of home economics students who had had home economics in high school with those who had not had home economics in high school, using academic records of the University of Kentucky graduates in home economics since 1920 and of 200 home economics students enrolled in the University of Kentucky at the time the study was made and the results of intelligence tests, mathematical achievement tests, English achievement tests, and attitude tests.


Studies hand-weaving as carried on at Berea college, Pine mountain settlement school, Hindman settlement school, Churchill weavers, and Levi Jackson state park.

Given a brief history of the consumer cooperative movement in the United States and appraises the movement. Discusses the findings of the Roosevelt commission which in 1936 investigated cooperative enterprise in Europe.


Analyzes information secured from 367 students, 226 mothers, and 56 teachers on student reactions in group relationships. Offers suggestions for more effective home visits and adult classes; for more effective classroom procedure and for more effective group activities.


Finds that of the 946 high schools in Oklahoma, only 629 offer courses in home economics and that many of these courses are very limited in scope; that more schools have added home economics courses than have dropped the subject in the past 10 years; that the subject would meet the approval of the superintendent, the pupils, the patrons, and the board of education; and to the extension of the course; that superintendents, boards of education, and teachers favor the extension of home economics courses; and that it is to be added soon in a number of schools where it has not previously been offered.


Discusses methods of teaching housing units, with suggested approaches and methods of assimilating and culminating the activity with complete student and teacher materials.


Analyzes health claims in national advertisements for foods, toilet supplies, drugs, miscellaneous household supplies, clothing, tobacco, reducing agents, etc., as advertised in magazines, newspapers, by the radio, and on outdoor billboards. Finds that belief in advertising claims decreased with an increase in schooling; that disbelief in the claims increased directly with schooling until skepticism in all advertising claims, valid as well as invalid, was evident among the college graduates; that age was not a factor in influencing the degree to which health claims were believed. Emphasizes the importance of adult education to reach people not attending school; shows the need for in-service training of teachers in the field of health education; shows the need for protecting the health of people incapable of discriminating between truth and falsity in advertising by making authentic information easily accessible to all; indicates the need for more adequate dissemination of medical knowledge within the profession.


Presents units on food preservation, candy making, meal planning, and on table setting and serving, with directions and comments on the teaching of the units.
Gallup, Gladys G. Participation in home economics extension and effectiveness of the program; a study of 171 rural families in Franklin county, Massachusetts, 1936. Master’s, 1937. George Washington. 30 p. ms.

Attempts to determine whether there are differences between the rural families affiliating with the extension service and those who are not; to what extent the social and economic status of the family is a factor in participation; the relationship between participation in the extension service and the extent to which memberships are held in other organizations; whether the home economics extension program is effective; whether the objectives of the program are attained; whether there is evidence of the effectiveness of the program as shown in the behavior of the participants; what reasons are given for nonparticipation, and the methods of teaching that can best serve the nonparticipants. Indicates that participation in extension activities is closely connected with the socio-economic status of the family and affiliation with organizations of the community; that 66 percent of the homes studied reported changes in homemaking practices due to extension influence.

Graham, Virgil Clifford. The construction of a teaching unit on home ownership and housing. Master’s, 1938. Iowa.


Compares the individualized group method and the individual method in the junior high school at Wausau, Wis. Finds no significant differences in results.

Griffin, Vera Anita. Education for marriage and family life in the secondary schools of Southern California. Master’s, 1938. Southern California.

Griswold, Estelle. Teacher training in home economics in the denominational institutions in Texas. Waxahachie, Tex., Trinity university, 1938. 60 p. ms.

Discusses the qualifications, supply, and demand of home economics teachers in Texas, and compares teacher-training programs in denominational and three state institutions. Finds that denominational institutions meet the requirements for a state permanent special certificate in home economics, but do not meet the requirements for a certificate of vocational approval; that 69 percent of home economics majors in denominational institutions take teacher training, and that 48 percent of them are placed in teaching positions in which less than half teach their major.

Hale, Lois V. Albright. Opportunities for helping pupils develop desirable personality traits through the teaching of home economics in De Graff high school. Master’s, 1938. Ohio State. 93 p. ms.


Studies girls in the home economics classes of the junior high school in Cleburne, Tex., and finds a high relationship between grades in home economics and previous marks; that disciplinary cases were closely connected with failures, a majority failing all subjects; that only 15.1 percent of those with a physical or a health handicap were able to pass their school work; and that good home conditions were closely connected with ability to pass.

Healey, Mary Irene. A study of achievement in clothing courses in Purdue university as a preparation for teaching. Master’s, 1938. Purdue.

Hearn, Mary Margaret. Some improved practices in the home as a measure of achievement in home economics teaching. Master’s, 1938. Tennessee. 94 p. ms.

Studies the home life of 50 girls in the home economics classes in Dyersburg high school, Dyersburg, Tenn. to determine how home economics affects the attitudes, interests, and practices of the girls; to note changes in their behavior in personal qualities and abilities, social relations, and personality traits. Finds that the activities in which the girls engaged most often were those which could be done quickly, required little skill, or the expenditure of little or no money; that more girls participated in the activities concerned with personal grooming than in any other group of activities; that activities in which they had little opportunity for participation in school were not done frequently at
of living conditions, labeling and lower
Increase of goods;

18 who had not taken home economics courses in high school. Finds that although the home economics trained homemakers tended to use better practices than the non-home economics group, the differences were not statistically significant.


Finds that there was little difference in scholastic achievement, leadership activities and subsequent occupations of Iowa state college home economics students who had been and who had not been members of 4-H clubs.


Studies the home and community interests and activities of the women and girls in Daviess county, Ind., and tries to determine how nearly the teaching of the homemaking classes meets the needs of the student. Concludes that too much attention has been paid to cooking and sewing in the schools and too little attention had been paid to training boys and girls for worthy home membership.


Finds that although the home economics trained homemakers tended to use better practices than the non-home economics group, the differences were not statistically significant.


Analyze data secured by interview on certain practices of 22 homemakers who had had

180


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A detailed analysis of the present status of courses offered in high schools and vocational schools in institutional food service, and offers detailed units in institutional food service for high schools.


Attempts to determine the present content, time allotment, and organization of consumer education in the home economics curricula of the approved high schools. Finds that the buyer-consumer problems most frequently included in the regular courses of home economics are: Use, care, and upkeep of consumer goods; evaluation and buying of consumer goods; and the management of consumer funds.


Studies the effect of reduced income, population trends, greater educational opportunities, increase of amount of money spent on reading matter, increase in marriage rates only at lower age levels, increasing divorce rate, importance attached to modern advertising, housing conditions, decrease in the sale of household furnishings, food consumption, emphasis of modern dress on style rather than on quality or workmanship, the need for informative labeling and standardization of goods, and the demand for more adequate medical care on the American family. Constructs a course of study on consumer education on the basis of these changes.

Analyzes replies of 87 consumers to a questionnaire on their knowledge of furs, and the qualifications desired in their fur shop or fur tailor.


Analyzes data on 30 teachers who were classified as superior, fair, and poor by their state supervisors on the basis of their success in supervising home projects. Finds that although the differences between the methods used were not statistically significant, a greater proportion of superior teachers used more methods to interest pupils in home projects, to become acquainted with their pupils and their homes, and to guide the pupils in choice of a project.


Attempts to determine the attitudes and attitude changes of a group of 100 junior and senior high school pupils on certain aspects of the chain store problem. Finds that the children were relatively indifferent to the phases of the chain store problem under consideration.


Shows that almost every phase of home economics is being taught, in some degree, with special emphasis on health, foods, and clothing; that home and family relationships and personality development receive a fair share of attention; that all of these phases of home economics are being integrated with other subjects in the curriculum; and that discussion, reading, and pupil activity are the methods used.


Describes an experiment in which 33 teachers and 821 pupils in Washington high schools took the two forms of the Minnesota house design and house furnishing test, one before and one after a unit on house furnishing. Finds that pupils in the larger towns, pupils whose teachers had more than 1 year of experience, and pupils whose teachers had the most art training made the greatest gains.


Describes interviews with 86 married women who had taken home economics between 1928-37 in the high schools of Emporia, Manhattan, Wamego, and Williamsburg, Kans. Finds that home economics training was valuable to these women. Recommends that home economics courses be made more general and give more consideration to homemaking needs, especially in planning and using a family budget.


Finds that of the 34 graduates having 3 years of vocational home economics instruction, 40 percent were helping in their homes, 25 percent went to college, and 35 percent participated in six different occupations.


Attempts to determine the effect of instruction on social usage, selection of diet, care of health, choice of clothing, and personal behavior on high-school girls, using groups matched on IQ ratings and socio-economic level, to whom subject matter and self-rating tests were administered before and after the course.


Shows that it is possible to change attitude toward the social value of personal appearance and toward the responsibility of cooperating in a group during one semester of home economics.


2025. Oldham, Georgia. Effect of a junior high school foods course on certain food practices of a selected group of homemakers of Kansas City, Kansas. Master's, 1938. Iowa State. 69 p. ms.

Describes interviews with 30 homemakers who had had the ninth grade foods course and 24 who had not had such a course, to determine any delayed effects of the course in relation to ability to secure an adequate diet for their families and interest in keeping informed on food problems. Shows that the home economics trained homemakers excelled the non-home economics group in certain practices relating to adequate diets for their families, used somewhat better practices in marketing, and were more interested in keeping informed on food problems, especially those relating to child feeding and health.


Describes briefly the various guides to consumer buying. Analyzes replies to a questionnaire received from 52 directors of household arts, general vocational, continuation, and trade schools where homemaking is taught; and data secured from 18 schools by visits of supervisors and by study of courses of study on file in the state department of education. Outlines a suggestive course of study in consumer-purchasing education.


Finds that the boys and men participated in similar homemaking activities, which they performed occasionally rather than regularly; that more men than boys assumed responsibility for personal and family financing activities, although more than half of these activities were performed by less than 40 percent of both groups; that a relatively low percentage of men and boys cared for and repaired their clothes, while a slightly higher percentage participated in personal grooming activities; that a higher percentage of men than boys participated in first aid and home care of the sick; that a large number of boys and men were responsible for the care of the home and its repair; that as a rule more boys than men took care of the yard and garden, while more men than boys helped regularly with food preparation; and that a large proportion of boys and men having children in the home helped with their care and development.


Studies the home management courses and laboratory experiences of 22 institutions of higher learning in Ohio to which home economics is offered. Finds that only 7 of the 22 institutions have home management residences and all of them operated the home management residence in the same way: that the 15 institutions which did not have a home
management residence used the following means of supplying experience: Personal and family time and money budgets, household equipment demonstrations, field trips, summer and home projects, cooperative plans and laboratory studies. Suggests the necessity for the adoption of some real life management activities in relation to the home management course at Bluffton college.


Attempts to determine what commercial contests are used, how they are conducted, what factors influence the selection of contests, and the reactions of parents and students to them. Finds that teachers used 19 different contests and pupils reported participation in 22 different contests; that although contests related to foods were the most numerous, more teachers used sewing contests; that teachers and students felt that contests made class work more interesting; that the chief reason for discontinuing contests was lack of student participation. While lack of teaching experience was the reason most often given for never having used commercial contests, and that they are considered valuable by teachers, parents, and students.


Shows that high-school girls of Tennessee have a great deal of responsibility for homemaking activities but in the majority of the activities the girls participated occasionally rather than regularly, and that the vocational girls exceeded the non-vocational girls in participation in homemaking activities. Finds that care of the bedroom, personal grooming, and entertaining guests were the activities participated in most frequently.


Finds that changes in attitude toward care and selection of their clothing and toward keeping themselves well groomed were too small to be significant when measured by the Kellar scale for measuring attitude toward any homemaking activity.


Shows that home management residence is training to meet the social and economic changes in family living; that it has improved steadily since its beginning in 1919; that the physical set-up and the methods of instruction in each institution have improved and have resulted in more desirable environments for effective teaching.


Finds 60 jobs that could be organized into a 1-semester home mechanics course for girls.


Reports on classes conducted in the Helena, Mont., high school, and finds that in general results under both methods were the same.


Shows that the club work provides additional opportunity for the development of sociability, leadership, initiative, money-making experiences, and cooperation, and that clubs should be a part of the regular homemaking program.
2038. Shaffer, Mrs. Velma Eleanor. An investigation of certain activities, interests, and living conditions pertaining to home management of a selected group of high-school girls in Arkansas. Master's, 1938. Tennessee. 97 p. ms.

Finds that high-school girls have little time at home during school months; that they have little opportunity to manage money; that they share the responsibility for buying a wide range of commodities, and the guide used for their buying are unreliable; that they have little responsibility for planning family recreation; that they assume responsibility for, or participate in, a large variety of home activities; that storage space in their homes is inadequate; that all of the girls' fathers are employed and only a small percent of the mothers work outside the home. Recommends that special training be given in the high-school course of study in home economics, in time management, money management, buying practices, use of leisure time, adequate storage in relation to efficient home management and in activities that involve management as well as skills.


Presents units on budgeting, leisure-time activities, social hygiene, first-aid training, mental hygiene, and modern marriage as preparation for family relationship for college students.


Analyzes information secured from 460 girls in five high schools on their age, family income, home-sewing equipment, nature and number of garments made at home and purchased ready-made, by whom made and purchased, where laundry was done. Recommends that the clothing course include the selection and purchase of clothing with regard to cost, color, design, occasion, and methods of constructing, altering, and making over garments.

2041. Thompson, Amelia C. A comparative study of the professional training of the home economics teachers in the federally aided and non-reimbursed schools in Mississippi. Master's, 1938. Tennessee. 58 p. ms.

Compares the pre-service and in-service training of the home economics teachers in the federally aided white high schools and those in the non-reimbursed white high schools in Mississippi for the school year 1937–38. Finds that a larger proportion of teachers in federally aided schools had received degrees more recently, attended approved institutions, and had been in service a shorter length of time than had teachers in non-reimbursed schools; that a wider range of home economics courses were pursued by teachers in federally aided schools than by those in non-reimbursed schools; that the majority of teachers in both types of schools taught one or more subjects other than home economics, attended the state home economics conventions, subscribed to a professional magazine, and participated in a variety of extracurricular activities; and that the home economics supervisory program was of more value to teachers in federally aided schools than to those in non-reimbursed schools as this program is provided for teachers in federally aided schools only.


Studies the reactions of the boys to the material presented in class to 40 junior and senior boys in the Topeka high school, and the units revised on the basis of their comments. Presents detailed units for a high-school course in homemaking for boys.


Studies the effectiveness of a unit on buying canned goods taught in the foods class at the Woodward, Okla. high school. Finds that the unit was effective, but not the best that could be taught.

CURRICULUM STUDIES

Shows the need for instruction in the selection of clothing; in spending money to get the maximum value for it; fabrics, color combinations, good taste in dress; in fashion; in the care of clothing. Recommends that provisions for such training be included in a general home economics course which may be elected by all boys during their senior high school work.


Finds that the girls had had a wide variety of experiences in working at home and more than half of the 400 girls were earning part or all of their spending money.

2048. Wynn, Bessie Edith. Evaluations of home project work by 60 mothers of homemaking pupils in three Texas towns. Master's, 1938. Iowa State. 87 p. ms.
Finds that mothers of homemaking pupils believe that project experiences are a means of pupil development but that as selected, planned, and conducted for pupils in this group, home projects did not meet pupil needs of a large part of the group; that they recognize many values derived from home project work by the home and the family; that they prefer the continuation of home project work as a part of the regular homemaking program for high schools; and that they can furnish information and suggestions concerning home project work of pupils that may be valuable to homemaking teachers in determining results of home project work and in adjusting plans for guidance of pupils so as to meet pupil needs.

CHARACTER EDUCATION


Studies the factors contributing to high morale among the staff, student body, and the community.


Shows the need for the religious educator to appreciate the natural capacities and limitations of his pupil's in planning his character education objectives. Finds that modern biology designates definite methods by which the sexual attributes of human nature may be directed to standards of behavior that are individually and socially acceptable.

Describes an experiment conducted with girls ranging in age from 16 to 18 years in the Kimball, W. Va., high school, in the mining region, to determine whether character could be successfully developed through home economics courses.


Defines character and character education. Attempts to prove by specific exemplification through the lives of six famous women that there are many traits worthy of acquiring and that by the possession of them, these women did a great deal for civilization. Shows that these women succeeded because they possessed characteristics which high-school students are being taught to adopt as their own. Studies the lives and outstanding characteristics of Elizabeth Barrett Browning, Florence Nightingale, Dorothea Dix, Clara Barton, Jane Addams, and Joan of Arc.


2059. Hill, J. Davis. Ethical attitudes existing among high-school students relative to forms of deceit. Master's, 1938. West Texas St. T. C. 135 p. ms.


Attempts to determine whether high-school boys and girls are consciously selecting ideals as guides in their daily life; the nature of these ideals; the extent to which their preferences and attitudes of adolescents toward recreational, home, vocational, and friendship interests reflect wholesome standards; and the spirit in which they approach the subject of ideals and respond to a study of them.


Tabulates and evaluates the ethical concepts in character education in 120 recent high-school courses of study.

2063. McKee, Josephine Miller. A course on manners and social customs: a study of its development, teaching, and testing as a part of the group guidance program for the eighth grade of the junior high school, Jeffersonville, Indiana. Master's, 1937. Louisville. 170 p. ms.

Develops a course of study on manners and social customs, which is taught in the eighth grade of the junior high school, and develops a test and administers it to the pupils of the eighth grade to determine the gains made in good manners due to the course.


Attempts to develop a unit for character education based upon certain of Robert Browning's poems.


Finds that a program for character education is desirable and possible; that it is a continuing process whose results take time to determine; that the homeroom teacher
should be the center of the program; that the school and the community should work together in the development of a character education program which will provide excellent material for a guidance program.


2067. Thompson, Doris Elizabeth. Some factors related to the expressed attitudes of high-school seniors with special reference to cheating. Master's, 1938. Texas.


RECENT EDUCATION

2069. Ahrens, Katharine G. A study of materials approved by the boards of the Presbyterian church in the United States of America during the past six-year cycle for the older young people on the subject of better inter-racial attitudes. Master's, 1938. Presbyterian Coll.


2073. Baltzer, Sister Mary Loyola. A study on retention, based on A course in religion for the elementary schools. Master's, 1938. Loyola. 74 p. ms.

Studies the effect of summer vacation upon retention of materials studied in religion by children in grades 3 to 7 inclusive. Finds a small but significant loss by the children in each grade studied.


Shows that Methodism has contributed to the past, present, and future of education in Kentucky.


Studies the background of the Franco-American, religious instruction in the parochial schools, and phases of religious instruction outside the parochial schools.


Studies the religious development of the Hebrew nation through their recorded prayers which cover 16 centuries.

2078. Bremahan, Paul M. A study of the religious training of delinquent children as shown by 50 cases appearing before the Providence Juvenile court between November 1938 and November 1937, 10 of which were studied intensively. Master's, 1938. Boston Coll.

Attempts to discover the nature and extent of the work of the Christian church, and particularly that of the Roman Catholic church in present-day social reconstruction. Discusses the communism of Soviet Russia, and the fascism of Italy and Germany, and the attitudes of the Roman Catholic church toward them.

2080. Bundy, Leon F. E. The emphasis on religion in courses of study: the relative space given to religions in courses of study in the field of the social studies in grades 7 to 12, inclusive. Master's, 1938. Syracuse. 37 p. ms.

Analyzes 12 courses of study, state and city, published between 1926 and 1936. Finds a close relationship between the percentage of religious content in courses of study and in textbooks, newspapers, and periodicals. Shows that a definite place has been given to religion in certain grades; that in some courses of study religion is mentioned in the seventh or eighth grade and not again, whereas in others it is not mentioned until an upper grade. Suggests that civilization would be improved if young people were taught the aims and possible benefits of religious training.


Constructs a test to measure the comprehension of words used in the catechisms of the churches of the various denominations composing the Federal council of churches of Christ in America. Administers the test to 1,304 eighth-grade pupils in public schools in McKeesport, Beaver Falls, Rochester, and West View, Pa. Finds that the highest ranking group of eighth-grade pupils tested comprehended the meaning of little more than 60 percent of the technical vocabulary of the catechism, showing a need for improved methods of catechesis.

2083. Eitzen, David D. The possibility of developing studies in pastoral counseling in the School of religion of the University of Southern California. Master's, 1938. Southern California.


Deals with the origin and development of the prison reform movement in the United States; the duties and obligations of the chaplain; and the programs of religious education carried on in the state and federal prisons.


Gives a brief general history of the church, its early program of religious education, the development of the Sunday school to the year 1881, and its later development, and various other educational activities.
2000. Hewitt, Fenelon D., jr. The present problem of adult religious educa-
tion in the South. Doctor's, 1938. Southern Baptist. 191 p. ms.

2001. Hooper, Myron T. Young people's work in Protestant churches in the
United States. Doctor's, 1938. Chicago.

and youth in America. Master's, 1938. Biblical Seminary. 120 p. ms.

2003. Johns, John A. A study of scholastic aptitude and religious attitudes of
high-school seniors. Master's, 1938. Texas.

schools, with special reference to the elementary grades of certain Texas com-


2006. Kearney, Sister Mary Elizabeth. The Tennessee Valley authority and
its implications for Catholic education in that region. Master's, 1938. Catholic
Univ. 50 p. ms.

2007. Kemp, Charles Frederick. The program of the local church for later

of theses, researches in progress, and bibliography of publications, 14: 370-71)

2009. Krueger, E. Irene. The Christian education of the early adolescen-
through a summer program. Master's, 1938. Biblical Seminary. 96 p. ms.

2100. Langford, Samuel Fraser. Survivals of primitive beliefs in present-
day religions. Master's, 1938. Southern California.


2102. Meyer, Edgar V. The function of the Newman club in certain repre-
sentative universities. Master's, 1933. Louisiana State. 43 p. ms.

2103. Minkler, Helen A. Sources of catechetical instruction in the first four
centuries of the Christian church. Master's, 1938. Pittsburgh. (Abstract in:
University of Pittsburgh. Abstracts of theses, researches in progress, and
bibliography of publications, 14: 374-75)
2104. Morton, Robert B. A comparative study of the religious attitudes of college students and young business people before and after leaving home. Master's, 1938. Louisiana State. 41 p. ms.

Studies the religious attitudes of 40 business people who had been working away from home for 2 or more years and had not been in college, and the religious attitudes of 50 college juniors and seniors. Finds that 52 percent of each group change little; that in the rest of each group the number who become more religious after leaving home is about equal to the number who become less religious; that the business group and the students showed similar attitudes toward the church before leaving home, but the business group show little change since leaving home, while the students' attitude is generally less favorable and shows an increase in range.


Analyzes responses of 815 undergraduate college students in four undergraduate colleges, two of which are liberal arts colleges under church control, to a questionnaire on their religious beliefs and attitudes. Shows a tendency for the more educationally advanced groups to be slightly more liberal in their religious beliefs than the less advanced groups, that the church is probably a stronger determinant of the students' religious attitudes than either the students' own educational advancement or the educational advancement of either parent; that the students who, while in college, become radically more liberal in their religious attitudes are exceptional.

2108. Rankin, Robert P. The conflict of the creeds, Protestant, Catholic, and Jewish, in the effort to meet the need for religious and character education among underprivileged children in the community. Bachelor of Divinity, 1938. Union Theological.


2111. Stephens, Emma Simpson. A study of the emphasis put upon religious education in institutions of higher learning in Georgia. Master's, 1937. General Assembly's Tr. Sch. 51 p. ms.

Studies the state-supported, private, and denominational schools in Georgia. Shows that the private and state institutions lag in religious educational interest and effort.


Presents a critical analysis of the curriculum recommended by the Confraternity of Christian doctrine for the elementary grades of the religious vacation school. Finds the curriculum well planned and practical and suited to the purposes of the religious vacation school.


2116. Tripp, Myra A. The preparation made by and the actual teaching procedures used by the teachers in junior and intermediate departments of churches of different sizes where the Westminster departmental graded lessons are in use. Master's, 1938. Presbyterian Coll.


Traces the educational work of the Presbyterian church since 1735, and the work of the Board of Christian education since its organization in 1923.


Studies educational work among Southern Baptists between 1845 and 1935. Finds that the educational activities showed a steady growth by adding new activities at various intervals.

PRESCHOOL EDUCATION


Studies the vocabularies of a group of nursery school children as revealed by their unstimulated conversations during all of their activities in the nursery school. Finds that there is a marked increase in the running words after the child reaches the 3-year period; that slang and trite expressions are used by children of all ages; that the use of incorrect verb forms is the most frequently recorded error in all groups; and that the total number of words used by the entire group was 1,564.


Studies the attention span of 4-year-old children in a nursery school set-up where the subjects were engaged in self-initiated play activities. Finds slight difference in the range of attention between boys and girls at this level; that there is inconsistency in attention span with long and short periods appearing irrespective of the kind of material used or its use on different days. Finds that sand, large blocks, climbing apparatus, and clay have the greatest holding power, based on total time spent.


Attempts to determine to what extent the changes in intelligence associated with preschool attendance involve corresponding changes in certain mental functions. Describes an experiment in which a battery of tests was administered to 65 children attending preschool at Iowa City.


Studies the pronouns used by 45 4-year-old nursery school children in an attempt to determine whether or not child animism is preceded by a mistaken use of language. Finds that the majority of subjects conformed to the adult usage, and concludes that child animism is not generally preceded by an application of personal pronouns to inanimate objects.


Indicates that children with a superior socio-economic environment tend to maintain a higher IQ than those with an inferior socio-economic environment; that nursery school experience tends to increase the IQ of children of the same socio-economic environment; that a superior intelligence does not guarantee a superior degree of social maturity; and that the nursery school experience may cause a lowering of the rate of social maturity.

2128. McCandless, Boyd Bowden. The effect of enriched educational experiences upon the growth of intelligence of very superior preschool children. Master's, 1938. Iowa.


Attempts to determine whether the choice and use of mechanical and non-mechanical play materials are related to age, sex, intelligence, father's occupation, or stimulation by the examiner. Finds that more sustained use of the materials to which they are attracted is evident on the part of older children; that both boys and girls were attracted to the mechanical materials more than to the non-mechanical materials, although the boys preferred were more outstanding than the girls'; that there is a positive relationship between IQ and the choice and use of mechanical material; that there is no relation between the child's use of this material and the father's occupation; and that after the examiner demonstrates the use of the material some changes in preference are noted, especially on the part of the girls.


2131. Skeels, Harold M.; Updegraff, Ruth; Wellman, Beth L.; and Williams, Harold M. A study of environmental stimulation: An orphanage preschool project. Iowa City, University of Iowa, 1938. 191 p. (University of Iowa studies, new series, no. 363. Studies in child welfare, vol. 15, no. 4)

Attempts to determine the effects of preschool education introduced into the lives of underprivileged children living in an orphanage, by comparing a control group living under the same conditions with an experimental group which attended the preschool. Indicates that the preschool exerted a profound influence upon the children during the period of preschool enrollment; that at the end of the experiment the preschool was made an integral part of the school system, the orphanage taking over entire responsibility.
ELEMENTARY EDUCATION


Gathers factual data on the types, locations, and accommodations of the nursery schools in and around Washington, D. C. their internal administrative organizations, their physical set-up, the scope of their programs for serving the children, parents, and committees, and the activities being conducted by them in the fields of professional education and of research. Describes a total of 27 schools. Finds the nursery schools to be of three types: institutions controlled by private individuals; schools connected with settlement houses, supported by the Community chest; and emergency nursery schools provided for by the Works progress administration. Shows that of the 504 children enrolled in the 27 schools, there are a few more boys than girls; that there are 76 staff members in the 27 schools; that 9 of the schools have staff members who serve only part time, most of the group consisting of music or dancing teachers, nutritionists, psychologists, or doctors; that 55 teachers give their entire time to the 504 children; that 57 percent of the group are college graduates, 22 percent have had some college training, 15 percent are high-school graduates, and 6 percent have had from 1 to 2 years in high school. Compares the physical set-up, lavatory facilities, and play equipment of the schools. Discusses the length of the school year, the daily program, and the services to the community. Finds that the schools have given little attention to educating the community to understand nursery institutions.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN


Analyzes replies from 23 elementary school principals as to the procedures used in changing from a formalized to a vitalized school program. Finds that the principal must be convinced that the change is desirable and must have definite plans for the change; that teachers' views were changed by a period of intensive training, growth of the professional library in the school, teachers meetings, and school visitation; that the classroom change was an evolving process; that the basic aim of curriculum change was to teach pupils to think, and the use of units of work growing out of children's needs and interests instead of the subject mastery program; that changes in buildings and physical equipment were accomplished by changing the type of school furniture, additions to buildings, utilization of unused space and increasing the number of special rooms, and by the creation of interest centers in the classrooms; that parents were informed and the new program was appraised through the parent-teacher association, local press, school newspaper, home-room meeting of parents, and by special school bulletins.


Traces the history of the kindergartens in Kentucky from the inauguration of the first kindergarten in 1865 to date. Shows that only five towns of more than 10,000 population have the kindergarten as an integral part of the public-school system.


Studies 33 first- and second-grade children in an ungraded rural school in an integrated program. Indicates that children progress more rapidly in an impersonal situation than in a formal program.


Finds that the educational program needs to be adjusted to the needs of particular children; that worthwhile activities should be supplied in order to cure anti-social behavior; and that the children need experience in democratic living in school.


2142. Cummings, Floyd Charles. A plan of reorganization for the elementary schools of Lincoln county, Wisconsin, attendance areas. Master's, 1938. Wisconsin.


Attempts to determine the differences in psychological and anthropometric measures between two groups of elementary school children who were classified respectively by their teachers as adjusted and maladjusted in school relationships. Administers tests of intelligence, school achievement, personality characteristics, and knowledge of social standards to 51 boys and 20 girls classified as maladjusted, and to 46 boys and 52 girls classified as adjusted. Indicates that there are statistically significant differences between the two groups in intelligence, school achievement, knowledge of social standards, etc., and school attendance; that there were tendencies toward distinct differences between the two groups in certain of the personality traits measured. Finds no difference in terms of anthropometric measures between the two groups; and that the groups selected by teachers did not differ reliably in terms of their responses to the tests of personality adjustment which were used.

2145. Davis, Thomas J. The contact trip for education in vocations for the elementary and high school. Master's, 1938. Washington. 72 p. ms.

Studies the use of school excursions in other countries, in New York, and in Lester, Wash. Finds that the United States does not use school excursions as much as other countries: that excursions are possible in the schools of America; and that more of this type of work is being done in Washington each year.


Classifies mandatory and voluntary regulations, regulatory practices, and verbatim statements of state school officers of 47 state departments of education. Finds that private elementary schools are independent of statutory and mandatory state department regulations in most of the states; that they have affiliated voluntarily in a quarter of the states; and that the relationship between the state department and the private elementary school is generally wholesome.


Studies the records of a total of 2,100 pupils as to attendance, progress, elimination. Finds that a large percentage of the pupils is retarded from one-half a year to several years; the number of retarded boys is about 10 percent higher than the number of retarded girls;
there is a positive relationship between attendance and progress; the average attendance of girls exceeds that of boys; the attendance of pupils in independent schools (city) is better than of pupils in dependent schools (rural).


Studies of the 1,820 average pupils in a school system in a coal mining area of Allegheny county, Pa., using scores made on intelligence and educational tests, records of school marks and promotions, and interviews with the pupils in an attempt to determine the causes of maladjustment. Finds that the outstanding reason for retardation was insufficient intelligence to do the work of a standard elementary school curriculum. Recommends that modification of Terman's "five track" plan with homogeneous grouping be put into practice in the form of a departmental system, whereby each pupil may take his class work in the important tool subjects with the grade in which his achievement test results, M.A. and personnel school experience indicate he can do the work; that special classes be made part of the school system so that pupils who cannot profit from the traditional academic cur-
riculum can learn simple motor skills and a minimum of academic work; and that manual training classes should be offered with the ultimate aim of equipping an entire building for use by shop classes.


2158. Hickey, Loretta Agnes. Endocrine disturbances, physical, mental and emotional, and types found in school children. Master's, 1938. Southern California.


Describes an experiment in which the Thurstone-Reemers technique was employed in the construction of an attitude scale measuring the attitudes of elementary school children toward their teachers. Shows an absence of a relationship between attitudes toward teachers on the one hand and intelligence, achievement, and chronological age on the other; that girls rate their teachers higher than do boys; that children from rural schools rather than from urban schools; that southern children rate their teachers higher than do children from urban schools; that there is no difference between the ratings assigned to their teachers by public-school children and by parochial school children; that the scales seem to have practical value insofar as they differentiate between teachers toward whom the children have desirable attitudes and those toward whom the children have undesirable attitudes.


Studies the size of the elementary school in relation to: Living in the community, number of dependents, annual salaries, professional training, college majoring degree, type of teaching certificate, number of positions held, number of parishes taught in, tenure in present position, total teaching experience, types of work engaged in, states of school, size of community, separate building, separate principal, and marital status of the teacher. Indicates that there is a relationship between the size of the school and all of the factors except the number of dependents and total teaching experience.


Attempts to determine the value of home study to students of the fifth and sixth grades. Finds no significant difference between the group doing no home work and the group doing about 1 hour of home work per day.


Studies the scholastic achievement of 200 boys who had been at the Foch Intermediate school continuously through the eighth and ninth grades. Finds a positive correlation between mechanical drawing and the other school subjects; between mechanical drawing and MA; between mechanical drawing and chronological age; and between mechanical drawing and shop work. Indicates that age has no bearing on achievement in shop work and that attendance is not an outstanding factor to be considered in the degree of scholastic achievement attained.


Investigates the effect of reward and punishment on the success of children's work and studies the attitudes of children toward reward and punishment, using as subjects, children...
in the seventh and eighth grades of a small elementary school on Staten Island. Finds the children equally divided as to the value of reward and punishment; that the majority agreed to the rewarding of good work and the punishing of poor work; and that children's work is affected to a small degree by reward and punishment.

2166. LaBudde, Frank R. Possible reorganization of the elementary schools of Racine county. Master's, 1938. Wisconsin.


Formulates the objectives of the course in Observation in the elementary schools at Ohio university.


Studies the intelligence and achievement of 400 pupils in grades 3 to 8 in Seventh-Day Adventist schools of Indiana, Illinois, and Michigan for the school year 1936-37. Shows the group to be well above the norm in reading, language usage, geography, physiology and hygiene, and arithmetic computation; that the group is near the norm in dictation and arithmetic reasoning, and below the norm in literature, history, and civics.


Finds that these children have improved in scholarship and attendance since receiving aid to dependent children; that the health of the group has improved, but not satisfactorily; and that the children are reasonably careful of their personal appearance; that their initiative and leadership are their weak points; and that most of the children have wholesome attitudes fairly free of dependency toward their obligations to the social order.


Seeks to discover what can be accomplished by way of personality development and improved educational achievement by an informal social program.


2175. Mantor, Ruth. Principles and practices of auditorium activities adapted to the elementary schools of Texas. Master's, 1938. Texas.

2176. Maxwell, Myrtle V. Developmental influences of late entrance to first grade. Master's, 1938. Peabody. 100 p. ms.

Presents case studies of 19 children who entered the first grade after 7 years of age. Finds that late entrance had a favorable influence on these children.


Finds that an experience curriculum is richer in content, makes better provision for individual differences and for greater adaptability for adjustment on the part of each pupil
than a curriculum of formal subject matter; that it makes for closer unity between school and home and within the room group; that experiences are the best basis for building meanings; a readiness for vicarious learnings, and vital social science concepts, and the education initiates a way of life consistent with the democratic ideal.


Describes an experiment in which the handedness and eyedness of 50 left-handed and 50 evenly matched right-handed children were correlated. Indicates that the correlation between handedness and eyedness is relatively low, implying very little basis for the postulated factor of sidedness as the principle underlying this agreement.


Finds a definite relationship between the social and economic environment of pupils and their progress in school, the difference being in favor of pupils from the best homes making more outstanding records than those from poorer homes.


Studies pupils in the second and third grades of the school at Ruleville, Miss. Finds a correlation between the fathers' education and the average educational progress of their children in the second grade.


Compares the results on standard tests in 10 subjects given to 232 girls and 228 boys in grades 7 and 8. Finds that the boys in both seventh and eighth grades surpassed the girls in history, civics, geography, and elementary science; that the girls in both seventh and eighth grades surpassed the boys in reading speed, arithmetic computation, spelling, health knowledge, and language usage.


Gives the results of investigations in physical and mental development, habits, grade classification, attendance, sex, and extracurricular experiences.


Studies approximately 1,300 seventh-grade pupils, about one-half of whom were of American parentage. Indicate that pupils of foreign parentage have a total cumulative achievement considerably lower than that of American pupils, but make gains in achievement in that grade about equal to those of American pupils.


Attempts to determine the relationship between personality maladjustment and achievement of 103 sixth-grade pupils of the Oelwein, Iowa, public schools. Finds that girls show a more constant relationship between personality maladjustment and achievement than do boys; and that there is a relationship between high personality maladjustment and low, or relatively low, achievement.


Analyzes results of tests measuring out-of-school learning in time telling administered to 625 second-grade pupils in Washington and Montana. Finds that telling time on the hours is best known, with time telling on the hour-thirty next.


Attempts to obtain IQ's and achievement scores for all of the children of the Rea school in order to discover outstanding needs of the children in the school at that time; to adjust the teaching program to their needs; and to form the basis for a system of recording objective educational scores for the pupils of this school.


Surveys and analyzes trends in experimental and conventional elementary schools, the construction of new instruments of evaluation, and applies the newly constructed as well as conventional instruments to matched pupils in experimental and conventional types of curriculum programs.


Surveys the schools and the town of Sherburne, Chenango county, N. Y., a village with a large foreign population predominantly Syrian. Attempts to determine the range in each grade in ability and achievement; whether each grade is achieving properly in each subject and in the work of the grade as a whole; and what pedagogical changes should be made to correct the range of achievement in each grade and in each subject, and what administrative changes are necessary. Describes a new pedagogical and administrative set-up which was tried out during the school year 1936-37, under which the pupils were generally happier, and which the teachers preferred to the old set-up.

SECONDARY EDUCATION

2200. Acheson, Hamilton. Quality of work of postgraduates in New York state high schools with an enrollment of 1,000 and over. Master's, 1937. N.Y. St. Coll for Teach.

Covers the years 1930-36 and gives enrollment of postgraduates, their reasons for attending, the length of the postgraduate period, reasons for leaving postgraduate work before its completion, and the reasons for taking individual subjects.


Studies the rural high schools of Jefferson county, Ohio, and contrasts the withdrawals of overage and underage pupils under the 6-6 and the 8-4 plans. Finds that the schools with a very limited curriculum had the highest percent of withdrawals; that the schools with the largest percent of overage pupils had the lowest percent of underage pupils; that the schools with a large number of colored pupils or children of foreign-born parentage had the highest percent of eliminations; that most of the pupils withdrawing by age and schooling certificates went into mining and agriculture; that the percent of withdrawals was higher after the schools were reorganized under the 6-6 plan, except in one community, that withdrawals have increased since the school year 1930-31. Recommends the enriching of the curriculum by adding vocational agriculture courses, visual aids, occupational guidance aids, and complete courses in industrial arts and home economics; the reduction of retardation and late entrance; the employment of better trained teachers; and a change to a type of report card which will more clearly indicate the specific nature of the grade given.


2204. Bell, Margaret. The relationship of motor capacity and motor ability to relative emotional adjustment in high-school girls. Master's, 1938. Iowa.


2206. Bewley, Frederick Winslow. The correlation of social attitudes and previous school experiences of high-school seniors. Master's, 1938. Southern California.

2207. Bissell, Velma L. The dexterity quotient of 100 high-school students with regard to hand usage. Master's, 1938. Iowa.


Analyzes data on 3,052 graduates of 21 small and medium-sized Oregon high schools for the period 1933-37.


Analyzes replies of administrators and teachers in the association to a questionnaire concerning their attitudes toward the contest and the details of procedure, and a statistical analysis of four social science tests used in the contest. Finds that 31 percent of the group wish to continue having the contest, but two-thirds of them desire changes to be made.


229. Follows the careers of 102 pupils, both graduates and drop-outs, who entered Carlisle high school in September 1926, to determine what percentage of the graduates continued their formal education; what percentage of them were drop-outs, and their reasons for not graduating from high school, the type of work most commonly engaged in; what types of work were engaged in by the pupils who continued their education; and to learn from the former students what types of additional courses they think should be included in the high school, or what changes should be made in the set-up of the high school to make it more valuable. Finds a definite need for an enriched curriculum in vocational courses; the retention of the college-preparatory courses; and more freedom in choice of subjects by the pupils.
2219. Burnham, Harry A. A study of the relationship between the high
school curriculums elected by students and the work they enter after graduating

2220. Burrell, Dorothy M. A survey of the migration education, employment,
marital status, and recreation of out-of-school youth in Coldwater, Michigan

*2221. Cabot, P. S. de Q. Relationship between characteristics of personality
Journal press, 1938. 120 p. (Genetic psychology monographs, vol. 20, no. 1).
Attempts to estimate the kind and degree of concomitance between the physique and
certain personality patterns of adolescent boys in three high schools and between the
physique and personality patterns of boys with certain extremes of bodily build.

2222. Carlisle, John Crandall. Variability of slow-learning pupils with re-
spect to school progress factors. Doctor's, 1938. California.
Studies a group of 400 pupils who enrolled in the tenth grade of a large high
school in the San Francisco Bay area in the fall of 1934 studying especially the lower
30. percent of the pupils, and the pupils who dropped out after completing more than six
and less than five semesters. Finds that the slow-learning pupils were mostly boys; were
older; lower in IQ. M. A. and reading ability; came from an unsatisfactory home en-
vironment; concentrated in nonacademic courses in school; seldom took part in student
activities; were frequently in conflict with school procedures; and were counseled on
their various limitations in contrast to the upper group of pupils who were counseled
with respect to extracurricular activities, goals, aims, ambitions, and such constructive
matters.

2223. Carlton, Mrs. Edith Lord. A study of individual differences with
special reference to the work of secondary schools and colleges. Master's, 1938.
Texas.

2224. Carter, Winnie H. A comparative study of ninth-grade students of
the Lawrence, Kansas, high school. Master's, 1938. Kansas. 66 p. ms.
Compares 127 urban pupils with 64 rural pupils in chronological age. MA. general
achievement, and reading. Finds in the 18 tests included in the study, the urban group
scored superior according to their mean scores in 8; the urban group superior in 7; and the
difference negligible in 3.

*2225. Cherot, Naomi Rosalie. Study of Summer high school graduates

2226. Chok, Aew Keam. Democratic policies and procedures in the admin-

2227. Chubb, Robert W. Trends in secondary education from 1926 to 1937
as revealed by the number of articles and pages in five magazines. Master's,
1938. Temple. 48 p. ms.
Finds that more and more attention is being directed toward the well-being of the
child and less toward administration; and that there is an increased interest in curri-
culum reform and methods of instruction.

*2228. Clark, Robert Wayne. The genesis of the Philadelphia high school

2229. Code, Mary. Interests of secondary school students in a small mining
stracts of theses, researches in progress, and bibliography of publications.
14: 366–67)
Analyzes replies to questionnaire submitted to all of the secondary school students
of a small mining town in Pennsylvania. Finds that the students had little interest in
outdoor activities or in games; were not interested in becoming leaders; the boys were
more interested in home activities than were the girls; that none of the students had
much interest in writing although all were interested in reading; that the students who had developed hobbies were interested in them, but that many students had had no opportunity to develop hobbies; that they were interested in all types of occupations, especially in doing manual work. Shows that the curriculum needed to be revised to that the students would be given the opportunity to indulge their social interest in the best surroundings; that their energy should be directed into the outlet offered by various organized sports; and that studies more closely allied with their occupational interest should be added to the present academic curriculum.

Attempts to determine the effect of the accessibility of the Louisiana state normal college at Natchitoches, on the vocational and educational plans of high-school seniors and on the type of student being drawn into the vocational offers. Finds that accessibility has little relation to the scholarship, socio-economic status, or intention to attend college in the group of high-school seniors drawn to the institution; that accessibility has a definite relation to the choice of college and the vocation offered by the accessible college; that choice of teaching as a profession shows positive relation to the number of teachers among near relatives. Shows a need for vocational guidance in the area studied.

Traces the progress of consolidation as it was developed in Sugar Creek township over a period of 20 years.


Involves a follow-up in March 1938 of 318 St. Louis county high-school pupils who were seniors in December 1933. Studies the educational-employment status of the pupils in relation to high-school marks, mental ability, and parental occupation, and compares the attitudes of 50 graduates who entered college with those of 50 graduates who did not go to college.

Indicates that extroversion is a characteristic of high-school leaders.

Shows that students about to enter their practice period did not display an attitude of enthusiasm; were not sufficiently aware of recent changes in the fields in which they were to teach; and that there was little, if any, cooperation between the faculties of the college and the practice-demonstration school.

2238. Davidson, Ralph E. A survey of the mental ability and the personality adjustment of the 250 pupils of Concannon high school. Master's, 1938. Ind. St.
Attempts to ascertain the amount and distribution of mental ability of the pupils of Concannon high school; to learn the degree to which they were adjusted to their school and home environment; and to obtain other personal and sociological data which would account for the findings as to their mental ability and adjustment. Finds the general level of intelligence of these pupils to be below that for the United States in general; a wide variety of choice in the favorite subjects of the pupils; pupils from broken homes were nearly as well adjusted as those from unbroken homes; girls were better adjusted than boys.


Attempts to determine the occupations that have attracted the graduates of the Romeville high school during the 10-year period, 1924-25 to 1933-34; whether or not the school prepared them for those occupations; and what changes in the curriculum would help future graduates of the high school to be prepared for life. Shows that the requests of parents of these graduates for a broader curriculum was justified as many of the graduates entered occupations for which the course given in the high school did not fit them.


Describes the founding, growth, and development of the Gerstmeyer technical high school.


2248. Fallon, Thomas F. Educational and vocational follow-up of the graduates of the Boessville high school for the years 1933 through 1935. Master's, 1937. N. Y. St. Coll. for Teach.


Covers the years 1929-36, and shows the size of postgraduate enrollment, reasons for postgraduate attendance given by principals and by pupils, courses of study elected, and compares the quality of the work done by students in their postgraduate year and as undergraduates.


Analyses the high-school subjects offered in 38 men's reformatories. Finds that the reformatories offered the same course of study as public high schools, but that their faculties were confused in their educational philosophy.
2251. Ferris, Robert D. A study of factors that may have a bearing on the comprehension ability of twelfth-grade pupils. Master's, 1937. Michigan.


Uses a special Vocational preference blank which was filled out by pupils in the ninth and twelfth grades of both white and colored schools and compares the results with the vocational distribution shown in the 1930 census.


Analyzes data based on 1,159 boys and girls graduated from a high school. Part of the study concerns those graduates who completed at least one semester at Pembroke college and Brown university. Finds that the average IQ tended to increase along with the increase in size of classes graduated; that better prediction of college work was made from high-school rank and intelligence test score than from high-school rank and IQ.


Studies the type of organization, curricula, teacher qualifications, library facilities, extracurricular activities, and school services offered by 10 of the larger high schools of North Dakota. Finds that these high schools have raised the local requirements for graduation above those specified by the state. Recommends that the educational offerings be given to a larger number of students in the vicinity of these schools; that inequalities in teaching load be eliminated; and that the schools develop a planned program of guidance.


Surveys the programs in 27 selected Washington secondary schools for providing students with opportunities for social life; indicates variations in the extent, balance, uniqueness, and efficiency of administration of the programs in the private and public schools, and in the programs in the public senior and junior high schools.

2263. Harlan, F. Harold. A study to identify the personal problems of high-school students and to determine to what extent corrective measures can be effected. Master's, 1938. Michigan.

2264. Harrington, Oscar E. Some problems of boys in the small high school, as a basis for curriculum construction. Master's, 1937. Michigan.


2269. Hatfield, S. Ward. The effect of different levels of intelligence on the subjects elected by high-school students. Master's, 1937. Iowa. 125 p. ms.

2270. Held, O. C. Is a high-school unit a unit? (University of Pittsburgh)


Describes a questionnaire study of the family, educational and vocational status of earlier graduates, with comments on the value of high-school courses, and offers suggestions for guidance.

2272. Herman, Albert A. The budgets of rural high-school pupils. Master's, 1938. Southern California.

2273. Hildreth, Glenn William. The graduate-patron and his school: A study of the attitudes toward the public school held by the graduates of Fremont, Nebraska, senior high school of the odd year classes 1913 to 1931, inclusive. Doctor's, 1935. Nebraska. 124 p. ms.


2276. Hoover, Oliver. The work of the dean as adviser of boys in large high schools. Master's, 1938. Peabody. 78 p. ms.

Analyzes replies of 84 deans in 60 high schools of 28 states. Shows that the office of dean of boys has been in effect about 20 years; that it is growing in importance, but that the office has not yet been fully divorced from administrative duties.


Analyzes 374 replies to a questionnaire sent to 618 high-school graduates. Finds that 60 percent of the girls and 80 percent of the boys continued some form of education after high-school graduation; that 34 percent of the graduates responding attended college, 6 percent attended nurses' training schools, and 17 percent attended business schools; that 57 percent of the graduates were employed at the time of response. Shows that the most valuable subjects they had in high school, in the opinion of the graduates were English, typing, and mathematics; and that business machine training would have been desirable.


Compares the subsequent experiences of girls who dropped out of high school with those of girls who graduated. Deals with further educational, vocational, and social experiences, and opinions and evaluations of high-school work.


Attempts to draw a comprehensive picture of present-day Episcopal secondary schools for boys, including the vital statistics concerning Episcopal schools, including their location, dates of establishment, grades offered, tuition costs, student and faculty enrollment; the historical background of these schools; their stated aims; and the means employed by the schools in the achievement of stated aims through state and church control, faculty personnel, curricular and extracurricular activities. Surveys 42 schools divided into groups including 14 schools founded before 1900, 18 schools established since 1900, and 10 military church schools. Discusses the educational background of the masters and headmasters of these schools as shown by their earned degree, teaching load, type of educational institutions attended, previous teaching experience, and the personal qualifications of teachers in Episcopal schools. Describes the curricular and extracurricular activities of these schools. Shows that Episcopal schools are individualistic and aristocratic in character.


Studies prevailing practices in the assemblies in the high schools of Georgia and evaluates them in the light of the philosophy of assembly programs in other states.


2285. Johnson, Elmer C. A comparative work program of certain schools in North Dakota cities having a high-school enrollment between 100 and 300. Master's, 1938. North Dakota. 83 p. ms.

2286. Johnson, J. What the high-school student wishes to hear. Classical weekly, 31: 223-24, June 1938. (University of Pittsburgh)

2287. Johnson, Marion E. A study of the social problems and vocational needs of the youth of Pottsville and the program for meeting the needs. Master's, 1938. Penn. State. 40 p. ms.

Studies the socio-economic status of the inhabitants of Pottsville, Pa., and the effectiveness of a guidance program which was set up in 1935, based on case studies. Describes the various types of courses given in the guidance program. Shows conclusively that lack of educational and recreational facilities contribute to delinquency and incorrigibility; that intensive practical training programs qualified many unemployed youth and adults for employment; that segregating the mentally deficient improved the morale of the school population; and that training for leisure created higher standards of living among the inhabitants of the community.


Finds that pupils want more conferences for help with their work to create a better understanding between themselves and their teachers and to establish a friendliness that will make their relationships more pleasant.


Finds that 13.4 percent of the graduates entered higher institutions of learning; 63.6 percent were gainfully employed; 3.3 percent were married; and 88 percent were able to make satisfactory adjustments and secure employment utilizing their training.


Comares scholastic and social traits of honor students and failures in high school.

2292. Killian, Charles J. Intramural activities in the high schools of Nebraska. Master's, 1938. Southern California.


Studies 201 pupils compelled to attend high school at Nelsonville, Ohio, at some time during the years 1933 to 1937, and finds that retardation was prevalent; that many of the pupils failed to pass in their work; and that there is a need for more guidance.


Shows that the annual earnings of the high-school graduates studied increased in proportion to the units of vocational training they had received.

2296. Knowles, Helen B. Adjustment problems of adolescents voluntarily brought to a classroom teacher. Master's, 1938. N. Y. St. Coll. for Teach. 20 p. ms.


Compares the graduates and drop-outs of the Romeville high school for the period from 1924-25 through 1933-34.


Analyses replies to a questionnaire sent to the 48 boys who graduated in 1925, and to the 32 boys who entered high school with this group and withdrew before graduation. Finds that the boys who graduated have the more desirable occupations, larger annual incomes, and a greater interest in community affairs.


Attempts to adjust high-school learning to individual needs in the high schools of Ananost and Pomeroy, Wash.


Indicates that there is some relationship between persistence in school and home ownership, type of home, education of parents, occupational status of parents, income, distance from school, failures in the elementary school, marks, age, and the amount of reading matter found in the home. Shows that graduates engage in occupations of a higher type than the drop-outs; that graduates marry later than do drop-outs; that drop-outs show a greater tendency to remain in their home parishes than do graduates; and that the reasons given for leaving school were work, marriage, and illness.


Describes the beginnings of public education in Mississippi, Virginia, and New York. Compares methods of financing schools, requirements in white and Negro schools, qualifications of teachers in white and Negro schools. Finds that Mississippi and Virginia do not provide equal opportunities for white and Negro pupils due to lack of funds and to inadequately equipped small schools.


Studies the status and possible adjustments of high-school education in the districts north of Seattle where there are more than 1,200 high-school students with high-school provision for only 91 students, causing the pupils to be distributed among the Seattle high schools. Recommends the consolidation of the grade school districts, and the building of a high school to care for the pupils living in this locality.

2316. Martin, Helen. What the second- and third-year high-school student should be expected to know about certain phases of French culture. Master's, 1938. N. Y. St. Coll. for Teach. 56 p. ms.

2318. Meek, Elizabeth B. The relative merit of the traditional and the reorganized school as preparation for freshmen at the Pennsylvania state college. Doctor's, 1938. Penn. State.


2320. Miller, Esther L. Home background and school adjustment of the ninth-grade students in a suburban high school. Master's, 1938. N. Y. St. Coll. for Teach. 87 p. ms.


Analyzes replies to a vocational questionnaire given to 356 girls in the freshman class of a city high school in New England. Finds that 95 percent of the girls stated a definite vocational choice; that in 81 percent of the cases, the parent and child agreed as to the child's choice; that both parents were concerned with the child's choice of a vocation in 55 percent of the cases, and in the other cases, the mother showed the greater interest; that 35 percent of the girls planned to go to a higher institution of some kind.


Collects information from the graduates of Laredo high school from 1950 to 1965 regarding their occupations, geographical distributions, marital status, reasons for their entering certain fields of employment, additional training after high school, and subjects they regretted having omitted from their high-school programs. Suggests changes in the curriculum and guidance in the high school.

2325. Mulholland, Isaac E. A study of the effects of intelligence, vocational status, part-time work, and extracurricular activities upon the scholarship of high-school pupils. Master's, Wittenberg. 111 p. ms.

Analyzes replies to a questionnaire filled out by 250 high-school pupils at Cadiz, Ohio. Finds that father's occupation had no influence on pupil's vocational choice; that part-
time work did not interfere with academic achievement or with extracurricular participation; and that good scholarship was associated with participation in extracurricular activities.


Analyzes data on the number of questions which teachers employ in a class period; the types of questions most frequently asked; the percent of the class period which is taken up with teacher questioning and the percent with pupil reactions; the mental processes of the student which are stimulated by the questions of the teacher; and the extent to which teachers rely on textbooks for their questions, as shown by a series of 40 observations in public and private high schools. Finds the question and answer recitation the predominant practice; the "what" question the most widely used type; teachers often permit text and drill questions to monopolize the class period; teachers do a large share of the talking; and the majority of teachers rely heavily on the textbooks as the source of their questions. Shows that the teacher's skill in questioning is an important criterion for teaching success.


Studies the activities of 135 rural and 109 city boys who attended the Clay county community high school, Clay Center, Kan. Finds that farm residents reported more work at home, and city residents spent more time in work away from home; that city boys devoted more time to social life at home and to church attendance. Recommends the inclusion of more appreciation courses in music, art, and literature as part of the regular curriculum, the use of home rooms as focal points of leisure-time guidance, and the enlargement of the intramural athletic program.


Describes an experiment in which a scale constructed according to the technique used in preparing generalized attitude scales was used. Finds that by the use of this scale it was possible to measure the relative difficulty of high-school subjects; that there are recognizable differences in the difficulty of different units of high-school subjects; that statistically significant differences between the median difficulty ratings of certain subjects derived from the marks of boys and the ratings of the same subjects obtained from the marks of girls were found; that there is a general trend for subjects to be considered easier as the IQ increases, but that there are interesting exceptions to this generalization; and that the method of equal appearing intervals can be used indirectly.


Presents a comprehensive study of the school, village, and business organizations of Canal Winchester; Ohio.


Recommends changes in the curriculum in order that the high school may be more effective in a changing society.


Studies the age, IQ, academic grade record, first decathlon record, annual decathlon record, height, weight, and medical record for each year, physical education grade and participation in interscholastic sports, and point-award record of 432 boys in the Palo Alto, Calif., high school.

2336. Beedy, Rolla A. A study of the personal problems of high-school students. Master's, 1938. Southern California.


Attempts to determine whether or not large rural high schools in Alabama provide better educational advantages for boys and girls than do small rural high schools, and to compare their relative cost. Compares 10 large and 10 small 6-year high schools in the school year 1930-31. Finds that the large schools are superior in staff, building, equipment, range of electives available in the curriculum, and in extracurricular opportunities offered the students, and that the total expenditures of the large school group are less than for the small school group per pupil in average daily attendance. Finds no significant difference in the average age and native intelligence of the pupils of the two groups of schools, that their scholastic achievement is practically the same, that progress of pupils through the schools is practically the same for both groups of schools, and that a slightly higher percentage of graduates of the large schools enter and are successful in college.


Compares 127 urban pupils with 64 rural pupils in chronological age, MA, general achievement, and reading, and finds significant difference in favor of the urban group in literature, English, capitalization, punctuation, and reading; and that the rural group ranks higher in geography and arithmetic.


Studies the history and development of public secondary education in Ashtabula, Ohio, from 1866 to 1938.


Analyzes data secured from questionnaire replies returned by 73 Kansas high schools of various types of organization. Concludes that the teachers of the 6-year high schools are better trained than those of the 4-year high schools; and that there is greater economy of time and efficiency of administration in the 6-year schools.
2345. Sheehan, Mary A. A study of the social, economic, and educational characteristics of 164 slow-moving pupils in a city high school. Master's, 1938. Rochester. 142 p. ms.


2348. Smith, Newell W. Study to determine whether a broad secondary school program can be maintained efficiently in a small central school (West Leyden, New York). Master's, 1937. N. Y. St. Coll. for Teach. 65 p. ms.


2353. Stafford, J. B. Attitudes and status as related to parent schooling. Master's, 1938. Washington Univ. 120 p. ms.


2357. Street, Morris B. Pupil mobility in the public high schools of Iowa. Doctor's, 1938. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 57)

Compares the records of 1,531 pupils in the graduating classes of 14 large cities in Iowa for 1935, 1936, and 1937, who had transferred from one high-school system to another, with the records of 1,531 pupils selected from the same classes who had not transferred during high school. Shows that one pupil in every eight who graduated from the 14 schools during the period of the study had transferred from one high-school system to another; that there was no significant difference between the intelligence of transfer pupils and nontransfer pupils as measured by IQ scores; that more nontransfer pupils than transfer pupils earned failing marks during high school; more nontransfer pupils than transfer pupils required longer than the normal 4 years to graduate; that shorthand and
biography were failed more often by transfer pupils after transfer than by nontransfer pupils; that the number of transfer pupils was sufficiently large to warrant efforts toward their orientation after transfer by school administrators; and that the problem of transfer students should be handled on a state-wide basis.


Surveys 3-year high schools in Schuyler, Brown, Hancock, Pike, and Adams counties. Finds that the schools averaged 28.4 pupils and 2.3 teachers per school; that the average per-pupil cost was $128.73, which was $25 higher than the state average for high schools; that two-thirds of the schools had four rooms or less available, while only two had gymnasiums on the school grounds; that the curricula offered little in electives, particularly of a vocational nature; that many of the teachers were not fully prepared for the subjects they taught; that the libraries averaged 425 volumes per school; and that the schools lost only 21 percent of their students while the national average was 40 percent.


Analyzes replies to a questionnaire given to 190 boys enrolled in the ninth grade of a large high school to determine the nature and potency of parental influence in the formation of an occupational plan by the son. Finds that the pupils aspire to higher vocational levels than were reached by their fathers; that there was a lack of agreement between the father's occupational level and the level of the son's occupational plan; that too many pupils aspire to certain positions to satisfy the demand; that all but 6 percent of the boys had formed some kind of vocational choice; and that interest for work ranked first and financial opportunity ranked second in degree of importance in the minds of the students.


Describes an experiment in which two home economics classes were taught a class unit method of personality development after which the girls were given an individual personality development project and an indirect method of teaching was used in a series of class parties given by small groups of girls.


Studies the educational and occupational activities of a group of pupils who entered the ninth grade of the Hamburg high school in 1926, 1927, and 1928. Finds that the high school graduate assumes a larger part of civic responsibility and participates in activities which the nongraduate does not choose to share; that the nongraduate has fewer opportunities for continuing his education and loses interest because of his inability to do the work or understand the problems understood by the graduate; and that curriculum changes have made the high-school course much more complete, and optional and required courses give the pupil of today an opportunity to be satisfied; that agriculture, guidance, trade courses, art, and a different type of music are the courses most needed in the school at present; that the modern high school has gone far to remedy the deficiencies of an earlier period; that the activities of the graduates and the number graduating from college show that the present curriculum meets the objectives of American secondary education as well as college-entrance requirements.

2364. Vaughan, Herman L. A follow-up study of all students who entered Ballston Spa, senior high school in 1933. Master's, 1938. N. Y. St. Coll. for Teach. 103 p. ms.


Analyzes data from the Covington, Ky., school system, and shows a correlation between failure in grades and subjects and graduation, and between IQ and graduation.
SECONDARY EDUCATION


Traces the development of secondary education in Tennessee from the establishment of the first institution for secondary education in 1783 through 1932-33.


Tries to find out whether there is a significant relationship between the background, home influence, and elementary school record of pupils and achievement in the first year of high school.


Studies teacher-pupil ratio, the source of the supply of teachers, proportion of men and women teachers, their experience and tenure, their preparation and certification, the curriculum of the high schools, subject combinations, and the activity program.


Indicates a significant change in attitude and in variability, persisting 4 months for the urban group and 8 months for the rural group.


2376. Wing, Donald H. A study of factors of a rural community which affect the health and well-being of the pupils in the secondary school. Master's, 1937. Michigan.


Attempts to determine whether there is any relationship between vocational and educational choices made in each of the 4 years in high-school and subsequent careers, studying such factors as teachers' marks, IQ's, choice of college made in the senior year of high school in relation to the college actually attended; studying the relationship between careers and such factors as teachers' marks, IQ's, curriculum taken, activities pursued in high school, and hobbies. Presents detailed case studies of 72 pupils over a period of 14 years, including the 4 years in high school and 10 years after graduation. Concludes that it is dangerous to attempt to predict the educational and vocational careers of individual high-school pupils on the basis of data then available, as factors beyond the control of the individual often prevent the pupil from carrying out his plans.


JUNIOR HIGH SCHOOLS


Attempts to discover what measurements taken in junior high school years will yield significant prognosis of college success. Analyzes such information as teachers' marks, IQ's, educational plans, socio-economic status, and Stanford achievement test scores for 4,316 pupils who entered the seventh grade of the Pittsburgh public schools in September 1928, and the college records of 252 of these students who went to college. Finds that the best single predictor of college success was rank in class, based on the scholarship average in all academic subjects; finds intelligence tests and scores on the Stanford achievement tests of little value in predicting college success; and that very few pupils of the lower levels of junior high school scholarship attempted to go to college.

2384. Billings, Charles Myron. A study of the educational results of the establishment of a Junior high school in a small city school system upon the quality of scholarship achieved in the senior high school. Master's, 1938. Boston Coll.


Attempts to determine the effect of part-time work upon the educational achievement of junior high school students, using as subjects the seventh- and the eighth-grade classes divided into two groups, one group not working and one working part-time. Finds that the groups of non-working students as a whole consistently made slightly higher school marks and test scores than the group of working students.


Gives detailed case studies of 12 pupils representing various patterns on scholastic, mental, physical, and social traits based on data gathered by interviews with pupils, teachers, and parents, from school records, physical examinations, intelligence tests, achievement tests, social tests, ratings of home environments, special questionnaires, and observations.


Attempts to determine the relationship between the superstitiousness of junior high school pupils and their intelligence, emotional stability, socio-economic status, health, musical training, and their experience of having been cared for by colored nurses.

SECONDARY EDUCATION


Classifies 210 junior and senior high school children of Beaumont, Tex., from different economic levels, in five groups based on levels of social adjustment in school. Finds a high correlation of social adjustment of these children in school with economic status, home ownership, automobile ownership, aesthetic lessons, education of parents, IQ's, and scholastic achievement grades; and a low correlation of social adjustment with family religious participation, size of family, nativity of parents, and whether the home was broken or unbroken.


Finds that a majority of the parents, pupils, teachers, and principals favored homework.


Studies the personal and social adjustment of 200 pupils in a large junior high school in Oklahoma. Finds that pupils of both high and low intelligence may be poorly adjusted and in need of guidance; that more pupils of low intelligence need guidance than do pupils of high intelligence; that the boys are not as well adjusted as the girls. Shows that in planning an adjustment program such factors as general health, socio-economic status, a testing program, and teachers' marks must be considered.


Attempts to determine criteria by which to evaluate the effectiveness of a junior high school, and practices and procedures which should characterize a junior high school organization. Proposes a plan of organization in which students will be divided into basic groups and their learning experiences will occur primarily in these groups; laboratories in the school will be utilized to supplement and enrich the experiences originating in the basic groups; the community will be utilized in the same manner; a basic teacher will guide students in his group throughout their school experiences with the aid of laboratory assistants; the school is not departmentalized.


Studies 119 boys who dropped out of the Cleburne, Tex., junior high school during the 6-year period, 1922-38. Finds that the older students, and those with the lowest grades, did not continue in high school, and that 79 percent of the boys were employed when the study was made.


Describes an experiment conducted with 1,560 boys and girls entering the 7B grade of the junior high schools of Louisville, Ky., in September 1937. Finds a difference in intelli-
gence in the average of children from various parental occupational groups, as shown by results of the Otis self-administering test of mental ability for the intermediate grades. Shows that the children came from the following occupational groups: 102 professional, 123 clerical, 317 business, 459 skilled labor, 319 semi-skilled labor, 98 unskilled labor, and 140 miscellaneous; that the children with the highest IQ were from the professional and business classes; that children from these classes made the highest marks on achievement tests in each of the subjects they studied. Indicates that different types of industrial communities, if the work is to be of value to the child. Shows that the teacher must be able to identify and classify each child's difficulties, she must understand various phases of contemporary American life in order to assist her pupils.


Threw light on the divergence between theory about the junior high school and junior high school practices. Finds that textbook writers do much rationalizing about what the junior high school is, and how it is administered. Concludes that administrators appear to be more influenced by past school practices and by matters of financial expediency than by advanced theories and improved practices.


Surveys a group of pupils who have graduated from the Coles Junior high school of Ashland, Ky., starting with the students who entered the ninth grade of this school during the first semester of the 1925-26 school year and continuing for a 10-year period to include the pupils who entered during the first semester of 1934-35. Seeks to determine the type and number of pupils who have continued in attendance through the remaining 3 years of high school and graduated, or who have withdrawn before becoming high-school graduates.


Evaluates the programs of a high school in Baton Rouge, La., Columbia, S. C., Richmond, Va., and Wichita Falls, Tex. Shows that approximately eight special functions can be recognized.


Attempts to determine whether junior and senior high school students improve in their personal grooming habits as a result of varied methods of instruction in this field. Finds no significant improvement.


Attempts to determine what, if any, differences in achievement test results, attendance, teachers' marks, and participation in extracurricular activities exist between resident and non-resident pupils in the ninth grade of the Lewistown junior high school. Finds that the non-resident group excelled the resident group in social science, spelling, marks in English,
SECONDARY EDUCATION

219

history, science, languages, business arithmetic, and algebra; that the resident group excelled in language usage and in participation in extracurricular activities; and that in this school the resident group is not superior to the non-resident group.


Describes an attempt at the Wausau, Wis., junior high school to help scholastically maladjusted pupils.


Finds that most of the boys were from homes with poor socio-economic backgrounds; that antisocial attitudes had developed in a large number of the boys. Shows the need for increased facilities for vocational training and guidance, for the establishment of an agency to help make contact between youth and available jobs, and for adjustments to be made which will make the work of the junior and the senior high schools more attractive to the pupils.


Finds that low intelligence and unfavorable conditions in the home were associated with low grades in junior high school pupils of both sexes.


JUNIOR COLLEGES

2414. Amidon, Horton W. The need for a junior college in the capital district. Master’s, 1938. N. Y. St. Coll. For Teach. 116 p. ms.


2417. Cameron, Ross E. Characteristics of the personnel of the Collegiate center students in the capital district, New York state. Master’s, 1937. N. Y. St. Coll. For Teach.

Analyses the student group in terms of age, high-school success, home and community background, vocational purposes, and other significant factors. Finds the students well prepared to carry work with profit in a program consisting of some 60 courses planned to fit the freshman and sophomore years of college. Indicates a definite need for additional educational opportunity in the area.


Finds that the offering in each course and subject-matter field generally increases with the size of the public junior college; that the smaller colleges offer approximately eight times as much work in academic courses as in nonacademic courses and the largest colleges offer about the same amount in each; that since 1921 fairly consistent gains have been made in the fields of English, social science and physical education, commerce, music, and
miscellaneous courses; that decreases have been noted in the language fields, and slight decreases in the fields of engineering, agriculture, and education; that great emphasis is placed on vocational, terminal, and semiprofessional courses; that general education is proposed as a basis of all curricula; that accrediting agencies are becoming more liberal in allowing colleges to offer courses in line with their objectives which are necessary to meet the needs of their communities or territories; that the median size of the public junior college is 230 students; and that few of the 195 public junior colleges offer survey courses.

2419. Downing, Vernon W. The relation of success in high school to success attained during the first semester at the Port Huron junior college as indicated by marks given in each institution. Master's, 1938. Michigan.


Compared the curricula of 514 of the 553 junior colleges. Finds that 70 percent of their curriculum offerings are preparatory in nature, of advantage to students who continue their education in a 4-year college or a university. Proposes a three-division curriculum of which one division would be preparatory, the second terminal and preparing for semiprofessional vocations, and the third socio-cultural, preparing the individual for community life.


Compared the opinions of 97 Negro and 84 white students attending WPA freshman college, St. Louis, Mo., in 1937, on 1,092 items in the youth expressionnaire designed by the Character research institute, Washington university.


Analyzes the students from counties adjacent to Eastern Oklahoma college and attempts to determine whether the curriculum is suited to the needs of the students; and compares the college with other state junior colleges with the idea that the suitability of the curriculum to the needs of the students is state-wide in nature. Shows the need for a more fully developed terminal curriculum in junior colleges.


Finds that the training received at Hebron junior college is an important factor in the success of 70 percent of its graduates; that it does not prepare for upper division studies better than other colleges; that it is deficient in the social training given, in guidance, functions, physical plant, and equipment. Shows that the college needs a more varied curriculum and an enlarged extracurricular program.


Attempts to determine what the graduates of a private junior college for women are doing. Finds that approximately 75 percent of them continue their education, 15 percent are teaching in elementary school, and 10 percent are teaching in commercial school, with 5 percent married and at home.

Describes emergency collegiate centers, the social and educational background of their students, their psychological test scores and scholarship, their cooperative general culture test scores, and their vocational outlook.

Gives a brief history of the junior college movement throughout the United States, with a more detailed story of its development in the New England states. Attempts to determine whether the New England junior colleges are following the general trend of junior colleges in curricula; to learn the nature and extent of the recognition given to the New England junior colleges by the universities and senior colleges of the region; and to determine the attitude of the boards of education of the New England states toward the junior colleges, and the extent to which they give recognition and approval. Indicates that the colleges and universities in New England have not yet felt the influence of the junior college to any great extent; that there are no public junior colleges; that the curricular offerings are similar to those of the senior colleges; that the state boards of education have not yet found it necessary to formulate a general policy of accreditation or supervision of the junior college except in New Hampshire.


HIGHER EDUCATION

Studies the duties and functions of the chief business officer in 115 endowed colleges having enrollments ranging from 200 to 1,200 students. Finds a reasonable endeavor on the part of endowed colleges to establish the functions of the business office as recommended by authorities, but that the reorganisation and clarification of functions and procedure would increase the efficiency of the business office.

Analyses records of 695 students who entered the College of arts and science of Ohio State university in 1934, and finds the entrance blank, the psychological examination score, freshman interview blank, and the number of entrance conditions valuable in predicting academic persistence.

2434. Brace, D. K. A study of practices of Texas colleges and universities in accepting for college-entrance high-school credits in health and physical education. Austin, University of Texas, 1938.

Traces the growth and development of Young Harris college, its contribution to the ministry, its aid to boys and girls without money, and its influence on the mountain section of Georgia.


Analyses the collegiate records of 74 transfer students and 43 native students registering as juniors during the years 1934-36, inclusive. Finds that the transfer students were
somewhat older, lived farther from the University of Tennessee, had a higher mean IQ, and earned a greater percentage of their college expenses than the native students; that more of the native students graduated; that the marks of the two groups were not significantly different; and that more of the native students took part in extracurricular activities than did the transfer students.


Attempts to measure the success of students in terms of grade-point averages, who have completed 2 years of college work in a junior college and have finished the work for the degree at Oklahoma agricultural and mechanical college. Finds that students who did 2 years of junior college work were slightly below the native Oklahoma agricultural and mechanical college-trained students in the junior and senior years.


Compares the high-school records of 268 Springfield, Ill., high-school graduates with their records in various Illinois colleges in general averages, and marks in history, English, science, and mathematics. Shows that high-school marks were effective in predicting college success in this order: General average, English, history, mathematics, and science.


Attempts to determine the relationship between the number of interstate students in an institution and the size of the institution, its age, faculty rating, proximity of the out-of-state students, instructional costs as shown by tuition charged out-of-state students, curriculum, anticipated annual income of the institution, and the national ranking of the institution in football. Analyzes data from 12 private and 22 public institutions, representing every geographical area of the United States, and ranging in size from large universities to colleges enrolling fewer than 600 students. Shows that the number of interstate students in the institutions studied was influenced by income, curricular offering, faculty rating, high tuition, total enrollment, age of the institution, proximity of students, and national football ranking.

2447. Fleharty, Russell Ralph. A study to compare the college records of students who enter the University of Michigan from large schools with those of students from small schools entering as freshmen in 1932. Master's, 1938. Michigan.


Compares the use of the American council psychological examination, the Purdue English-placement test, the Nelson-Denny reading examination, and rank in high-school class in
predicting achievement in the freshman year of college. Finds that rank in class and results of the psychological examination are the best criteria for boys, and that results of the psychological examination followed by rank in class are the best criteria for predicting the success of girls; and that the reading examination is the least valuable of all criteria as a basis for prediction.


Describes an experiment in which the Drobe-Thurston Attitude toward war scale was administered to students at the State teachers college, Fitchburg, Mass., and to students at Tusculum college, Greenville, Tenn. Finds that both the men and women students at Fitchburg were older than at Tusculum; that the Fitchburg students were less pacifistic than the Tusculum students; that women students were less pacifistic than men students.


2451. —— From log cabin to cathedral of learning. Magazine of Sigma Chi, no. 5, December 1937. (University of Pittsburgh)


Investigates the relations between 44 daily newspapers and 33 colleges and universities in California, Oregon, and Washington, during the school year 1937-38, and offers suggestions for improving the quality and quantity of college and university news published by the daily newspapers.


Traces the history of Union college from its beginning in 1879 to 1937. Includes its legal status, organization and administration, growth, buildings, grounds and equipment, curriculum, student body and student organization, and financial support.

Shows that some of the most potentially able students do markedly inferior work in college, whereas some of markedly inferior promise, previous accomplishments, and adjustments attain college records higher than some students of superior promise. Shows that there is a need to view the individual student as a unique person, to work with him, utilizing all available knowledge about him, and to avoid dependence on the general conclusions of statistical analyses.


Finds the high-school percentile rank of more value in predicting college success than the score on a psychological examination; that the psychological test score is apt to change materially, especially for students who ranked low on entrance; and that students left college because of insufficient money to continue their education, and because of the desire to take courses not offered at Lawrence college.


Studies the fraternity system from the sociological point of view as a cultural and economic phenomenon, with particular reference to the social divisions engendered. Finds that the nonfraternity students feel antagonism and resentment toward the fraternity system due to their feeling of being excluded from the social life of the University; that the members of the lower ranking fraternities tend to associate with the members of the higher ranking sororities, the lower ranking fraternity men with the second rank of sorority women, and the women of the lower rank sororities are ignored by both upper and lower ranking fraternity men. Indicates that the present fraternity system not only reveals the existing social divisions but increases social distance between them and produces class consciousness and class antagonism.


Attempts to determine whether a college education for the masses is a desirable goal in a democratic social order, and concludes tentatively that it is desirable.


Compares offerings and enrollments in 27 colleges and analyses them with reference to the number of titles, and the number of credit hours, by lower and upper division, by individual subject, and by subject field.


Attempts to determine and evaluate the restrictive and regulative factors under which scholarships and fellowships are available, awarded, and held in schools of arts and sciences of the Association of American universities. Finds that of the 190 criteria for undergraduate and 163 criteria for graduate awards mentioned in the publications of the universities, those most frequently mentioned are scholastic ability, character, promise, and need; that there is no agreement among the universities as to what information is important in the selection of scholars and fellows; that most awards are for 1 year only, but may be renewed upon application; that the restrictions placed on the awards by donors prove to be a serious problem in the control of scholarships and fellowships; that many foundations, councils, and associations support scholarships and fellowships in American and foreign universities, the majority of them being for post-doctoral research; and that officials administering awards seem satisfied with the criteria and the means of applying these criteria in the selection of applicants, and design more awards with stipends varying with the needs of the recipients.


Studies the economic, social, and professional status of 1,007 graduates of Teachers college, Columbia university, receiving the Bachelor of science degree between June 1928 and June 1938.


Gives general data on the environmental circumstances in the students' families, churches, schools, communities, personal characteristics, interests and plans for the future; describes the activities engaged in by the students during their first week at college; and describes and analyses tests used in the freshman testing program.


Studies the attitudes of 288 college freshmen and 115 college seniors toward war, the Negro, the influence of God on conduct, the reality of God and the church. Finds that the attitudes were extremely variable, depending largely on the particular aspects of the general question being investigated.

*2469. Maaske, Roben J. Factors in the prognosis of scholastic success in the University of Minnesota School of business administration, including suggested procedures for the selection and guidance of students. Doctor's, 1938. Minnesota. 187 p. ms.

Presents a brief description of the development of collegiate schools of business, and of the organization, administration, and procedures followed in the University of Minnesota School of business administration. Describes the homogeneity of groups matriculating in the School of business administration and the predictive effectiveness of variables on experimental groups, and compares the records of transfer of native student and special student groups. Discusses problems inherent in predicting scholastic success and suggests procedures in the selection of students.

2470. Manuel, Herschel T. Abilities of college freshmen, 1937, and other studies. Austin, Texas, Published by the Administrative board of the Texas commission on coordination in education, 1938. 39 p. (Research bulletin no. 7) (University of Texas)

Discusses the college freshman in Texas; abilities and vocational interests of college freshmen; an occupational study of college graduates; and ability of high-school seniors in relation to college attendance.


Presents outlines descriptive of the undergraduate schools giving education in the arts and sciences and of the graduate schools giving training in the arts and sciences, dentistry and dental hygiene, engineering and architecture, government and foreign affairs, law, library science, medicine, training for the ministry, training in music, nursing, pharmacy, social work, and teaching. For the undergraduate schools, it describes the type of school; enrollment; instructors; school hours; school year; curriculum; length of courses; degrees; entrance requirements, including sex, race, age, schooling, and other qualifications; time of entrance; cost of attendance; placement; and a brief description of the institution. Gives the same type of information for each of the graduate schools.
Attempts to formulate a standardized system for the numbering of college courses that can be used in any college and will be to a college what the Dewey Decimal classification is to libraries.


Finds that unethical recruiting practices center about the activities of field representatives and the granting of financial aid to prospective students; and that those activities are so widespread as to constitute a major problem in higher education.

12478. Pike, Ruth E. A group of scholarship students: Their scholastic records, earnings, and extracurricular activities. Lincoln, University of Nebraska, 1938. 27 p. (University of Nebraska publication, no. 126)
Studies the scholarship students matriculating in the University of Nebraska in 1932, 1933, and 1934, based on replies to a questionnaire sent to all Regents’ scholarship students entering during those years, and to a group of students picked at random from the freshmen entering during the same years. Trace the history of the awards, scholarship in college, employment, and student activities of both groups. Indicates that the Regents’ scholarship students were superior.


Studies the success in college of students who were rated A, B, C, and D on the basis of short questions asked of their high-school principal before they were admitted to college. Finds this procedure adequate as a basis for declining admission to certain applicants.

Attempts to determine whether the psychological examination and the reading test given to all entering students at the University of Kansas have practical value in predicting academic success in particular subject-matter fields. Studies the marks made by students who entered in 1938 over a 2-year period, 1933-35, in language, mathematics, science, history, and socio-economic subjects. Indicates that a general intelligence test is less predictive of performance in subjects of a specialised nature than in subjects of a general nature.
2483. Samuelson, Clarence O. A follow-up study of the graduates of Luther college, Nebraska. Master's, 1938. Nebraska. 113 p. ms.

Recommends that Luther college give more vocational work; and shows that the courses given in training for leadership, citizenship, Christian ideals, and educational courses have been fairly successful.

2484. Semler, Charles A. A comparative study of the entrance requirements of the School of literature, science, and arts at the University of Michigan and what pupils study in the North central association high schools of Michigan. Master's, 1937. Michigan.


Shows that the achievement of the NYA students is inferior to that of the regularly enrolled college group in 17 of the 20 comparisons made, and that in the other three groups the difference between the groups is so slight that it is not significant. Indicates that this group of young people might be more adequately prepared for economic and social self-sufficiency through a type of training different from that now given by the college.


2487. —— A study of members of the Syracuse university class of 1935 who did not graduate. Syracuse, University of Syracuse, 1937. 12 p. ms.


Studies the freshman college achievement of high-school graduates from Livingston parish with respect to socio-economic status, using as subjects only those in college during the 1936-37 year. Prepares case histories based on the students' home and family background, educational and economic status of the parents, education and vocational interests of the students.


Traces the history of the institution from the announcement made by Andrew Carnegie in November 1900, of his intention to found a school of technology in Pittsburgh, to the end of President Baker's administration in September 1935.


Finds that students approved the shorter summer session of 9 weeks with 50-minute periods, which replaced the session of 11 weeks with 50-minute periods; that the faculty felt that the work of their courses had not been done as well as in previous summer sessions; and that both faculty and students felt that laboratory courses suffered most.

2492. Veit, Mathilde. The Oregon state board of higher curricula; a sequence of its actions relating to the University of Oregon and the Oregon agricultural college. Master's, 1929. Oregon. 74 p. ms.


Analyzes replies to a check list sent in by 450 high-school graduates who had chosen the college they hoped to attend. Of whom expected to attend one of the 57 liberal arts colleges in Pennsylvania, to determine the recruiting practices employed with these students and their reactions to the practices; and replies to a check list sent to 60 high school principals and to the directors of admissions in the 57 colleges to determine their reactions to current recruiting practices. Finds that the colleges use personal contacts with the student or his parents in his home community, contacts through literature about the college, and personal contacts with the student at the college; that the students consider the standing of the college as shown by its rating by accrediting organizations and which college is best prepared to give him the training he desires. Recommends that the colleges grant scholarships to worthy students and give sufficient guidance to the students so that they will enroll in schools where they have a chance to succeed in courses in which they are interested and which lead to goals in keeping with their abilities.

2495. Williams, C. C. Educational survey University of Delaware. Wilmington, University of Delaware, 1938. 60 p. (Lehigh university)

Appraises existing conditions at the institution, reviews administrative and educational policies, and outlines a program for the future.


Studies the history and development of the formal educational work of the Y. M. C. A. and its setting in the parent organization and the present status of certain college organizations which have emerged as individual educational units; presents a picture of these institutions in relation to their fulfillment of the stated purposes of the Y. M. C. A. Attempts to discover to what extent these institutions have become standard; how like and unlike they are to other colleges; what are their strengths and weaknesses and their fields and opportunities for service. Evaluates critically the contribution which these colleges are making to the solution of the problems of education.


Describes the evolution of the college, the financial situation, student enrollment, character of the college, the personnel of the faculty, the objectives of the college, methods of instruction, and extracurricular activities. Recommends adjustments in the curriculum establishment of sophomore comprehensive examinations, provision for distribution of electives, and requirements for training in the field of concentration and for senior comprehensive examinations. Summarizes the general requirements for graduation.


Discusses college business organization and personnel; accounting in college; budgets, reports, and audits; college buying; handling invoices and supplies; supplementary business activities; plant operation and maintenance; credit extensions and collections; financial assistance to students; college athletic programs; and efficiency and economy.


Presents the changes that have taken place in the conception of higher education in America, and analyzes both past and present ideas of the function of American education. Surveys and evaluates the changes which have occurred due to religious, philosophical, political, and economic factors. Studies the various functions now commonly assigned to graduate and undergraduate institutions. Explains the Catholic ideal of higher education. Finds that the university is regarded as a center for the preservation, pursuit, and discovery of truth; that state universities cannot restrict themselves to these functions because of the demands of their clientele; that liberal arts colleges should be retained to provide fundamental cultural courses as distinguished from technical courses, not only for their intrinsic value, but as requisites for the more successful pursuit of higher studies.
STUDENT PERSONNEL PROBLEMS


Finds that students live in residence halls, apartments, in homes of students living in the college town or in other communities, in rooming and boarding houses, in rooming places not offering board, in homes offering light housekeeping facilities, in places where they may work for their room and board, in fraternity houses, and in hotels; that all places where students were permitted to stay were inspected and approved by college authorities; that there was no uniform standard for approving student living quarters.


Analyzes 4,580 activity blanks of University of Colorado students for 1932-33 and 1936-37, to determine the amount of remunerative term-time and summer employment of men and women students, hours worked, occupations, and earnings by social groups, schools, and academic classes. Finds the percentage of employment lower in 1936-37 than in 1932-33; that sources of employment, especially for women, had been changed since the introduction of the NYA; that 72 percent of the men and 26 percent of the women were partially self-supporting; that the range of earnings was large; that many more men worked in summer than in term time. Shows a need for a centralized employment department to assist, guide, and instruct working students.


2504. Brady, Pansilee. Study of food selections made by students eating at the University of Tennessee. Master's, 1938. Tennessee. 120 p. ms.

Records and compares the eating habits of 52 students eating at the University of Tennessee cafeteria, with especially set-up standards for a nourishing diet. Finds that none of the students ate adequate diets according to the standard. Recommends that students be given indirect guidance in proper food selection.


2507. Crow, Ralph E. A study of the high-school student-aid program of the National youth administration. Doctor's, 1938. Western Reserve.


Finds a marked relation between the place of living and grade averages, and between method of financing and grade average, the students living on the campus having the higher grades, those students not working having higher grades than those who do work; a general tendency to neglect the physical activities; a positive relation between physical activities and amount of time spent in study; a more definitely planned program of training and participation is needed to meet the demands of the college student's physical, social, and cultural life.


Finds that the diets at both cost levels fulfilled the requirements of the college women; and that, in general, the nutritive value of the dietaries increased as more money was spent for food; that these home economics trained women spent relatively little for meat, a liberal amount for fruits and vegetables, very little for cereals, and extra large amounts for milk products.


Analyzes data obtained from 1,072 questionnaires answered by students and from 50 questionnaires answered by members of the faculty on the leisure-time activities and interests of these students.


Analyzes the self-help industries operated by 24 colleges, and the cooperative plans used by 10 colleges, and discusses the possibility of adapting them for schools in China.


Attempts to determine, as measured by the Royer personality inventory, whether self-ratings of personality at the college level remain constant over a period of 23 years of college life; the relationship of associates' ratings and self-ratings; whether personality rating is related to low college aptitude; and whether there is any difference between the personality scores of rural and urban freshman girls. Shows that personality of college girls changes slowly, if at all; that there is a general consistency between the friendship ratings and the self-ratings of the group as a whole; that there is no statistically significant relationship between any division of the rural and urban grouping; nor between the grade average and the personality scores of the non-matriculate group. Indicates that college training has little influence on personality, and that the fundamental traits of the student's personality were formed before she entered college.


Analyzes the dietary records of 398 home economics students of the University of Tennessee. Indicates that the diet as a whole were fairly adequate in the use of milk, vegetables, fruits, and meat, cheese, and dried legumes; and that the infrequent use of whole grain products was the poorest feature of the diets. Finds a marked improvement in freshman dietaries after a study of nutrition.

2515. Smith, Coleen M. A study of the academic adjustment problems of 103 freshmen girls living in the dormitories at Syracuse university. Doctor's, 1938. Syracuse. 190 p. ms.

Attempts to determine the adjustment problems of the freshman girl living in a dormitory at Syracuse university, whether they are due mainly to her physical and intellectual abilities, to her educational background, to the new methods of educational procedure, or to her new environment. Describes the Syracuse university housing plan in which small groups of girls live in houses accommodating from 10 to 20 girls chaperoned by graduate students in training for personnel work. Analyzes records of 103 girls. Indicates that any effective service set up in an university to help students with their academic adjustment problems should be available for all students; provide for the comprehensive study of the individual student; classify the students into groups so that specific problems may be attacked; provide definite and specific aid for the individual; and provide group and personal contacts for the purpose of talking over problems.


Analyzes records for 4 years showing the variety and frequency of ailments; and recommends a course in health practice; additional hospital facilities for isolation and control of infectious and contagious diseases; and the employment of a full-time woman physician in addition to the present staff.


2519. Quebedeaux, Chloe Lee. Housing women students at the University of Texas. Master's, 1938. Texas.


Analyzes replies to a questionnaire filled out by 750 women students representing women students who work part-time, women students who live in town and do not work, and women students who live in the dormitory and do not work.


Attempts to determine what these women do with their leisure time; whether or not there is any relationship between the use of leisure and grade averages; if the method of financing their college career affects grade averages or the balance of their leisure life; and what the unmet desires in the leisure life of college women are. Shows that a very small proportion of their leisure time is spent in physical activities; that most of the unmet desires of the women students are for physical activities, especially those of a strongly social nature. Finds no apparent relation between place of living and grade averages or between method of financing and grade averages.


Shows that prior to 1800 the education of girls and women was obtained through apprenticeship in the home, dame schools, adventure schools, and elementary town schools; that the academy and seminary movement was the dominating factor in advancing young women's education for three-quarters of the nineteenth century; that seminaries reached their peak between 1825 and 1836 and were declining by 1860; that the period between 1820 and 1840 was the greatest experimentation in high schools which were becoming coeducational by 1860; that state normal schools for the preparation of teachers were firmly established in Massachussets by 1858 and were to rise after 1860; and that the colleges did not offer educational opportunities to women on a par with those offered to men until after 1860.


2526. Weaver, Helen Sue. Changes in the basal metabolic rate of Texas college women during a menstrual cycle. Master's, 1938. Texas.

Reports an investigation into the recruiting of police personnel and into instruction methods and classroom procedure; a critique of police training; a résumé of preservice training facilities at the University of California, San Jose state college, Los Angeles junior college, and Civic center of the University of Southern California; a digest of accepted and available police methods and techniques with extensive annotations; and the police application of laboratory techniques and procedures to which the police officer must be familiar.


Traces the development of public health nursing from 1614 to 1936.


2532. Cooper, Sonoma. The development of the medical school at Montpelier. Doctor's, 1938. California.


Surveys current curriculum trends in the leading American schools of engineering, and shows that several of them have broadened the educational foundation of engineering training.

2536. —— Engineers as leaders. Journal of engineering education, 29: 275-77, December, 1938. (Lehigh university)


Traces the typical life of an engineering graduate from its early struggles to final success.


Studies the preparational background, professional training, and period of professional employment of 72 of the 111 alumni who had held agency fellowships from 1932 to 1936.


Discusses the Puritan theories of clerical education, ministerial training in early New England, the developments of the eighteenth century, collegiate education, graduate study of divinity at the colleges, the Schools of the Prophets and the educational procedure in these schools, and the coming of the theological seminary.

2540. Guenther, Louis C. Graduate school requirements for the degree of master of arts. Master's, 1938. Pittsburgh. (Abstract in: University of Pitts-


Attempts to determine methods of admission to graduate schools, what degrees are conferred, residence requirements, foreign language requirements, time limit set for achievement of the master's degree, the required number of credits for the master's degree, required credits in education, required marks, credit accepted from outside sources, extension course credit, hours allowed for the thesis, and what final examinations are given; requirements for the doctorate, length of time, foreign language requirement, residence requirement, dissertation requirements, and the nature of the final examination. Analyzes data on 100 graduate schools chosen at random throughout the United States.

2544. McCullough, Constance M. Prediction of success in the school of dentistry at the University of Minnesota by means of tests and certain other factors. Doctor's, 1938. Minnesota.

2545. Mercer, Margaret M. An analysis of the factors of scientific aptitude as indicated by success in the engineering curriculum. Doctor's, 1938. Penn. State.

2546. Murphy, John J. Can a training program for field work students in a school of social work be developed in public agencies dealing with delinquents? Master's, 1937. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 92)

Discusses the underlying philosophy and practical measures involved in a training program as formulated by the field workers and executives who were interviewed; presents the attitudes and recommendations of former students with reference to their training experience; and offers suggestions for future training programs for workers in the field of delinquency.


Discusses general education in the Army, Navy, and Coast Guard; correspondence instruction; the story of the United States Marine corps Institute and its present status. Describes the courses offered by it when it opened at Quantico, Va. on January 5, 1920, to train officers and men for promotion, or to fit them vocationally for jobs after their enlistment had expired. Discusses the transfer of the Institute from Quantico to Washington, D.C., and the close cooperation between the Institute and the International correspondence schools at Scranton, Pa. from the inception of the Institute. Shows that the Institute functions as a military company and as a correspondence school, with the commanding officer of the Marine Barracks as the director, directing instruction of men and officers in schools throughout the United States; that each school has a principal in charge of the functioning of the school and of keeping the records, inspecting papers graded by instructors, designating pupils to be encouraged or dropped from the rolls. Describes the duties of the inspectors and of the instruction staff of the schools.

2549. Philip, William G. A personnel study of Colorado bank executives with special reference to age, education, experience, and other factors. Master's,
Analyzes 398 replies to a questionnaire sent to 630 bank executives in Colorado. Finds that the officials range in age from 22 to 91 years; that it took from 10 to 15 years to attain the various executive positions; that about 22 percent of the bank executives are college graduates; that they are predominantly sons of farmers and businessmen. Recommends that banks recruit employees from college graduates to a greater extent in the future than they have in the past; and that an effort be made to keep unqualified men out of banking by establishing a regulatory board to set up requirements and administer examinations to prospective bank executives.

Sets forth the qualifications, age limitations, salaries, and other data connected with social work positions under municipal civil service; and treats the subject of professional education as a preparation for the positions in detail. Shows constant and growing recognition of the importance of technical training as one of the qualifications for employment in the field of public welfare.


Discusses the education-experience requirements: the experience-education, written and oral tests; Civil service as a career in New York City; education and pre-entry training for the Civil service in New York City; and education and in-service training in New York City.

Compares reports of the National conference of social work and the National education association and shows the points of contact in the fields of social work and general education. Finds common aims and similarity in techniques used. Shows that innovations in pedagogy, sponsored by the social work group, in many instances were tested under the auspices of social work agencies before adoption by school systems.


2557. The United States naval academy: a sketch containing the history, entrance requirements, curriculum, athletics, after graduation service, and other factual information. Washington, D. C., Superintendent of documents, 1938. 71 p. (Seventy-fifth congress, third session. Senate document, no. 191)
Discusses the midshipman and the Naval academy—a historical sketch: The Naval academy today; entrance requirements; the curriculum; athletics and extracurricular activities; and after graduation.

ADULT EDUCATION


Traces the history of adult education in Mississippi since November 15, 1933, when the program was initiated as a cooperative enterprise between the Federal emergency relief administration and the state department of education. Finds that illiterate adults were made literate and that work relief was given to unemployed teachers; that illiteracy among the white and colored races was reduced approximately 60 percent and 40 percent, respectively; that the program enrolled 406,815 adults, approximately 60 percent of whom were white, under the instruction of 6,110 teachers, most of whom were women; that the program grew from mainly a literacy curriculum in the first session, to include curricula such as parent education, public affairs, and general education, with instruction offered chiefly according to the unit method of teaching.


Evaluates the effects of Civilian conservation corps upon the health, cultural, and social outlook of the youth enrolled in its camps. Presents a composite picture of life in these camps.


Studies adult education being carried on in Kentucky by the Works progress administration in 19 counties employing 147 adult education teachers. Considers the state set-up: the program of studies; age, sex, race, marital status, training, and experience of teachers employed; reason given for unemployment of these teachers in the regular day schools; salaries paid for instructional services; enrollment in W. P. A. adult education schools; and methods used to improve the type of service rendered.


Attempts to determine the educational opportunities offered to the members of the camp; the extent and nature of their responses; to measure the results of the educational program, and to analyze the difficulties of the present situation. Gives a brief history of the youth work camp movement here and abroad; discusses work projects, informal leisure-time activities, and the life of the camp community; Analyzes the monthly educational reports of 95 camps over a period of 6 months.


Finds that half of the people attending the forums had more than a high-school education; that the forums stimulated reading, and that participation improved as the forum season progressed.


Attempts to determine the effectiveness of the existing educational program in certain of the CCC camps in the Fifth corps area and to suggest means and methods for strengthening and improving the educational programs, especially the vocational education programs in the camps in Ohio and elsewhere. Studies the social and educational status of the enrollees; the selection, assignment, training, and educational philosophy of the educational adviser; the non-vocational educational program; camp library and reading facilities; health and hygiene programs; athletic interests and activities and facilities in the camps; social interests and activities; arts, crafts, and hobbies interests and activities; organized guidance; and the present vocational educational program.


Shows a definite advantage for individual guidance in all mental ability groups and age groups, and indicates its possible application in secondary education.


Discusses characteristics of extension students; their mental abilities and classroom achievement; teaching methods, problems, and personnel; and the relationship between age and mental ability.


Studies the reactions of the boys to the location and general nature of the camp, food and clothing, medical care and health, work projects, attitudes toward work with superintendents and foremen, educational program, leisure-time activities, religious observance, reactions to officers and discipline, propaganda, relationships with other boys at camp, reactions to use of allotment, reasons for leaving camp and types of discharge, employment status at time of interviews, relation between job and experience gained at camp, earnings and working hours, general benefits and values of the camps, attitudes toward re-enrollment, and improvements needed in CCC.


Traces the history, organisation, support, curriculum, activities, and enrollment in the adult education programs maintained by the Dallas civic federation, the public evening schools, and Dallas college of Southern Methodist university.

PARENT EDUCATION


Finds a need for more variety in methods of teaching parent education.


Describes a unit on family relationships in which the girls attempted to discover for themselves what they thought were the desirable traits of personality and character, tried out plans they formulated, and reported results to the class or confidentially to the teacher.


Outlines practices and procedures which are recommended in the literature for parents in training children in the wise use of money; studies the parental supervision of children's allowances at certain age levels; and compares the parental practices with the recommendations that were found in current literature.


Finds that there were 33 study groups of parents functioning in Washington, D. C., during the school year 1937-38; that this work was centered around the public schools, the nursery schools and the churches. Shows the desirability of extending the program; that lack of leadership was the most frequent reason given for discontinuing or failing to organize study groups. Suggests the importance of continuous publicity and of a central organisation to integrate and to foster parent-education work on a city-wide scale; adequate provision for the training of leaders; integration of the work through a central organisation.

Indicates that the adult vocational homemaking program seems for the most part to be the product of spasmodic interest in the various centers rather than the product of a carefully considered plan for the development of the program in the centers in the state as a whole; that there has been a concentration of adult vocational homemaking centers in a few counties and that other counties have been deprived of possible benefits from these classes; that more consideration should be given to offering phases of education for family life which will interest men as well as women; that 28 percent of the women enrolled were homemakers, 6 percent were teachers, and the remainder were engaged in a variety of occupations or were unemployed; that the majority of the women enrolled in 1937-38 were between 26 and 50 years of age. Finds that the greatest weakness of the program were a lack of planning on the long-time basis for a continuous program; the various centers; a lack of provision through school appropriations for adequate funds for supplies needed in the adult homemaking classes; and a predominance of food and clothing units in the majority of centers; that the greatest strengths were: community support of the program; evidence of real effort of superintendent and teachers to fit the program to the needs of the women concerned; and variety of teaching procedures reported.

TEACHER TRAINING


2595. Brown, John Morgan. The equalization of educational opportunity in the white elementary schools of Fayette county, Alabama, according to the education and training of the teachers. Master's, 1938. Alabama.

2596. Buckner, E. L. Equalization of educational opportunity in Cullman county, Alabama, as maintained for the year 1936-37, with reference to education and training of white elementary teachers. Master's, 1938. Alabama.


Finds that all of the institutions replying to the questionnaire provide some opportunity for discussion of the home project program as a part of the methods courses; that topics included in the discussion of home project programs were limited to the formal phases of home projects; that projects were required as a part of a subject-matter course in three-fifths of the institutions, and of education courses in half of the institutions; that bases used for selection of college projects were similar to those used in guiding the selection of the high-school pupil's home projects; that most of the institutions provided opportunity for student teachers to supervise projects in the high-school class; that home visiting and conferences with high-school girls were provided for student teachers in most instances; that high-school class time was used by student teachers for home project work in half of the institutions; that student teachers kept limited records and reports of the home project programs; that observation of the high-school teacher's methods of supervising home projects was reported as available for the student teachers in four-fifths of the institutions; that anticipated changes in the teacher-training program for home project supervision were indicated in more than half of the institutions.
2600. Evans, W. A. The equalization of educational opportunity in the elementary schools of Lamar county, Alabama, in terms of the education and training of the teachers. Master's, 1938. Alabama.


Evaluates critically the content of professional education as taught during the past year at the University of Iowa to satisfy the specified requirements of the State board of educational examiners for standard secondary teaching certificates. Offers suggestions on the selection of prospective teachers, greater use of the laboratory schools for observation and demonstration, and the development of more interrelationship among the areas of professional education.


Analyzes psychological ratings, scholarship indexes, student teaching ratings, and superintendents' ratings of students of the Indiana state teachers college to determine how closely the four ratings agree in rating the individual teacher; to determine the closeness of agreement for the average teacher and percent rated above "C" in the various subject major groups; to determine the rating levels for teachers of the various subject major groups; and to determine the rating items most responsible for low teacher rating. Finds that with a few exceptions the four ratings used closely agreed in rating the average teacher and percent above "C" for each subject major group; that in all subject major groups, low teacher rating is largely due to a need of improvement in the technique of teaching and a few closely related items that would automatically improve with it.


Analyzes replies to a questionnaire given to 180 teachers attending the 1938 summer quarter of the University of Colorado. Finds that their judgments tend to favor experimental thought and practice as theoretically desirable in education; that they tend to believe that the practical position on most issues is near the midpoint between the conservative and experimental concepts; that theory and practice in the judgment of teachers are some distance apart on most issues, the distance varying from issue to issue; that individual patterns of thought manifest wide variations; and that many teachers are unaware of experimental thought in the field of education.


Centers around 689 specific and differential statements collected from more than 300 state and nation-wide surveys conducted in the United States during the last 20 years, and related to the preparation of teachers.


Shows that the teacher-training institutions must select for education as prospective teachers those individuals who show promise of contributing most professionally to promotion of the common welfare; that continuous evaluation of these individuals should occur throughout their college experience, eliminating from the program those who do not continue to give promise of teaching success; that prospective teachers should have active first-hand experiences with a broad range of social problems in order that they may develop clear insight into the causes of cultural conflicts and into possible means of solving them. Sets forth six hypotheses which were projected into teaching procedures and tested experimentally at Ohio state university during 1936 and 1937. Evaluates and interprets the experimental results.


2613. Schellenhammer, Fred M. Personality evaluation and the prospective teacher: a study of personality traits and techniques used in their evaluation in teacher-training institutions. Doctor's, 1938. Fordham. 207 p. ms.

Analyzes replies to a check list and questions returned by 143 teacher-training institutions in 42 states. Finds a wide variation in standards and methods of determining the personality qualifications of prospective teachers; a wide variation of opinion regarding various traits of personality; little agreement as to techniques applicable to the measurement of individual traits or as to the methods to use in applying the techniques. Shows that some techniques are preferable to others in measuring personality traits; that eight of nine techniques may be used for the study of all traits, and that each technique is applicable to a definite number of personality traits; that an adequate program of personality study must provide for coordination of all the data under the supervision of expert administrative officers; and that much of the slowness in developing programs of personality study and development has been due to state regulations, per capita apportionment of funds, and to public opinion.


Describes an experiment in teacher training carried out at Bropaoka school of education, Whittier college, in which the students were oriented in the educational field by sending them into all of the types of schools in the community and giving them first-hand contacts with children, teachers, and the school plant; uses an activity unit at the college level as an integrating core for the usually isolated teacher-training courses.


Traces the development of the degree through the period of its use as a license to teach, a social distinction, an honorary certificate of academic merit, and an earned diploma attesting superior attainment in scholarship in terms of the socio-economic conditions of each period. Shows that work for the degree should contribute directly to the promotion of a truly democratic society and offers suggestions for making the graduate work of teachers more functional for the American way of life.
TEACHER TRAINING

2618. Sterne, Lucas Frederick. The status of teacher-training program for distributive occupations under the George-Deen act. Master's, 1938. Iowa.


Discusses the need for better teachers, the objectives of teachers colleges, selection for the educational profession, the guidance of professional students, achievement standards, breadth in general and professional education, participation as a part of professional preparation, research as a part of professional preparation, new curriculum areas, the organization of professional education, special needs in the physical plant of the modern teachers college, and professional growth in service.


Describes the work of the circuit teachers in their teaching of vocational subjects under the direction of a circuit relations committee. Sets up standards for the training and appointment of these teachers based on opinions submitted by a selected list of directors of vocational training and circuit teachers.

2622. Wohlschlaeger, Thomas Jacob C. Items in which teachers desire preservice and in-service training. Master's, 1938. Washington Univ. 61 p. ms.

Studies the activities performed by primary teachers which should be emphasized in preservice training, and those which should be left for in-service treatment.


NORMAL SCHOOLS AND TEACHERS COLLEGES

2624. Beu, Frank Andrew. The legal basis for the organization and administration of the publicly supported normal schools and teachers colleges in the territory of the North central association. Doctor's, 1936. Chicago, University of Chicago libraries, 1936. 99 p.

Analyzes the laws touching the organization and administration of the public normal schools and state teachers colleges in the territory of the North central association of colleges and secondary schools from the time of the establishment of the first public normal school in 1849 through the year 1933.


Discusses events and influences leading to the establishment of state normal schools in Kentucky, the Mell and Williams school, the Cherry brothers' school, the Western state normal school, and the teachers college.

2627. Decker, Charles E. A survey of correspondence study for teachers, with suggestions for improvement: (a study of the correspondence work that is being offered in the publicly supported teacher preparing institutions of the North Central association). Doctor's, 1938. New York. 139 p. ms.

Finds that 64 of the 104 institutions that are members of the North central association of colleges and secondary schools, offer correspondence work in teacher training; that the
faculties for correspondence work are as strong as the resident faculty; that the weaknesses in correspondence study are in the organization of the curricula.


Shows that there is a great deal of overlapping in the psychology, education, and methods courses; a demand for a longer period of student teaching and for more contacts with children in the methods courses.


Uses a battery of six items to determine how well success in the School of education can be predicted as indicated by an average of junior and senior marks, an average of marks in education courses, and by the mark in practice teaching; to determine the relative value of each item in this battery for predicting success in the School of education. Finds that the battery of six items serves as a better predictive device than any single item in it.


2636. Iowa state teachers college. Relation of placement test scores to mortality and scholastic ratings, 5-year summary, classes entering fall quarters of 1929-1933, inclusive. Cedar Falls, 1938. 30 p. ms. (Research report no. 31)

Attempts to determine the extent to which placement test scores predict the later scholastic achievement of entering freshmen. Finds an appreciable difference in the ability of the group of students enrolled on the degree curriculums and the group enrolled on the diploma curriculums; students who score the higher placement test scores tend to remain in school longer and earn more hours of credit than those who make the lower scores; there is a distinct difference in the quality of work done by students making the lowest and the highest test scores. Indicates that the placement tests predict with considerable accuracy the probability of a student's doing creditable college work and successfully completing a teacher-training curriculum; and that there is a need for selective admission to teacher training.


Considers the procedures used in the different states for appropriating funds to the state teachers colleges. Analyzes the expenditures in the 14 state teachers colleges in Pennsylvania, based on enrollments; receipts; per capita expenditures in administration, instruction, and in teacher training; credit hour cost of instruction in the various subjects; per capita expenditure for housing, in the college plant, and in auxiliary agencies. Offers a plan for allocating funds to the colleges based on instructional costs, non-instructional costs, housing costs, and the application of the equalization plan.

Traces the early history of education in Oregon and discusses certification standards; educational associational activities; the early teachers’ colleges; the Oregon normal school; teacher training at Ashland, Drain, and Weston to 1900; teacher training in the high schools of Oregon; the reestablished normal schools of southern and eastern Oregon; and the Oregon normal schools under the unified system.


2641. Shanedling, Lenora Anna. Student opinion and personnel factors at Teachers college, University of Hawaii. Master’s, 1937. Hawaii.

2642. Siedle, Theodore A. Curriculum patterns in the preparation of high-school teachers: an analysis and comparison of programs of study of 370 students who were graduated from the secondary curriculum of the School of education at the University of Pittsburgh. Doctor’s, 1938. Pittsburgh. 176 p. ms.

Analyzes the records of majors in 12 different teaching fields during the years 1933–1937, using the records of students who completed their degrees through full-time study in a 4-year period. Studies the relationship of preparation to certification. Finds that changes should be made in the secondary teacher-preparation pattern; teachers must be given a pattern of courses that will be progressive, yet basic and in keeping with general community social conditions and public-school curricula; that a fifth year should be added which would enable a student to obtain contact with more fields beyond his major interests and more depth of contact with the cultural and liberalizing areas which are now scarcely being touched; that subject-matter requirements for certification to teach should be adjusted among the states, even to the extent of reciprocal licenses, especially where there is likely to be rather free transfer of teachers between states; that regional certificating boards might be established and standards fixed which would satisfy the needs of all groups within a given geographical area; that the spread of courses taken by students should be limited, the acquaintance with fields beyond the major widened and deepened; more effective personnel procedures should be established to help guide students toward the completion of the major and in the general pattern of work so that mandatory regulations can be met and individual interests be satisfied; and more common advanced courses should be included in the pattern of work for majors in the same field.


2645. White, Mrs. Annie Mae V. The development of the program of studies of the Prairie View state normal and industrial college. Master’s, 1938. Texas.

PRACTICE TEACHING


Studies the opportunities afforded student teachers to study children in the laboratory schools of 106 teacher-training institutions. Finds that they had a chance to assist pupils in subject matter and general routine, in the library, in play activities, dismissal period, time before school, special activities, by taking part in testing and recording activities, in community activities, and in their home environment.


Finds that there are more laboratory schools operated during the summer sessions of teachers colleges than in 1931, although there are not as many as during the regular school year.
RESEARCH STUDIES IN EDUCATION


Studies 82 difficulties reported by 100 persons who had recently completed student teaching experiences in six colleges and universities. Finds that personal limitations and relationships with people were the most persistent and disturbing.


Studies practices in universities and colleges relative to the selection, placement, direction, and supervision of student teachers.


Studies facilities, finances, personnel, selection of students, supervision, and organization of the curriculum for student teaching.


Studies the attitudes of 163 Kansas teachers toward their practice teaching course. Finds that they feel that more time should be devoted to practice teaching; that little help was given them in understanding the pupil and the community from which he came, and that these factors need more emphasis; and that too much emphasis was placed on the mechanics of teaching.


Attempts to determine certain pre-employment records and activities which deal with student teachers in agricultural education at Louisiana state university in the 1936-37 session, and to relate these records and activities to factors generally accepted as predictive of teaching success. Finds that the 27 student-teachers in the apprentice teaching course as a whole, stand high scholastically and should make successful agricultural teachers insofar as scholastic success is concerned; that they are normal personalities; that they are weak in occupational experience and farming abilities, which will doubtless handicap a few of them in their work as agricultural teachers.

TEACHER TRAINING IN SERVICE


Finds that only 49.1 percent of the institutions accept responsibility for their graduates; 41 percent supervise the teaching of their graduates; 40 institutions use some form of follow-up procedure; 18.1 percent publish bulletins for teachers; 78.2 percent offer extension courses.


Describes the functioning of the demonstration school for the in-service training of teachers as a specialized educational agency at the elementary school level. Discusses
the urban, the rural, the composite, and the curricular specialization type demonstration schools, and differentiates between them. Indicates that the curricular specialization type of demonstration school which runs counter to well-established prevailing trends, will pass, but that the other types will continue and will grow in number.


Discusses the educational aim and its relation to present practice; in-service training and excellence in teaching; certification and excellence in teaching; certification and in-service training; certification and tenure; the evolutionary development of teacher certification in New York state, and related subjects; and legal aspects of recertification, with special reference to New York state.


Tries to ascertain the features of in-service or internship training used in industry and the professions; the present status of in-service training for teachers in teacher-training institutions in the United States; the value of a cooperative institutional in-service training program for teachers as shown by certain evaluation techniques carried out by the author; and offers a plan for cooperative institutional in-service teacher training.

**2660. Stakly, Gerald B.** A program for the in-service training of teachers. Master's, 1938. Ohio State. 118 p. ms.

Describes a program which was developed and used in a rural centralized school in Crawford county, Ohio.

### TEACHERS—STATUS


Analyzes data supplied by 1,481 teachers in centralized junior and senior high schools.


Analyizes data gathered from 6 commercial, 20 English, 3 languages, 6 mathematics, 16 science, and 17 social studies teachers of secondary schools of Salt Lake City. Administers pupil-interest and pupil-achievement tests to the pupils in two classes selected by each teacher in his major teaching field, at the beginning and at the end of the school year. Finds that pupil-interest inventories and pupil-achievement tests are more valid and more reliable than administrative ratings by teachers; that teaching personality defies statistical analysis; that the greatest hope for finding measures which will discriminate between effective and less effective teachers seems to lie in the development of a few general measures that will yield minimum scores above which all effective teachers fall; that teachers with 6 years of training are more effective than teachers with 4 years; that there are no significant sex differences in teaching effectiveness; and that age and experience correlate negatively with teaching effectiveness.


Compares the records of 865 rural elementary teachers and of 684 city elementary teachers on certification, training, tenure, experience, and salary.


Shows that the present system of contract formation has left many clauses in teacher contracts that cannot be legally enforced according to the precedent of the community. Finds that there is no uniform contract in Texas among independent school districts; that few contracts contain promotion scales; that few contracts give salary schedules; that only one contract specified permanent tenure; that a large percentage of the contracts contained non-enforceable clauses pertaining to marriage during its term of existence; that few demanded health certificates of the teachers. Recommends that a uniform contract be set up for Texas schools with sufficient elasticity to provide for school systems of varying size; that the contract contain promotion scales, salary schedules, a basis for permanent tenure, provisions for periodic health examinations, legally enforceable demands on both parties, arrangement clauses for sick leave and compensation if necessary.


Analyzes data about all of the high-school teachers in Kentucky who graduated from one of its 13 colleges during the period 1923-1929, inclusive, and were teaching in any high school in Kentucky in 1930. Finds that the teachers were more highly selected on the scale of occupational levels than were the high-school pupils; that there is no convincing evidence that one college or group of colleges graduates a product superior to the other colleges; that special field majors tended to be larger than academic majors; that teachers colleges tended to graduate people with smaller net specializations than the other groups of colleges; that the subjects of the general education program are not integrated; and that the university, the land-grant college, and the arts colleges have been inconsistent and deficient in the provision of practice teaching.


Analyzes data about all of the high-school teachers in Oklahoma who graduated from one of its 13 colleges during the period 1923-1929, inclusive, and were teaching in any high school in Oklahoma in 1930. Finds that the teachers were more highly selected on the scale of occupational levels than were the high-school pupils; that there is no convincing evidence that one college or group of colleges graduates a product superior to the other colleges; that special field majors tended to be larger than academic majors; that teachers colleges tended to graduate people with smaller net specializations than the other groups of colleges; that the subjects of the general education program are not integrated; and that the university, the land-grant college, and the arts colleges have been inconsistent and deficient in the provision of practice teaching.


Compares the status records of 837 urban high-school teachers and of 1,366 rural high-school teachers in 39 counties. Finds that the average of college hours of training for the rural high-school teachers was 140 and for the urban high-school teachers 151; that the average annual salary for rural teachers was $965, and for urban teachers $1,170.74; that the average total experience of rural teachers was 6.5 years, and for urban teachers 12 years; that the average high-school experience for rural teachers was 5.1 years, and for urban teachers 9.0 years; that the average tenure for rural teachers was 2.7 years and for urban teachers 7.8 years; and that the average age for rural teachers was 28.8 years, and for urban teachers 34.3 years.

2676. Ehrhardt, James Jeffries. What high-school subject combinations do teachers trained at Sam Houston state teachers college actually teach as compared to their fields of specialization. Master's, 1938. Sam Houston St. T. C., 59 p. ms.


Analyzes data for the school year 1935–36 on the status of the teachers with respect to salary, teaching load, experience, tenure, and college preparation.


Compares the status of 731 urban high-school teachers with the status of 330 rural high-school teachers in 38 counties of Oklahoma.

2681. Hall, Albert C. The influence on the teaching load of high-school teachers to the ability level of the classes taught. Master's, 1938. Kentucky. 59 p. ms.

Undertakes to determine what teaching loads are involved in teaching inferior, average, superior, and heterogeneous classes; in addition to reviewing the literature on this subject, the study classifies and tabulates the opinions of 510 junior and senior high school teachers.


Studies the teaching programs of 274 persons who had graduated with the A. B. degree and 116 who had graduated with the degree of B. S. in commerce. Indicates that usually the major part of the teaching is in the fields of special preparation, and that the need for teachers of general science and teachers of social studies seems to be greater than the need for specialists.


Studies the status of the schools; the sex, degrees, training, certificates, present type of work, types of work in different positions, number of positions held, and tenure of the teachers; the number of schools and the number of parishes employed in teaching and living in same community, total teaching experience, separate principals, size of schools, size of communities, marital status, number of dependents, and salary of the teachers in white elementary schools in 33 parishes in Louisiana. Finds that men and women in approved schools have had longer tenure, longer total teaching experience, teach in larger schools and in larger communities, and a greater percentage are single than men and women in non-approved schools; that men teachers in both approved and non-approved schools receive higher salaries, are better trained, and have been employed in more schools, and have more dependents than women teachers in approved and non-approved schools.


IltStARCH STU DIES IN EDUCATION


Analyzes the daily teaching programs of approximately 5,200 high-school teachers in Kansas. Studies the sex, hours of preparation for each subject taught, kind of degree held, salary, fields in which work was done, and subject combinations of the teachers.


Presents a questionnaire study of non-professional activities of 300 teachers, making comparisons between classes of activities, rural and urban teachers, men and women, older and younger teachers, and analyzes evening, Saturday, and summer activities.


2690. Lahr, Ben George. A study of the time spent by elementary teachers in 20 school systems in Wisconsin in all phases of their work. Master's, 1938. Wisconsin.


Investigates the present extent of the interchange of American elementary and secondary public-school teachers, its legal complications, its advantages and disadvantages; and discusses some of the professional problems involved. Discusses the benefits received by the participants in the exchange of superior teachers for a year within the local school system and the greater benefits received in an interstate exchange as has been done in cities in 17 states since 1930. Shows that interchange of teachers has been participated in by American teachers in American possessions and with foreign educational systems.


Compares the kind of activity and frequency of participation between men and women, urban and rural teachers, and summer and winter periods.


Studies the marital status of 1,063 white elementary school teachers in 33 parishes in Louisiana in relation to the status of the school, salaries, number of dependents, training college where trained, number of positions held, number of parishes in which employed, types of work, types of certificates, residence during employment, tenure in present position, size of school in which employed, and size of community.

2698. Olson, Edna. Teaching combinations in accredited schools of Nebraska. Master's, 1938. Nebraska.
2700. Osborn, Edward L. Factors determining teaching success as shown by opinions of 2,000 teachers in service. Master’s, 1938. N. Y. St. Coll. for Teach. 142 p. ms.


Studies 11 methods of computing teaching load and applies each method by computing the load of a specimen teacher, and computing the loads of 25 teachers by each method and submitting the results to the teachers who ranked the methods on the basis of understandability, meaningfulness, and accuracy of load portrayal.


Attempts to determine, by questionnaire technique, the frequency with which various types of problems are encountered by teachers in this county. Finds that the largest number of problems were in individual differences, teaching materials, and pupil control; and that problems of professional growth and those dealing with the selection of subject matter were the least troublesome to these teachers; that most problems dealing with community conditions were encountered by elementary school teachers than by high school teachers; that questions of administration were raised most frequently by teachers in the secondary school and in the suburban and urban areas; that a large percentage of the teachers received no supervisory aid in the problems presented.

2703. Pugh, James L. Outstanding traits of best and poorest teachers as reported by school administrators in Indiana. Master’s, 1937. Ball St. T. C. 130 p. ms.


Gives a brief history of the lay teacher in the Catholic schools from their earliest foundations to the post-Reformation schools of Europe, and the part played by the lay teacher in the foundation, development, and growth of the Catholic schools of the United States, and his status in the modern American schools. Concludes that the lay teacher should be accepted as an integral part of the system and that steps should be taken to provide for his training and tenure.


Finds that vocational homemaking teachers in Kansas secondary schools are most active in extracurricular food service, advisory work, and organizations, and least active in music, publications, and sewing; that three-fourths of the principals and superintendents queried felt that homemaking teachers had been adequately prepared for such supervision, but the author felt that too many of the teachers had had no training for activities in which they engaged.


Compares 1,000 rural elementary teachers and 380 city elementary teachers as to college hours of training, tenure, experience, salary, and age.


Attempts to determine the age, preparation, certification, and salary of the rural school teacher in the eastern half of North Dakota. Finds that the median age of rural teachers
was 21 years; that 90 percent of the rural school teachers were women; that 27 percent of all teachers had had no previous experience; that 70 percent of all teachers held elementary certificates; that 72 percent had taught 3 years or less, while the average length of time spent in each school was 1.37 years; and that the median salary was $89.38.


Studies 30 cases of teacher failures. Finds that 25 percent of all teacher changes in Crawford county during a 4-year period were due to failure; that personality traits were the most important factors in a teacher's success; and that the lack of or partial lack of discipline caused more teachers to fail than any other single factor.

2710. Startrak, J. A. And this is why I teach. Midland schools, 52: 102-103, November 1937. (Iowa state college)

2711. ——— Knowledge and the teacher. Midland schools, 52: 249-51, April 1938. (Iowa state college)


Finds that 57.5 percent of the teachers had at least 4 years of college training; that they most frequently majored in English, with education ranking first as majors in the professional subjects; that their teaching experience ranged from no previous experience to 45 years; that their tenure of service ranged from the beginners to those with 41 years; that their monthly salaries ranged from $50 to $244.44; that the greatest percentage held permanent certificates, 32.82 percent held high-school certificates, and 30.8 percent held elementary certificates; and that 73.39 percent of the elementary teachers were single.


Compares the status records of 1,025 rural elementary teachers and of 492 city elementary teachers. Finds that of the rural teachers 8.4 percent have degrees; of the city teachers 38.7 percent have degrees; that in college hours of training the rural teachers average 76.4, the city teachers average 100.9; that in tenure the rural teachers average 23 years, the city teachers 4.7 years; that in experience the rural teachers average 8.5 years, the city teachers 8.2 years; and that in salary the rural teachers average $626, the city teachers $785.


Finds that most of the 750 educators studied traveled over a small area in securing their education and their teaching positions.

APPOINTMENT AND TENURE


Attempts to determine the principles governing the selection and appointment of new teachers in Lauderdale, Neshoba, Newton, and Scott counties, Miss., for 1936-37. Finds that experienced non-local teachers with minimum ages of 18 years for elementary schools and 21 years for junior and senior high schools are preferred; that boards of education discriminate against relatives of their members but not usually against married women; that senior high schools employ only college graduates and all types of schools require training in education; that teachers are best located through individual applications and college-placement bureaus; that information about candidates is best obtained through personal interviews, individual applications, examination of college records, and letters of recommendation; and that superintendents nominate teachers subject to the board's approval or rejection and assign teachers to positions in the system.


2725. Davis, Frank Q. What type of letter should the job applicant write? School executive, 57: 408-409, May 1938. (Bucknell university)

Describes an experiment conducted by six members of the graduating class at Bucknell university who wrote various types of letters applying for a position as a teacher; these letters were printed and sent, together with pictures of the applicants, to 180 Pennsylvania superintendents and supervising principals with the request that the letters be ranked by them. Warns the prospective teacher that he should stick to brevity, clearness, and conciseness, and should not try to educate his prospective superintendent to a new type of correspondence while he is trying to sell his services.


Analyzes the development of teacher selection in Pennsylvania since 1834; shows the changes brought about through legislation; and presents the important functions exercised by school boards in selecting teachers. Finds a need for some change in the policy of catering to native teachers; that the trend in teacher certification is upward; that school directors have, in most cases, represented the best in Pennsylvania citizenship; that information on the best methods and procedures in teacher selection would be valuable to many school districts; and that uniformity of procedure, with permissive local necessary changes, would improve teacher selection in Pennsylvania.


Studies teacher turnover in 20 school districts located in four different counties. Finds four basic reasons for the turnover: marriage or ill health, professional study, accepting a better position, and dismissal.


Analyzes data received from placement bureaus, questionnaires sent to superintendents of schools, and from other related agencies in Missouri, Illinois, Iowa, Kansas, and Nebraska. Finds that state supervisors play the leading role in the placement of beginning teachers of vocational agriculture, although teacher-trainers participate to almost an imaginary degree; that college placement bureaus rank third; that degree of success, amount of experience, and professional growth contribute to the advancement of teachers; and that Missouri pays higher salaries for vocational teachers than the other states. Shows a need for more effective placement of agriculture teachers; that the institutional placement bureau and the teacher-training department should be the agency to nominate the beginning teacher; that there should be a more intimate contact and a better follow-up policy between the recommending agencies and the man in the field; that the experienced teacher should be placed primarily by the state supervisor of vocational agriculture; that the relationships between the salary of the teacher, that of his superintendent, and the size and agricultural prosperity of the community be determined; that the background and personal characteristics of successful teachers should be studied; and that diagnostic devices should be prepared as an aid in predicting teaching success.

2732. Leech, Dewey Calvin. Teacher tenure in consolidated and separate schools of certain Mississippi counties. Master’s, 1938. Louisiana State.

52 p. ms.

Finds that tenure in present position is longer in separate schools; total tenure in the profession is longer with teachers in separate schools; salaries are higher in separate schools; and teachers in separate schools have had more college training.


Covers factors influencing the placement of graduates of Potsdam state normal school from 1923 to 1935, inclusive, based on replies to a questionnaire sent to 1,372 graduates. Finds that graduates of this school are finding employment in rural schools in annually increasing numbers; that they depend more of their own initiative in securing teaching positions and less on recommendations of school-placement authorities; that the service areas of the state normal schools are becoming more clearly defined and consist of territories contiguous to these institutions; that rural schools are being manned by a higher grade novice than formerly; that religious affiliation plays an important role in the placement of graduates of this normal school; that high scholastic standing is of value in securing teaching positions in village and city school systems but of little value in rural school appointments; that provincialism and nepotism are widely practiced in rural school appointments in northern New York, but less frequently met with in village and city school appointments; and that graduates of this school favor a broad general elementary school training in preparation for teaching rather than specialization for grade level teaching.


Attempts to determine the tenure of elementary school teachers in Louisiana in their present positions and the relation of their tenure to the status of the school, native parish, home parish, salaries, number of dependents, marital status, training, college where trained, number of positions held, number of parishes where employed, size of school, and size of the community, as shown by a study of 1,003 white elementary teachers from 33 parishes of Louisiana. Shows that women teachers have longer tenure in their present positions than men, and teachers in approved schools have somewhat longer tenure than those in non-approved schools; teachers employed at their home addresses have

Compares the tenure and the educational qualifications of rural teachers in two types of counties—those in which the county board is elected, and those in which the board is appointed by the county courts.


Analyzes data for the school year 1933-34, on the placement of inexperienced teachers of academic subjects appointed for the first time to teaching positions in the junior and senior high school grades, to determine whether boards of education employed high-school teachers prepared by institutions outside of New Jersey, whether the teachers prepared in other states were better prepared than those trained in New Jersey, whether teachers were appointed to positions for which they had made specific preparation, whether teachers were prepared to discharge the extra-curricular duties assigned to them, and the subject matter combinations and extra-curricular duties assigned to inexperienced high-school teachers.


Studies methods of selection, objective qualifications of applicants, and devices used in the selection of teachers.


Analyzes the 235 replies to a questionnaire sent to 479 superintendents and board members in schools of different sizes in each county of Kansas. Indicates that, in general, school superintendents are responsible for the selection of the teacher, although in some cases the board of education made the selection; that the factors considered most important by the superintendent and the school board are personality, education, and experience; that little consideration is given to recommendations from former college instructors, employers, and patrons of the candidate unless they are known personally to the superintendent; that the qualifications of the prospective teacher are usually determined by personal judgment and opinion, depending entirely upon the superintendent or board member considering them. Shows the need for a measuring device which will evaluate more definitely the requisites of a successful teacher.


Analyzes replies to a questionnaire received from 1,834 teachers of one-room schools in 25 of the 83 counties of Michigan giving environmental, biographical, experiential, academic, and professional data for the school year 1930-31. Studies reasons for turnover given by the teachers, their successors, and by the county school commissioners. Finds little difference between the amount of training or the type of professional school in which the teachers received their training and withdrawal; that teachers with 1 year of experience are more likely to leave positions involuntarily while those having 2 to 4 years of experience are more likely to leave voluntarily; teachers who indicated their plans for future education to be in a teachers college show less withdrawal than teachers who planned to attend the university or had no plans for future education; economic
conditions of the country affect the total amount of withdrawal as well as the proportionate amount of voluntary and involuntary withdrawal; reasons for withdrawal of teachers given by the county school commissioners were more analytical than those given by the teachers.


Prepares a historical sketch of the selection of teachers in Cambridge in colonial days and the evolution of the essential features of the Cambridge system. Discusses current practices in the selection of teachers: appointment of local residents; employment of married women as teachers; methods used in the selection of teachers, application blanks, personal interviews, letters of reference, academic and physical competitive examining. Evaluates the system of teacher selection in Cambridge.


Finds that more emphasis is being placed on training, experience, and personality than on such factors as age, marital status, residence, and religious affiliation; that the superintendent of schools is almost universally given the right to nominate and the board of education to elect the teachers.

CERTIFICATION


Gives the present requirement in 12 Southern states and recommends a unified program for them.


2747. Grabel, S. Appeals from the decisions of the Board of examiners to the State commissioner of education and the courts by candidates for teaching and supervisory licenses in the New York City public schools. Master’s, 1938. Coll. of the City of N. Y. 74 p. ms.

Finds that the Board of examiners have wide discretion in exercising its power to grant licenses or deny licenses to candidates for teaching and supervisory positions, and that an appeal from its decision may generally be taken only to the State commissioner of education, who, in the absence of malice, bad faith, or gross error on the part of the Board of examiners, seldom reverses their decisions.


Discusses the establishment of certificate patterns; county certificates; those issued by colleges and by the state board of education, and by city boards of education; certificates and preparation of teachers; certificates and preparation and pupil enrollment of rural, third-class, second-class, and first-class cities; certificates and preparation of high-school teachers and county superintendents; presents, compares, and applies modern principles of certification; and gives the laws of Kansas dealing with certification of teachers.

2750. Ferring, Houston B. A study of certification of high-school teachers in Mississippi. Master’s, 1938. Louisiana State. 100 p. ms.

Shows the changes that have been made in the system of certifying high-school teachers in Mississippi since the advent of high schools; compares the certification system in Mississippi with the systems in neighboring states. Finds that Mississippi has made
TEACHERS—STATUS


Shows that seven states have taken definite steps in setting up requirements for guidance certificates; that graduation from college, experience, and advanced work in special guidance courses are considered the necessary equipment for a person entering the field of guidance. Recommends that Oklahoma require the holding of a life certificate, 3 years of successful teaching experience, and 12 hours of advanced guidance work. Offers a plan of guidance courses totaling 24 semester hours for use by the Oklahoma agricultural and mechanical college for advanced guidance work.

PENSIONS AND RETIREMENT


Tries to discover the advantages and the disadvantages of the Massachusetts teachers' retirement system, and to formulate criteria by which to evaluate it. Examines various teachers' pension systems, especially those of California, Massachusetts, Michigan, New York, and Ohio. States that the teacher-retirement system in Massachusetts is in agreement in the main with the criteria established, being in disagreement only with those criteria involving the actuarial plan of financing.


2754. Hubbard, Ocheltree Seawell. Administration and effects of age tenure termination in California. Doctor's, 1938, California.

Attempts to determine the effects of the operation of the law requiring the termination of tenure at 65 years of age on teacher demand in tenure districts, the adequacy of the supply of teachers trained in California institutions or certificated by examination to meet the increased demand, and the methods or agencies of teacher selection used by school administrators. Finds that 63 per cent of the tenure districts will automatically dismiss teachers at 65, leaving approximately 674 vacancies in June 1938, with an increase to 1,463 vacancies over a 5-year period, and that the training of teachers to fill these vacancies can easily be absorbed by the 21 state teacher-training institutions in California. Finds that an adequate supply of teachers is being trained in the fields of agriculture, art, library, health, and physical education; that a more adequate supply of teachers is being trained in the fields of English, foreign languages, life sciences, physical sciences, and social sciences; and that an inadequate supply of teachers is being trained in the fields of business, homemaking, industrial arts, mathematics, music, and the sciences. Shows that certification by examination is an unimportant source of elementary teacher supply and should be discontinued.


Compares retirement systems in all of the states of the United States, the Territory of Hawaii, and the District of Columbia. Finds that 28 states have compulsory retirement; 11 states have local permissive retirement; 9 states have no form of teacher retirement; that three general plans have been followed with respect to financing teacher-retirement systems: the free plan, whereby retirement benefits are paid entirely out of public funds; wholly contributory plan, supported wholly by teacher assessments; and joint contributory plan, whereby contributions are made by teacher assessments and from public funds.


Compares the free plan, paid entirely out of public funds; the teacher-only contributory plan; and the joint contributory plan of teacher retirement. Compares the
Louisiana system with that used in other states, and finds that the Louisiana system has been founded on a sound basis.


**RATING**


**SALARIES**


Studies the salaries of the teachers in the white county high schools of Tennessee in the year 1937 as related to the ratings of the schools by the high-school division of the state. Shows that higher salaries tend to be associated with higher ranking schools.


Analyzes data on a questionnaire received from 1,399 of the 2,248 teachers employed in third- and fourth-class districts of Allegheny county during the school year 1936-37, to determine which teachers maintained teaching, permanent, and legal residences within the teaching district; the variations which existed in salaries when teachers were distributed as to residences; and the relation of residence and salaries received to the intent of the Edmonds Act. Finds that these teachers received salaries equivalent to those received by teachers employed in fourth- and third-class districts of the state at large; that married teachers maintain a teaching residence within the teaching district than a permanent or legal residence; that married teachers have a greater tendency than single teachers to live within the teaching district in the fourth-class districts; that when teachers are distributed according to residences, their salaries are not equivalent to salaries received by teachers employed in the same districts, and in many cases are less than the minimum salary guaranteed to a teacher by state law who is employed in the district. Concludes that there should be no differential in minimum salaries of teachers according to the districts in which they are employed until there is more evidence that teachers live in the districts in which they teach; that the Edmonds Act does not guarantee a larger salary to the teacher employed in the larger population area.


Finds that in the five counties in the San Luis valley teachers received minimum salaries as required by law. Concludes that it is impossible for teachers to be paid minimum wages according to law; that for the school year 1935-36, 16 percent of the 285 teachers in the valley were receiving less than the minimum salary.

Prepares individual record cards for each of 4,445 teachers whose names appeared on any of the payrolls of six Ohio cities between 1920-21 and 1937-38, and studies the relation between teachers' salaries and living costs, turnover, and tenure. Shows that salaries were marked between 1920-21 and 1930-31; that although drastic reductions were made from 1930-31 to 1933-34, the recovery since 1933-34 has equalled from 90 to 98 percent of the former peak salaries; that in unfavorable years all teachers tend to be reduced to a common level and less record is paid to experience, training, and expertise in teaching; that the relationship between salaries and living costs was more favorable from 1930-31 to 1933-34 than in 1924-25; that in these cities 25 percent of the teachers remain 1 year and 50 percent of the teachers serve 3 years or less; and that the average tenure of teachers who remain in active service approximates 14 years; that the average tenure of teachers who retire for disability is 22 years, and for those who retire on a superannuation pension is 39 years.


2769. Matthews, Claude E. Teachers' salaries and unit costs for salaries in the rural high schools of Alabama. Master's, 1938. Alabama.

Shows changes in cost of living for teachers in selected areas in Florida.

Studies, by means of a questionnaire, the teaching history of 721 white teachers for the past 6 years with reference to turnover and salary. Compares men and women, high school and elementary school teachers, urban and rural school teachers, and foreign talent and home talent teachers. Finds that one third of the teachers make two thirds of the changes; and that half of the teachers make 90 percent of changes.

Studies the relation between the salaries of elementary school teachers and type and size of school, institutional training, address, certification, tenure in present position, total tenure, dependents, marital status, number of different schools in which employed, separate schools, size of community, number of parishes in which the teacher taught, types of work in various positions, and number of different positions held. Finds that teachers in large schools receive better salaries than those in small schools; that teachers in large communities receive higher salaries than those in small communities; that teachers holding high-grade certificates, those with the longest period of training, and those with the longest tenure receive the highest salaries; that men and women teachers who live in the communities where they are employed receive higher salaries than those who commute; that teachers with 4 or more years of college training receive higher salaries than those with 3 or less years of training.


Finds a wide variation between the levels of teachers' salaries and the bases on which such salaries are fixed; that the level of salaries paid teachers in a parish does not bear a definite relationship to the taxing ability of the parish; and that factors other than the level of salaries offered seem to influence the type of teachers found in a parish, especially proximity to a teacher-training institution and the available supply of trained teachers.

Gives a history of the movement, with an analysis of the various state laws, and a detailed description of the developments in Florida.


Attempts to determine the student clock-hour teacher salary cost of shop and other subjects instruction in the different classifications of school districts in Pennsylvania offering the various types of unit trade training over a period of 13 years. Shows that enrollment affects the teacher salary cost of unit trade training, and the number of unit trade offerings; that in communities having similar economic and industrial problems the use of unit trade training differs. Suggests that instead of the traditional unit trade course, a course designed to teach a specific occupation be included in the curriculum where such a course would suit the specific need of the community.

SUPPLY AND DEMAND


Finds that the number of secondary school teachers needed in 1940, 1950, and 1960 will remain almost constant.


Studies all available information on teacher supply and demand from 1928-29 to 1936-37.

COLLEGE PROFESSORS AND INSTRUCTORS


Traces the history of the dean of men's work, emphasizing the background which gave rise to the office, the first deans of men, significant changes in their work, development of the individual dean, and present trends.


Studies the percentage of teachers holding the doctor’s, master’s, and bachelor’s degrees in Texas senior colleges and universities in 1937-38, and inbreeding in these institutions. Finds that 23.8 percent of the teachers had doctor’s degrees, 48.1 percent had master’s degrees, 20.1 percent had bachelor’s degrees and 5 percent did not have a degree; that 19.8 percent of the teachers held their highest degree from the institution in which they were employed; that 40.2 percent of the teachers received their highest degrees from Texas institutions, while 59.8 percent received their highest degree from the institutions outside of Texas; that the University of Texas has furnished more college teachers in Texas than any other institution, followed by Columbia university and Chicago university; that of the 33 senior colleges and universities in Texas, only 10 of the presidents have earned doctor’s degrees.


Studies the presidents of the 4-year colleges, the societies to which they belong, and the earned and honorary degrees they have received. Finds that they are not exceptional, as college men go.

ADMINISTRATION OF SCHOOL

2783. Alguire, Doris Becker. The effects of increasing free periods for high-school pupils Master’s, 1938. Southern California.


Studies actual practices in junior and senior high schools in Washington that make for better adjustments between the school and the community.


Analyzes replies to a questionnaire returned by 136 superintendents of public schools well distributed geographically and as to size. Finds that superintendents rank school interpretation methods in the following order both as to use and as to value: school publications, the public press, exhibits, home and school visitations, special emphasis weeks or campaigns, vitalized commencement programs, and radio; that they consider continuous publicity more valuable than campaign publicity; that schools make inadequate provisions for school interpretation; that they overpublicize athletics and other activities, and need more interpretation of the curriculum, methods of instruction, and philosophy of education. Shows that superintendents believe that proper school interpretation improves the attitude of the public toward the schools and the morale of the teachers and pupils.


2788. Bimson, Oliver H. Participation of school personnel in administration: a study of the conditions which make for effective participation and the philosophy underlying the theory and practice of this type of administration. Doctor’s, 1938. Nebraska. Lincoln, Nebraska, 1939. 117 p.

Discusses the history and growth of the profession of school administration in America; the relation of the superintendent of schools to the other members of the school organization; the advantages and disadvantages of a cooperative form of school participation. Indicates that the most important consideration in connection with the question of participation in administration is the point of view and the attitude of mind. Recommends that all employees have the opportunity to engage in a cooperative study of administrative problems; that participation in administration is desirable and possible in all school systems regardless of size; that the plan of organization should be adapted
to the needs of each school system; that participation should be employed only in connection with problems of major importance; that participation can best be brought about by a common desire for cooperative action on the part of all persons involved.


Attempts to determine the type of persons making up the boards of school directors in Schuylkill county, from what social classes they come, and their educational training. Finds that the boards of school directors are composed largely of business and professional men and skilled laborers; that their educational training ranges from elementary school through higher education; that less than half of them have children attending the public schools; that their average years of service as a board member is 9-10; and that 21 percent of them had teaching experience.


Studies the legal basis for the 257 changes which have been made in townships as school districts in Allegheny county. Finds that school districts were afforded secondary consideration at the best; that adequate opportunity was not provided all parties concerned to oppose the changes as a rule; and that the General Assembly sometimes failed to provide an equitable situation at the time of the changes.


Makes a detailed investigation of current practice regarding plans for vacations among staff members in school systems of cities of $100,000 population or more. Attempts to ascertain principles in operation in existing plans for vacations for staff members of large city school systems; and presents a plan, based on sound suggestions, as a solution to the problem. Recommends that vacations with pay be granted to all staff members; that the vacations should be 30 days, preferably in July or August; that the primary reason for vacations should be rest; that the frequency of vacations for study should depend upon circumstances; that the length of vacations granted to staff members should depend upon circumstances; and that vacations for rest should be annually.


2793. Casey, Glenn D. Supreme Court decisions for 1934, 1935, and 1936 with respect to educational administration. Master's, 1938. Southern California.


2807. Groves, Vernon Thomas. The meaning of school administration as shown by citations from various authorities. Master's, 1938. Wisconsin.


2810. Hutchison, Keith Randell. The development of local units of school administration in Iowa. Master's, 1938. Iowa.


2816. McArthur, Mrs. Mable E. Interpreting the modern school to the public. Master's, 1938. Texas.


Analyze replies to questionnaires received from 38 schools in 61 counties of Indiana, and additional data secured from experienced teachers enfraged at Indiana state teachers college for the mid-spring term of 1937. Finds that the offenses reported ranged in seriousness from undesirable conduct in class to crimes for which the offenders were placed in school of correction; that 170 boys and 36 girls were reported; that 59.7 percent of the children were retarded; that 25.2 percent of the children came from broken homes; that the economic status of the family was on or below the borderline of poverty in 57.1 per-
RESEARCH STUDIES IN EDUCATION

cent of the cases; that 36.4 percent of the pupils participated in athletics but took little
part in other extracurricular activities; that children were subjected to lax home discipline in
52 percent of the cases; that 65.9 percent of the children did below average school work;
and that there was a continuous state of disagreement in 32.7 percent of the families.

2818. McCunn, Drummond J. Analysis of the functions, organization, and
procedures in school business administration in an unit control system. Master's,
1938. Southern California.

2819. Moser, Wilbur Earl. Teacher participation in school administration:
its nature, extent, and degree of advocacy. Doctor's, 1938. Stanford. (Abstract in:
Stanford university. Stanford university bulletin, vol. 13. Sixth series,
no. 72: 132-38)

Attempts to determine the nature and extent of teacher participation in the develop-
ment of policies, plans, and practices affecting the various functions in school adminis-
tration, and to ascertain what types of participation are recommended by teachers and
administrators, as shown by replies of teachers in the elementary and secondary schools
of California to a check list on 50 representative functions of school administration.
Finds that present teacher participation is largely that of offering suggestions and
making criticism on the part of minority groups of teachers rather than by the cooperative
effort of the whole teaching personnel or its recognized representatives; that both
administrators and teachers desire an increase in teacher participation in administrative
procedures.

2820. Pate, Charles V. Advisers of girls with special reference to their
work in Georgia high schools. Master's, 1938. Georgia. 57 p. ms.

Studies the role and status of advisers in the United States, giving special attention
to the status of advisers of Georgia high schools ranging in enrollment from 80 to 1,541.

2821. Pearson, Isaiah Tillman. Administrative adjustments in a school sys-

Studies the Doce county, Fla., school system.

2822. Raaasch, Harvey. Do workbooks lead to higher achievement when a
teacher instructs more than one grade? Master's, 1938. Wisconsin.

2823. Ragan, William Burk. The reorganization of local school administra-
tive units in terms of social and economic relationships. Doctor's, 1938. Stan-
Sixth series, no. 27: 139-42)

Demonstrates a technique for the determination of the boundaries of local school adminis-
trative units on the basis of functional communities, and tries to determine whether or
not community areas discovered by this method will be large enough to meet the standards
developed for satisfactory local school administrative units. Studies the present status
of school districts in Osage county, Okla., including the area and population of the county,
the number of school districts of various types, the number of schools, grades taught,
number of teachers, school enrollment, and area of each school district in the county.
Studies the social, economic, and religious relationships of families having children in
the rural elementary schools of the county, and to which they went for certain
social, economic, and religious purposes. Finds that neither the present school districts
nor present counties correspond to functional community areas; and that these func-
tional community areas, when found, are large enough to meet the minimum standard
for satisfactory local school administrative units.

*2824. Riggs, Sidney Noyes. Descriptive study of behavior problems in a

Studies the behavior problems in a school having a large percentage of colored
children. Finds that the socio-economic status is more significant than race in creating
disorders and that teachers' rankings of behavior disorders place active traits as more
serious than recessive traits.

2825. Rud, Loyal A. Status of existing local school units in South Dakota.
Master's, 1938. Wisconsin.


Prepares a list of 300 terms of a financial and accounting nature, and presents them to a group of principals and administrators for checking, and prepares a vocabulary test of 100 concepts chosen at random. Recommends that prospective school administrators be taught a specialized vocabulary to equip them for their administrative duties.


Discusses the development and the status of organization and finance, and presents dominant and salient facts indicating the marked inequalities in educational opportunity inherent in the organization and financing of education in Illinois at present.


Compares the achievement of the pupils in the seventh and eighth grades of a school with a continuous term with the achievement of the pupils in the same grades in two schools with split terms. Finds that the children in the school with a continuous term did better work than did the children in the schools with the divided term.


Analyzes 50 cases of absence, tardiness, poor grades, and attitudes for causes and implications. Finds that most causes can be prevented by fundamental school, social, and economic reconstruction.


EDUCATIONAL LAWS AND LEGISLATION


Attempts to discover evidences of educational loss or gain in one county due to the operation of a legislative act to provide state aid for schools. Finds that the total expenditures of the schools of the county were increased; schools were in session 17 days longer...
than in 1926-27; teachers were better qualified as indicated by college hours of training in 1930-37 a higher percentage of the enumeration was enrolled and the average daily attendance showed greater improvements over 1926-27.


Finds that under the existing school laws all of the children are not securing equal educational opportunity, and that changes will have to be made in the types of school districts and in the system of finance.


Studies practical sportsmanship codes for the high schools of Louisiana in relation to coaches, spectators, players, and school administrators.


Surveys all the reports of the decisions of the New York Court of appeals, and the Appellate division of the Supreme Court from 1848 to 1936. Finds among the 45 legal principles studied, some which were more important than others; that of these two referred to the commissioner of education, five to the board of education, one to the officers of the school, one to education as a state and not a municipal function, and five to the school corporation.


Constructs a checklist of words necessary for the understanding of school law and commentaries and administers the checklist to two professional and one student group. Finds that the average high school student ready to enter training for teaching needs further training in legal vocabulary, and that a legal vocabulary study should be part of a course for administrators.


Shows that the differentiations in the law respecting public and private institutions of higher learning imply organizational and structural differences and necessitate differences in their administration; that the differences reside largely in the independent status of private institutions as compared to the subordination of public universities and colleges created by statute to the will of the legislature.


Discusses the compulsory school attendance laws passed in New York in 1853, 1874, and 1894, and the problems of school attendance as they existed in the periods between the passage of these laws.

2845. McLain, Naomi W. Certain regulations by state authority affecting the operation and instructional program of the public schools of Georgia. Master's, 1938. Georgia. 80 p. ms.

Analyzes the present laws pertaining either directly or indirectly to the required instruction in the public schools of Georgia.


Covers laws relating to county and district boards and court decisions regarding them.


Shows the way a bill for giving state aid affects length of term, attendance, teachers' salaries, tax levies, sources of income, and valuations in one county.


Finds that the trend has been toward extending the attendance law, which is still inefficient as measured by school attendance.


2856. Secor, Herbert W. Legal jurisdiction of the school over the pupil off the school grounds and outside of school hours. Master's, 1937. Syracuse. 47 p. ms.

Surveys the existing state educational codes and finds that of the 48 states only 14 have incorporated sections referring specifically to control of pupils outside of school hours and on the school grounds. Discusses cases which were tried in the courts on quarreling, use of disrespectful language, immoral and disorderly conduct, home study, rules requiring pupils to go directly home from school, publications ridiculing school's authority, participation in athletic contests in violation of rule of school, and high-school fraternities and sororities.


SCHOOL FINANCE


Finds that costs varied from .006 cents per pupil hour to 2 cents per pupil hour. Shows the need for more uniform selection of projects and use of materials.


Attempts to determine present practices in insuring public-school property in the separate school districts of Mississippi, to show how improvements may be made in these practices so that premium costs can be reduced and the administration of the insurance program be simplified. Finds that since there are no school laws on fire insurance in Mississippi, school authorities may insure school property as provided by the general insurance laws of Mississippi; that the percentage of fire insurance coverage carried by the schools of Mississippi is too low in proportion to actual values; that the school buildings in the 63 separate school districts of Mississippi studied carry too many hazards; and that the location and construction of school buildings in the future should be carefully studied so as to obtain insurance at a minimum cost.


Finds that insurance on school building property is written in more than 35 companies with a little more than half as many agents or agencies; that of the 25 companies only 2 are domestic, that the smaller schools write a combined policy while the larger schools write both combined and separate fire and windstorm insurance; that the length of the term is 2, 3, or 5 years with more of the schools insuring for a term of 5 years; that the Kiowa county schools received more money in losses paid than they expended for premiums during the 10-year period; that the insurance records of the various schools are inadequately kept; and that the only reliable source of information is a copy of the policy which is kept on file by the agent or agency writing the insurance and that this record is usually destroyed at the time of the expiration or renewal of the policy.


Analyzes Georgia school laws relating to financial records for local tax school districts, and the financial records of local tax school districts in Montgomery county and the first congressional district of Georgia.


Finds that the percentage of college attendance in the fourth-class districts is small, and that the schools would be justified in offering industrial arts courses as preparation for adult life for the majority of the pupils. Breaks down the cost of teaching into subject
areas, and finds that the cost of teaching industrial arts, if distributed over a period of years, is not excessive. Shows that some districts which do not offer an enriched curriculum have higher salary schedules and a larger school population than other districts which offer an enriched curriculum.


2875. Chun, Dai Ho. Direct expenditures by and on behalf of public senior high school students in Honolulu. Master's, 1937. Hawaii.


Finds that all schools charged the maximum amount for non-resident pupil attendance and that in more than half the schools this was less than the actual tuition costs, while in the others the legal maximum exceeded such costs.


Shows that the California public-school system was authorized in the state constitution adopted in 1849 which created a state school fund; that in 1864 an annual state school general property tax of 5 cents on each $100 assessed valuation was levied; that county elementary school taxes were made mandatory in 1884; that district taxation for elementary schools was authorized in 1888; that high schools were supported locally until 1903 when the state high-school fund was authorized by constitutional amendment; that in 1915 a county high-school fund was created; that junior colleges, authorized by constitutional amendment in 1907, were supported until 1917 by district taxation and tuition, but after 1917 were included in the state high-school fund; that in 1921 junior college districts were authorized and a state junior college fund created.


Compares the decentralized type of administrative organization used in Lonoke county, Ark., with the county unit type of school administration used in Arlington county, Va. Compares the percentage and the per capita costs of different phases of school costs in the two counties, and attempts to determine the relationship between the type of organization and the distribution of costs.


Analyzes the budgetary expenditures of 50 independent districts for 1 year. Finds that there is too great a disagreement between the estimates of expenditures and actual expenditures; and that independent city districts estimate their expenditures more accurately than do dependent rural districts.

2881. Dallard, Ralph C. An estimate of the cost of making grades 9 through 12 of the American common school effectively free. Doctor's, 1938. T. C., Col. Univ.

Estimates that in 1935-36, 742,000 children were out of the secondary grades of the public schools primarily because of low economic status; gives an estimate of the cost of textbooks, school supplies, transportation, expense for extracurricular activities, and for part of the clothing for all or a part of the group, raising the cost of secondary school education approximately $153,774,000.


Recommends that local or district levies for school support be continued, that the state guarantee a 9-month school term for all white children, that more federal aid be secured for public education.


Classifies all expenditures of public money in Oklahoma for the fiscal year 1935-36 under county, township, municipal, school, state, and federal government as to mandatory or optional. Finds that the state spends more for charity than for all its colleges and institutions; that debt service costs were 25.1 percent of the total cost of government; that mandatory expenditures total 71.4 percent, and optional expenditures 28.6 percent of the costs of all public services.


Analyzes 215 replies to a questionnaire, from Missouri high schools. 211 from Kansas high schools. Finds that the large schools have quite complete and adequate accounting systems for extracurricular activities; but many of the smaller schools are experiencing difficulty in securing a simple, adequate, and comprehensive method of accounting.


Compares the percentage of funds which the state furnished the local units for operating costs of schools with the percentage of funds which the local units raised for the same purpose. Finds that there was a definite trend toward the state furnishing a greater percentage and the local communities furnishing a smaller percentage of funds for the operating costs of the schools, similar to the trend toward state support in the nation as a whole.


Discusses methods of taxation in ancient and mediaeval governments, the collection of severance taxes in states other than Louisiana, and the collection of severance taxes in Louisiana. Shows the uses made of the income from these taxes, including distribution to higher educational institutions, the public schools, charitable institutions for the unfortunate, conservation of national resources, and free textbooks for all the children of Louisiana.


Shows that student loan funds have become one of the major divisions of the higher educational institutions; that they are trust funds and should be administered as such.

2890. Fife, Samuel Stewart. A study of policies and procedures used in controlling high school student body finances in large city school systems. Master's, 1938. Southern California.

2891. Finley, Marshall A. A proposed severance tax to be levied upon the natural resources of the state of Kansas, the proceeds to be used for public education. Master's, 1938. Kans. St. T. C., Emporia. 69 p. ms.


Compared the condition of school revenues before homestead exemption became operative with the financial condition after the first year the measure operated. Shows that the homestead exemption narrows the tax base; that state aid has increased as the apparent ability of local subdivisions of government to support themselves has declined; that excise boards have lessened the millage allocated to the schools as the state has increased its support.


Attempts to find out whether farm practices influence farm tax valuations and school revenue.


Discusses many factors that affect unit cost and ascertains unit cost per year per pupil, cost of subjects per pupil hour, and per pupil expenditure.

2857. Gillespie, Houston Lamar. The extent that educational opportunities and the burden of support are equalized in the public schools of Chickasaw county, Mississippi, for current expenses and a proposed plan for eliminating inequalities. Master's, 1938. Alabama.


Traces the development of Federal aid for public education in the United States from the formation of the Union to the present time. Shows a rapid increase in Federal aid in recent years for public education, and indicates that it will continue to increase in the future and play a greater part in providing funds to assist the states in the development of their educational programs.


Reviews the legal status of insurance on public-school property with special reference to Kentucky; compares the insurance laws of Kentucky with those of other states; and considers the desirability and feasibility of state insurance by computing the probable cost of such insurance and the possible savings resulting to the state.


Analyzes and compares the cost of operation in 13 fourth-class districts maintaining high schools and 13 fourth-class districts not having high schools in Indiana county for the years 1930-1935, inclusive. Finds that wages of janitors is 28.52 percent higher in the high-school districts; fuel is 29.44 percent higher in the districts not maintaining high schools; water, light, and power is 5.97 percent higher in the high-school districts; janitor supplies is 0.49 percent higher in the high-school districts; and other expenses of operation is 0.08 percent higher in the non-high-school districts.


Shows that only 29.84 percent of every tax dollar collected in Allen county is spent for education.


Studies carnival programs presented in the year 1937-38, by 59 schools in 40 counties. Finds that the school carnival has been used extensively by small schools in Oklahoma as a financial agency; that many features of the carnival programs are of educational value; and that the plan used for the organization and presentation of the carnival was not efficient in many places.


*2911. Hitchcock, Clarence C. Devolution of assets and liabilities in the alteration of school district boundaries as determined by judicial decisions. Doctor's, 1938. New York. 121 p. ms.

Studies higher court decisions on questions of the devolution of assets and liabilities when school district boundaries are altered. Finds that courts have wide powers of interpretation of the law; that courts may create legal bodies, terms, or situations; that sometimes the work of the courts amounts to legislation; that in the absence of legislation courts have laid down rules governing the devolution of assets and liabilities, consolidation of districts, secession of part of a district, and annexation of part of another district; that constitutional guarantees must be safeguarded.

2912. Hoffman, Joe B. Some aspects of the federal land funds and the legislative appropriations of certain state universities of the Old Northwest. Master's, 1938. Iowa.


Studies the philosophy, administration, activities, and funds of philanthropic foundations to determine whether foundation influence has been wielded to maintain the status quo in education, or to accelerate the processes of cultural and social change. Finds that in general, the foundations making grants to higher education closely parallel endowed universities in ideals, attitudes, organization and administrative personnel, but that they differ in many ways from the universities. Analyzes and synthesizes grants by purposes for which they were made and by the areas and institutions receiving them. Indicates the trends of these grants through the more than a third of a century of foundation effort to influence American higher education. Concludes that the extent of foundation influence on American higher education is at least $880,000,000, and that the direction of that influence has been increasingly towards supporting cultural and social ideas and institutions that are adapting themselves to meet the needs of a rapidly changing civilization.


Surveys financial and statistical data on the 2,408 school districts in Pennsylvania under the supervision of the county superintendent of schools in 1935-36; analyzes the practices of the various states with respect to the allocation of indebtedness upon the merging or consolidation of school districts. Offers three plans for the allocation of indebtedness on consolidation or merger of school districts.


Studies methods of financing athletics in the West Virginia junior high schools, and states that they should be financed from the annual school budget.


Shows the changes that have been made in this school to improve the insurance program and to eliminate unnecessary premium costs and losses. Discusses the common types of insurance policies, the information needed by school administrators to secure an adequate insurance program, the insurance program in the Atchison county community high school prior to 1935, the present program, and an adequate insurance program for the future.


Shows that state aid was not an important factor in the finances of the schools of Kiowa county before the depression; that as the severity of the depression increased, the quality of the schools decreased; that starting in 1932 with state aid the schools improved in enrollment, in the employment of better teachers, in an enriched curriculum and in better school buildings. Indicates that state aid is beneficial and therefore desirable.


Studies the various factors affecting the cost of pupil transportation, the effect of managerial policies on its cost, and offers suggestions for adjusting the local cost of pupil transportation to the state program.


Finds that all schools charged the maximum amount for nonresident pupil attendance, and that in more than half the schools this was less than the actual tuition costs, while in the others the legal maximum exceeded such costs.

2923. Lewis, Robert E. A history of the county as a taxing unit for elementary schools in Oregon since 1900. Master's, 1938. Oregon.

2925. McCoy, Frank Alexander. A study to formulate a plan for the financial support of the public schools in Kansas. Master's, 1938. Southern California.

Investigates the records on tax payments, tax levies, and collections and expenditures of Leflore county for 4 fiscal years. Finds that it is a policy of taxpayers of Leflore county to forego the payment of tax assessments; that there has never been any sale or resell of delinquent property in the county; that 7 of the 10 county officials were delinquent in tax payments for the years studied; that all public services in the county, including schools, suffer greatly from the lack of income due to nonpayment of taxes.

Studies the unit cost per subject in the nine high schools in Carlisle and Hickman counties of Kentucky for the school year 1937-38.

2928. Merideth, George Hudson. A study of the relationship of school expenditures to educational services provided. Doctor's, 1938. Southern California.


Shows almost half of the states without an equalization fund law that is able to take care of the differential between the poor unit and the wealthy unit; and that the states with a poor equalization set-up are satisfied with their program, while those having an efficient set-up are dissatisfied and are anxious to make needed improvements.

Relates expenditures in 50 Nebraska high schools to enrollment, instruction, building program, operation, and maintenance of the school plant.

Discusses cost of instruction, auxiliary agencies, operation, maintenance, and fixed charges.

Traces the evolution of state support of public education in West Virginia from the beginning of public education in old Virginia, before West Virginia was created as a separate state, to the present time.


Shows that the smaller districts are more expensive to operate than the consolidated districts, and that wherever possible smaller districts should be annexed to larger districts, which could be done without additional cost to the larger unit.

Finds the average cost per pupil in average daily attendance in the elementary schools of Claiborne parish is $83.38 for transported and $50.43 for nontransported pupils; the average cost per pupil in average daily attendance in high schools is $114.43 for transported and $91.65 for nontransported pupils; and the average costs in Claiborne parish are higher than those for Louisiana at large.


Studies all of the 4-year high schools for white children under the control of the Madison county board of education. Finds that the smaller the school, the higher the unit cost.

Finds that unit costs in health education vary greatly from one field to another, and for individual teachers within each field of health education instruction; that instructional cost per yearly student hour in each of the five phases of health education varies from $3.96 to $17.28.


Traces the evolution of the system of financing elementary and secondary schools in West Virginia and finds that the system is inadequate and unsound.


Investigates the financial support accorded to civil and school corporations in Indiana during the period from 1924 to 1933 in order to determine the productivity of the new tax measures and their contribution to the solution of problems involved in the support of education.
of public functions. Traces the legislative acts pertaining to taxation from the earliest tax acts down to the present time. Compares the school and civil debt as to amount, trends, and rate of retirement.

2961. Sexson, John Amherst. A study of the relationship of school expenditures to educational services provided. Doctor's, 1938. Southern California.

2962. Siemens, Curt. A study to determine the percent of the total tax dollar devoted to education in Kansas. Master's, 1938. Kansas. 30 p. ms.

Shows that the portion of the tax dollar spent to support education in Kansas was: 31.6 percent in 1933, 24.8 percent in 1934, and 27.5 percent in 1936.


Compares the number of courses offered, the number of teachers, pupil-teacher ratio, and per pupil costs. Finds that the maximum efficiency was not attained in high schools until the average daily attendance reached 850.


2966. Stricker, Christian P. A survey of costs of public education in the Commonwealth of Pennsylvania for the fiscal year 1933-34: a study of the cost of fixed charges for the districts of the fourth class ranging in population from 4,000 to 600. Master's, 1938. Temple. 409 p. ms.

Finds the amount spent on fixed charges approximately one-half percent of the gross expenditures for public education; that the average cost per pupil was $2.02; that 84 percent of the 1,315 districts contributed to the State retirement board; that 28 percent reported expenditures for rent, 82 percent for fire insurance, and 91 percent for compensation insurance.


Discusses budgetary comprehensiveness and unity; budget program preparation, adoption, and execution.


Finds that there is too little consideration given to fire insurance and that the amount of coverage varies from a mere percent to overcoverage; that economies might be effected by a more careful analysis of the fire insurance program to prevent overcoverage.


Attempts to determine the present constitutional and statutory provisions for public school budgetary procedure in New Mexico; the relationship of the existing budgetary procedures in the municipal and other independent school units of New Mexico to accepted standards of school budgetary procedure; and to recommend desirable changes in procedure so as to conform to accepted principles and standards.

2971. Trout, George Glenwood. The financial status of special day and evening classes in California. Master's, 1938. Southern California.


Studies the Pennsylvania laws relative to taxation, and analyzes replies to a questionnaire sent to 126 superintendents of schools in third-class districts requesting information on the method used by the boards of education in checking receipts. Finds that school districts have been vested with the power to tax, but are obligated to perform their duties within limitations prescribed by the legislature; and that there is an obvious need of a sympathetic check of all revenues and their sources, so that school districts may receive all of the monies to which they are entitled.


RURAL EDUCATION


Analyses trends in finance, pupil population, teacher personnel, and building situation.


Compares the results of standardised achievement tests given in 24 schools with the norms of the tests in English and arithmetic, and the results of equated activity and nonactivity schools in English, arithmetic, word-meaning, and geography. Traces the development of an activity unit in a typical rural school of the county. Finds that the test results indicate that the activity schools excel the nonactivity schools in proficiency in subject matter as well as in the development of proper attitudes, ideals, and habits. Recommends that the number of county supervisors be increased, and that there be a closer integration between the department of education and rural school supervisory programs in order to meet the demands of social conditions.


Presents data on existing inequalities in educational opportunities in Franklin county, Tex., and offers a plan of reorganization based on the county unit system of school administration.


Presents a socio-economic study of eighth-grade pupils, comparing those transported at public expense with those not transported, and dealing with such factors as time distribution, mobility, and economic background.


Compares 1-teacher, 2-teacher, 3-teacher, and larger schools to pupil achievement, cost, attendance, teacher qualifications, length of term, and physical plant. Finds that in 1-teacher schools pupil achievement is poorest, cost is highest, attendance is poorest, teachers are least qualified, school term is shortest, and the physical plant ranks lowest.


Compares grades 4, 5, 6, and 7 in all of the rural schools of Dallas county on achievement in reading, language usage, and arithmetic computation as measured by the New Stanford achievement test, advanced examination, form V. Finds little difference in achievement in the two types of schools, and that there is no justification of the claim of superiority for any school on basis of size.


Studies the attendance areas, transportation, cost of instruction, valuation, buildings, physical conditions, number of pupils, average daily attendance, and limitation of the curriculum in the county. Formulates a plan for the reorganization of the present districts so as to give better educational opportunity to the pupils in the county.


Considers 146 answers to a questionnaire sent to school board members in Jackson and Woodson counties, Kans. Concludes that if a district has a good teacher, the 1-teacher
SCHOOL ADMINISTRATION

school is still on a par with the city schools; that a large percent of the rural population is opposed to consolidation, even if it costs less.


Recommends the creation of larger administrative units to replace the present local school units.


Indicates that there is a growing conviction in the rural areas that the life of the child in the open country can be made more meaningful and that the school can contribute to his social and educational welfare in a more effective manner than that which has been characteristic of his school in the past.


2996. Shanks, Carl H. A proposed reorganization of the Clinton county, Ohio, school system. Master's, 1938. Miami. 80 p. ms.


Studies schools for white children in Louisiana in general, and 12 schools in different sections of the state in particular, using 1 school from the French and 1 from the Anglo-Saxon culture areas as representative of the rural consolidated high schools; consolidated high schools in urban centers which educate transported rural children; and rural elementary schools. Finds that the consolidated school does not solve the educational problems in rural districts; that the rural school and the rural community need to be brought closer together in a common bond of understanding; and that there is need for the small neighborhood school in rural sections for the children of the lower grades.


Gives a brief history of the separate schools as they were permitted to serve rural territory; the extent to which they are now serving it; the revenue now received for this service; and whether or not a large or a small separate district is better for this purpose from the revenue point of view. Finds that in 1870 the Mississippi state legislature passed a law permitting incorporated cities of 5,000 or more in population to organize a separate school district; that in succeeding years the population requirement was lowered until finally in 1906 it was entirely removed; that rural territory adjacent to the municipality was permitted to be taken into the separate district in 1888; that approximately two-thirds of the separate districts now include some rural area; that since 1886 the counties of Mississippi have been permitted to pay tuition for the children attending schools in separate districts; and that the counties have never paid tuition sufficient to cover the per capita cost of education in the separate districts.


Studies the occupational status, type of home, and educational status of the parents of 9,013 white children of St. Landry parish, La. Finds that 70 percent of the children live on farms; that more than four-fifths of the children live in cabins and cottages; that nine-tenths of the fathers had less than a high-school education. Shows that agriculture and related subjects should receive major emphasis in the schools.


CONSOLIDATION

3004. Bell, Henry Griffin. The comparison between achievement in consolidated schools and one room schools in Renville county. Master's, 1938. North Dakota.


Studies 27 factors in each of 78 consolidations to determine conditions in each area for the 3-year period immediately preceding consolidation, the 3-year period immediately following consolidation, and the most recent 3-year period that could be studied, 1935, 1936, and 1937. Finds that after consolidation high-school enrollment, number of high-school graduates, and number of accredited high schools increased tremendously; that average daily attendance increased; that the total number of teachers increased and better teachers were employed; that school costs increased because of provisions for improved high school opportunities, transportation of pupils, new and modernized school buildings with adequate equipment, and well-paid teaching staffs; that costs per pupil enrolled and per pupil in average daily attendance increased sharply with consolidation, but each shows a slight reduction at present; that assessed valuations increased during the period after consolidation but are now lower than during the period before consolidation; and that tax rates have risen continuously.


Studies existing educational conditions in Shelby county, Ill., including financial conditions, teachers' preparation, salaries, experience, and tenure. Suggests a reorganization program to more nearly equalize educational opportunity for the school children of the county.

3012. Fulton, David Owen. An administrative survey and proposed plan of reorganization for the schools of Foard county, Texas. Master's, 1938. Texas.


Surveys the territory in the Gorham-Seneca area to determine whether or not it would be practical for certain districts bordering on an existing rural school district to join that district. Outlines a program of education for the new district which would enable the district to offer a wider choice of subjects better adapted to the individual needs of the pupils; discusses the necessary school building expansion, and transportation, and the financing of the building program and of the educational program.


Finds that many districts are operating with fewer than 10 pupils enumerated in an area; that the pupil-teacher ratio is low. Suggests a method of consolidation and re-districting of the area into five community centered districts, and one transferred district, which would improve the educational opportunities of the children of Texas county.


Finds that the proposed plan would cost about $4,000 more annually than the present rural school setup, but would offer 9 months of school to the children of the rural districts instead of 8 months.


Surveys all of the schools and school districts in the county, and recommends their reorganization into larger and more efficient school districts.


3026. Spencer, David E. Comparative achievements of boys and girls in the consolidated school of Moore, Oklahoma. Master's, 1938. Oklahoma. 64 p. ms.

Compares the records of classification and achievement of 248 girls and 263 boys. Finds that on a mental test the girls rate higher than the boys in every grade from 1 to 12, inclusive; that in classification as to progress in grades 1 to 8, boys and girls have the same percentages average and normal; that in grades 9 to 12 the boys have 70 percent average and 47 percent normal; that in reading comprehension the girls excel; that in mixed fundamentals the girls excel in all of the 6 comparisons made; that in 8 comparisons in reasoning problems the girls surpass in only 3; that in 10 comparisons on word knowledge the girls excel in 6; that in 9 comparisons in composition, the girls surpass in every case; that girls surpass the boys in algebra; and that the boys surpass in general science and in American history.


3031. Williams, Bruce Harold. Consolidation as a means of improving the schools in Gonzales county, Texas. Master's, 1938. Texas.

TRANSPORTATION


3034. Christensen, Chris J. The significance of the school garage as a factor in pupil transportation. Doctor's, 1938. Cornell.

3035. Cook, Harold H. Relationship of the bus driver personnel to the school program. Master's, 1938. Ohio State. 60 p. ms.


Studies the problems of drivers' applications, certificates, and contracts; regulations for drivers; distribution of pupil load; care of the buses during the day; their permanent housing, checking of equipment, and condition; making of maps; licenses and titles; checking and assembling of drivers reports; making annual reports; laying out bus routes; transportation equipment; accounting system; selection of drivers; bonds; accidents; salaries; special trips; purchasing of equipment and materials.

Traces briefly the early history of transportation of pupils at public expense. Discusses the constitutionality of transportation of pupils at public expense; providing for their transportation; powers, duties, rights under statute; who is entitled to transportation; transportation in lieu of school in a local community; permissive and mandatory statute; prerogatives under statute; toll exemption and reduced fares; distance, routes, and character of conveyance; contracts; remedy and appeal; and liabilities.


Finds the transportation cost per pupil-mile, $.0058; per bus-mile, $.094; per pupil per day, $2.39.


Presents a compilation of the latest laws, rules, and regulations of the various states as to requirements or permission to provide transportation for school pupils. Finds that 35 states use distance as a criterion in determining the need for some phase of pupil transportation; that whenever a minimum distance is specified, transportation under that limit may be provided at the discretion of the local board of education or on authorization by the voters of the district. Shows that the age and sex of the child, his physical condition, hazards of traffic, and the effort that must be expended by the child due to road and weather conditions should be taken into consideration in determining whether or not transportation should be provided.


Finds no relationship between transportation and scholastic achievement.


Compares marks on tests of groups in high-school algebra and English of transported and nontransported pupils. Finds that transportation has no effect on scholastic achievement.


Gives a brief history of transportation in Mississippi and North Carolina; shows the growth of transportation of pupils in different sections of the United States; describes the growth of transportation in Louisiana and especially in Tangipahoa parish; shows the relation between consolidation of schools and increase in the number of pupils transported and the relation between transportation and attendance of pupils in school.


Constructs and validates a score card for measuring the quality and effectiveness of pupil transportation service in New York State.


Attempts to analyze existing methods of school transportation accounting and to set up a suggestive system based on the principles of the uniform system of accounting as a step in the major problem of evaluating this form of public expenditure.


Finds that the cost of transporting the children of Avoyelles parish to school is strikingly low.

SUPERVISION AND SUPERVISORS


Describes a program of supervision by correspondence carried on for the children of missionaries in China from 1934 to 1937 in grades 1 to 6. Includes a description of the techniques employed, samples of outlines and teaching suggestions for the mother-teachers, and samples of tests and blanks used. Shows that as a result of the program of supervision, there has developed better coordination of the entire educational program of the children supervised; better preparation of the children of isolated missionaries to fit into the work of a regular school when such an opportunity is offered to them; supervision by correspondence lends itself well to unusual provision for individual differences; tests prepared with care and with regard for objectivity and pertinence to the local course of study may hold a place of importance, along with standardized tests, in the testing procedure of a supervisory program.


Analyzes 618 replies to a questionnaire received from superintendents of first-class high schools in Missouri. Recommends that a careful study be made at the junior college and senior college levels with regard to the type of training offered to the future superintendents; that the University of Missouri evolve a program for the selection of students to be trained in the field of school administration; that some method of measuring the personal traits of Missouri superintendents be devised and used; and that a study be made of the requirements of special certificates for administrators.


Analyzes replies to a check list sent to supervisors and teachers in 29 representative school systems of Washington and Oregon. Finds that teachers welcome supervision but do not benefit greatly from the small amount they receive; that the theory and knowledge of good supervision surpass actual supervisory practices; that more time should be devoted to constructive supervision, both for visitation and for conferences; and that the attitude and practice of the supervisor toward supervision is reflected in his teachers' attitude toward supervision.


Recommends that there should be definite educational and professional standards to be met by all candidates for the office of county superintendent of education.


Studies the 1937-38 county supervisory programs of Alabama, Mississippi, and Tennessee.

3067. Freshour, Jesse S. Some important phases of public-school supervision. Master's, 1938. East Texas St. T. C. 113 p. (Abstract is: East Texas state teachers college. Graduate studies (abstracts), 1937-38: 14)


Finds that home economics teachers were of the extrovert and dominant personality classes, and that the successful supervisors had these qualities to a greater degree; that adaptability was considered the most important trait by teacher trainers and state supervisors, while cooperation, judgment, enthusiasm, friendliness, leadership, and independence were important.


Attempts to determine the nature of significant practice in community adult education and to interpret this practice in terms of principles of procedure for the supervision of education in the community. Compare critically the significant experiences in community adult education in representative cities and suburban areas.


Finds that there has been an increase of 15 percent in the number of rural high schools in the past 10 years; that the smaller city village schools turned to the rural high school type of organization; that the superintendent of schools having five or fewer teachers received a much larger cut in salary during the depression than did the superintendent of schools with more than five teachers; that administrators without a degree have been eliminated from the high schools of Kansas; that during the depression superintendents with a bachelor's degree received greater salary cuts than did those with an advanced degree that turnover is much greater in small than in large schools; that rural high school principals received greater reductions in salary during the decade than did the city village school superintendents; that less than one-fourth of the city village schools list a high school principal and a large majority of these are in schools with more than five teachers; that the median salary of teachers in schools with less than five teachers is less than $800; that rural high school teachers received a greater reduction in salary during the depression than did the city village school teachers; that the median salary of all classroom teachers was reduced 31 percent; that there is a gradual increase in salary with lengthening tenure although the annual increment is neither regular nor continuous.


Sets up, demonstrates, and evaluates a program of supervision in a small Georgia consolidated school, and makes recommendations for future improvement.


Analyzes data collected from the supervisor's office and from the files of 15 teachers who graduated from college the same year, started teaching the same year, and whose teaching experiences had been similar. Finds that in Alabama the technique for measuring teacher progress was based entirely on the opinion of the supervisor without any guidance other than study of the supervisory records.


Analyzes data on 730 superintendents on the items of training, experience, age, salary, subjects taught, sex, marital status.


Presents a status study based on questionnaire and interview data, including preparation, selection, tenure, salary, powers, duties, and practices of county superintendents, and compares these with what would result under a proposed change in the state constitution.


Studies the administrations of state superintendents of education in Mississippi from 1899 to 1938.

*3079. Ketcham, M. Kathleen. Functional analysis of supervision; the application of scientific procedures to a program of supervision over a three-year period in grades 1 through 6 in the five elementary schools of a city in western New York. Master's, 1938. Syracuse. 157 p. ms.

Describes briefly the conditions in the elementary schools prior to the initiation of the supervisory program. Gives an account of the actual functioning of the application of scientific procedures to a supervisory program in a city school system.


Finds that there are variations in practices of observation, supervisory conferences, teacher visitation, and demonstration teaching; and that there is uniformity in assisting teachers with assembly programs, in graduation exercises, in festivals and meets; and that special interest is shown in new teachers.


Traces the evolution of vital phases in the development of the high schools which were materially influenced by the policies of the five high-school supervisors, since the establishment of the office of state high-school supervisor.
SCHOOL ADMINISTRATION


Attempts to determine the practices known to have been used by administrators securing positions; what practices are professional and proper, undesirable but tolerable under existing conditions, intolerable; what methods used by school boards in selecting administrators are desirable or undesirable, and what methods of establishing professional practices are acceptable. Analyzes data from check-lists sent to 427 persons including professors of school administration, California superintendents, high-school principals, and school board members. Lists the desirable and undesirable practices.


Discusses the beginnings of local supervision of schools in the province and district of Maine, 1692-1820; the development of state and local supervision under the district system, 1820-1893; the expansion of state and local supervision, under the town system, 1893-1918; and the growth of state and local supervision under the system of unified towns, 1918-1936.


Analyzes present practices in the supervision of instruction in the smaller schools of Georgia, and offers suggestions that will be helpful to superintendents in setting up a program of supervision.

PRINCIPALS


Finds that supervision of classes is not being adequately taken care of in Texas due to the heavy teaching load in most of the high schools; that the holding of teacher meetings and of conferences with individual teachers is being performed more in accordance with the recommendations of authorities; that principals do not permit the teachers to benefit from visiting other schools or from visiting other teachers in the same system; that many supervisory duties are not receiving due consideration; that most of the principals note problems of attendance, take an active part in extracurricular activities, take an interest in the professional development of their teachers; that most of the principals do not recognize the importance of giving their teachers a voice in school policies; that they are aware of the value of helping the community in the wider use of the school plant; that they are performing clerical duties at the expense of more important tasks; and that they recognize the importance of participating in community activities and the value of increasing their professional ability through proper reading.


Analyzes the duties of the principal in administering the high-school curriculum, shown by the replies of 305 principals from 46 states, to a questionnaire listing administrative problems. Indicates that these principals accept the responsibility for dealing with the programs of studies; that there is a definite effort to meet the needs of the pupil, of the community, and of society in determining the subjects and the curriculum that they emphasize general education as well as college preparation; that they consider discovering the aptitudes, abilities, needs, and interests of the pupils essential to a plan of development of the curriculum; that the principal should be responsible for
in-service training of his teachers; that there is need for further development of organized publicity programs; that curriculum plans should be kept within the physical and financial limitations of the community.


3001. Clark, Sister Mary Cyril. Possible supervisory functions of the teaching principal in the elementary school. Master's, 1938. Catholic Univ.

Shows the way the teaching principal supervises the work of the teachers by analyzing replies to a questionnaire received from 72 teaching principals. Shows that supervision was accomplished through classroom visits, teachers' meetings and conferences, testing, supervising weekly and daily plans, and model lessons; that the average time devoted to supervision was 2 1/2 hours a week; that the time which can be devoted to direct supervision was short for the teaching principal who must use the indirect method; and that she must do the greatest part of her work outside of school hours.


Presents a questionnaire study of the training, experience, and salaries of high-school principals.


Analyzes personal data, education, teaching experience, and facts concerning the present school and position of 345 principals of consolidated high schools.


3008. Harris, Robert H. The elementary principalship of Corpus Christi, Texas, school. Master's, 1933. Tex. Coll. of Arts and Ind. 94 p. ms.


Discusses the participation of the secondary school principals of the larger first-class city schools in Kansas in various types of community activities.


Focuses on the non-teaching elementary school principal as a high type person from the standpoint of preparation, continued professional training, professional attitude, and community interest.
SCHOOL MANAGEMENT


Discusses the preparation and certification, experience and tenure, salaries of supervising principals in Pennsylvania, their performance of function and the initiation of the function. Shows that their authority varies as greatly from district to district as do their salaries. Shows the need for laws defining the powers and duties of supervising principals.


SCHOOL MANAGEMENT

ATTENDANCE AND CHILD ACCOUNTING


Studies the records of 3,901 children as to degree of progress and attendance. Finds that the number of days attended by a child is positively related to his rate of progress in school; that the degree of regularity of attendance is greater for city children than rural; and that almost twice as many in 100 graduate from the eighth grade of the larger schools as in the smaller schools.

3111. Cherry, Ralph. Techniques and procedures in maintaining the continuing school census in Kentucky. Master's, 1938. Kentucky. 102 p. ms.

Seeks to determine the extent and nature of the problem of maintaining a continuing school census in each local attendance district in Kentucky; the organization for maintaining the census and attendance laws; and the techniques and procedures employed in maintaining the census.

3112. Crawford, Stanton C. College attendance problems. University placement review, 9, no. 4, 1933. (University of Pittsburgh)


Analyzes and evaluates current plans in schools of New York City, and offers recommendations for future practice.


Studies the relationship between achievement and attendance of about 500 children in a period of 2 years. Finds that during a term of 90 days pupils in attendance less than 73 days achieve less than those in attendance more than 73 days; girls attend better and achieve more than boys; a stricter enforcement of the attendance laws increased the average days of attendance of retarded pupils; this increased attendance was accompanied by better achievement in school work of the retarded group.


3118. Jelsma, Lillian Knollenberg. The factors that have influenced public school attendance during the past 30 years in Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Finds that one of the most important factors in increasing attendance was the passage of the compulsory attendance laws; that the more accurate scholastic census and standardization of rural schools were effective; that consolidation tended to draw and hold the pupils in the schools; that higher educational qualifications of the teachers, improved courses of study, and specific vocational training were valuable influences.


Describes an experiment conducted at Iowa state teachers college comparing the amount learned by the students under required and optional attendance, using 13 classes in 9 different subjects in the experiment. Indicates that optional attendance did not have a deleterious effect on learning in the 13 classes studied.


Analyzes replies to a questionnaire filled out by 126 young people in 1937–38, in Brown county to determine the reasons for their nonattendance in school, studying their previous education, social and home life, economic situation, vocational and personal desires. Finds that most of the young people stated that lack of sufficient finances to continue their schooling was the main reason for leaving school, many of them having been out of school more than 3 years; that illness, work, lack of interest, dislike of school, marriage, and expulsion were other reasons for nonattendance; that most of them discontinued school at the close of the school year; that more boys than girls dropped out of school; that more boys than girls disliked the curriculum; that the schools were weak in vocational training; that the economic status of the parents of these children was low; that many of the young people were enjoying their amusements and recreation to the detriment of their interests in education. Recommends part-time work for school pupils, a type of education to include vocational training, community and school guidance, and more emphasis on amusement and recreational activities.


Finds that pupils with poor attendance records are below the average achievement of pupils of equal ability with good attendance; that achievement in the various subjects is affected uniformly by poor attendance; that percentile ranking of pupils falls rapidly as absences increase after 2.0 absences a semester is reached; and that employment on the cooperative part-time basis has little effect on attendance.


Finds that illness causes most of the absences of the elementary school children; that other significant causes are work, indifference of parents and pupils, and poverty; that attendance is poorest in the first grade, with an upward gradation through the seventh grade. Shows that attendance can be improved by improving the child's health, providing an interesting program of work, and by cooperation with parents and agencies interested in the child's welfare.


Studies 728 elementary and high-school pupils in grades 4 to 11, inclusive, during the school year 1937-38. Finds that pupils of all classes tend to leave school before graduation; that pupils from higher economic levels, and whose parents are better educated, tend to stay in school longer than do children from the lower economic levels and whose parents are less educated; and that children from farms tend to stay in school longer than formerly in spite of their socio-economic disadvantages.


Attempts to determine the nature of the administrative features, types of personnel, and typical procedures, of attendance work in certain cities reputed to have subordinated the compulsory, legal side of the work—the truant officer conception—and to have emphasized the discovery and the correction of the causes of absence. Studies attendance work in Pittsburgh, stressing its administration, personnel, supervision, field work of attendance staffs, school medical service and attendance work; the relation of the psychologist, psychiatrist, and visiting teachers to attendance work; the relation of differentiated education to attendance work; and the relation of guidance and of the courts to attendance work.


3133. Williams, Robert C. Type of school district as a factor in high school attendance in Iowa. Doctor's, 1938. Iowa. (Abstract in: University of Iowa Series on aims and progress of research, no. 57).

Studies the records of 23,304 pupils who completed the eighth grade of Iowa public schools in 69 counties in 1932. Finds that 42 percent of the pupils in counties which do not maintain high schools do not go from the eighth grade to high school, although the district is required to pay the tuition to high school for those who complete the eighth grade; that in consolidated districts which transport their high-school pupils at public expense and in city and town districts, more than 90 percent of the eighth-grade graduates go to high school; that those who live at a greater distance enter high school to a lesser degree than those who live nearer; and that the consolidated district shows a larger percentage of its eighth-grade graduates entering high school and completing their high-school work than those from other types of districts. Suggests increased participation in the transportation of rural pupils to high schools as a means of equalizing educational opportunity in Iowa.

Studies a random selection of 100 pupils from the 315 enrolled in the Moore high school, Waco, McLennan county, Tex. Finds little relationship between attendance and intelligence, distance from school, and economic status, and a marked relationship between attendance and achievement, and attendance seems to have some relationships with behavior.


CLASS SIZE


CLASSIFICATION AND PROMOTION


Compares 925 rural school children and 921 city school children as to classification and attendance. Finds that the city children attend more regularly than the rural children; that there is less variation in age of entrance among city children than among rural children; that the holding power of the schools beyond the fifth grade is greater in the city than in the rural schools; and that retardation is greatest among the rural schools.


Studies the promotion records of 200 children in the first grade in three Davidson county schools. Finds that all of the children did below normal and below their capacity; that the older children did better than the younger children, but that only 33 percent of the children were promoted; and that the girls had a higher percentage of promotions than did the boys.

3142. Juckett, Anson Earl. The status of the mental level of the child with respect to his grade placement in schools of different IQ average. Master's, 1938. Southern California.


Studies 20 families including 50 children ranging in age from 6 to 15 years, in the first grade, living in a resettlement community. Finds marked improvement in pupil progress under government rehabilitation.

EXAMINATIONS


Attempts to determine how frequently classes should be tested to give dependable marks, by studying data on three high-school classes, and three college courses. Finds that it is
Better to omit parts of tests rather than to eliminate whole tests; and that the final examination in college could be cut from 8 hours to one-half its length if a series of from 8 to 10 quizzes were given during a semester course.


Finds that existing musical aptitude tests do not test with any high degree of accuracy the capacities in which the teacher of music is interested.


Attempts to determine if the test scores in English of pupils of low mechanical transfer ability were reduced when the pupils were required to answer multiple-choice test items on the marginal space by writing the key numbers of the correct responses or by marking x's in appropriate spaces on a separate answer sheet. Finds that a subject-matter test taken under the requirement of mechanical types of responses becomes, in part at least, a measure of certain mechanical abilities as well as a measure of the subject.


Shows that the objective form is a better test of a child's knowledge than the subjective form.


Analyzes 1,701 scores made by seventh- and eighth-grade pupils on accrediting tests for elementary schools. Finds that the chance for making a higher score is better in the consolidated school than in the 1- or 2-room schools; that 1-room schools which enroll 12 or fewer pupils a year have better teaching than 2-room schools; that experienced teachers are significantly superior to inexperienced teachers; that there is no consistent relation between the number of college hours completed by the teacher and the achievement of the pupil; and that 2 to 4 years' tenure is significantly superior to no tenure, while 1 and 4 years or more are probably superior to no tenure.


3153. Garvin, Carolyn. A study of pupil responses on an informal objective test and teachers' comments regarding the content, scope, and form of the test as a basis for suggesting content and teaching procedures for experimental units on the house and its equipment, to be taught at the high school level. Master's, 1938. Fla. St. Coll.

3155. Herkelmann, Leo Emil. The study of the use of the separate answer sheet with achievement tests at the four-six grade level. Master's, 1938. Iowa. 49 p. ms.


Finds that from 1898 to 1907 the Examination in Subject A, as a matriculation requirement of the University of California, served as an instrument for giving direction and assistance to the secondary schools, especially in matters pertaining to oral and written expression; that from 1907 to 1919, while it was a requirement for the junior certificate and not for matriculation, it functioned less directly as an instrument for giving direction and assistance to the secondary schools; and that since 1919 its major emphasis has been to assure the University of California that its entrants are adequately trained in written expression. The Examination has functioned as an instrument for giving direction and assistance to the secondary schools of California in matters pertaining to English composition.


Describes the construction and validation of the test, which was found to be a valid, reliable, and discriminatory measure of pupil accomplishment in tenth grade world history.


Studies the relationship between scores made by freshmen in the College of Engineering for the year 1936-37 on American council on education psychological examination, 1936 edition; and the 1938 editions of the cooperative general mathematics and the cooperative English tests, and their subsequent scholastic achievement during their freshman year. Finds the correlations between the examinations and averages in various subjects too low to be used for the prediction of college success, but the correlation between the tests in mathematics and in English showed them to be fair indices of achievement in these subjects.


Attempts to evaluate college achievement in achievement examinations in subjects included in two freshman college courses in social sciences at Louisiana state university during the school year 1936-37. Indicates that the items of the examinations used as measures of student achievement in the social science courses measure the course objectives are highly reliable and valid.


3174. Taylor, Hazel Elizabeth. Achievement tests with especial reference to objective teacher made examinations; their development and appraisal. Master’s, 1938. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 137-38)


Describes a remedial program carried on in the English department of the seventh and eighth grades; and in arithmetic in grades 3 through 7.
3177. Townsend, Basil Leroy. A comparative study of the norms of the Metropolitan achievement tests and the Iowa every pupil tests of basic skills. Master's, 1938. Iowa. 34 p. ms.


Finds that the highest achievement was on the reading comprehension test and the lowest achievement was on the language test.


Finds that the children did best on the reading comprehension test and worst on the arithmetic fundamentals test.


Describes an experiment in which the Gates primary reading tests were given in grade 2, and to some children in grades 4 and 6. Also Progressive achievement tests were given to children in grades 4 to 8, inclusive. Finds that in general the children are younger than typical children of their grade but do better on the tests.


Attempts to determine the usefulness of four reading tests in a remedial reading program and to discover the functions which they measure.

EDUCATIONAL AND VOCATIONAL GUIDANCE


Recommends the establishment of a simple, usable cumulative record system, the setting aside of a definite time for counseling girls on their educational and vocational needs, and on their special problems.


3188. Belworthy, Catherine H. A study to discover to what extent personal adjustment can be made through a one-semester guidance course in Junior high school. Master's, 1938. Michigan.


Evaluates the outcomes for students of experience in the semester course in orientation at the Pasadena junior college required of students entering the eleventh and the thirteenth
grades. Selects, from the 1,080 students to whom tests were given at the beginning of
the fall semester in 1933, an experimental group of 468 students and a control group of
134 students. Finds that the orientation course functioned satisfactorily in its informa-
tional aspects; that these activities had an appreciable effect on the thinking and plan-
ing of students; that student interest in mental hygiene and in the study of personality
justified devoting a larger portion of the assigned time in the orientation program to this
field; finds practically no difference between the orientation and the non-orientation groups
in scholarship.

3190. Billington, Mable Marg. A study of personal problems as recognized
by the child, home, and teacher and an evaluation of a guidance program for 40


3192. Boniface, Ralph M. A survey for guidance purposes of college opportu-
unities and entrance requirements as revealed in college catalogues. Master's,
1933. N. Y. St. Coll. for Teach. 69 p. ms.

3193. Brand, Edward E. A case study of guidance activities in certain small
consolidated schools of Iowa. Master's, 1938. Iowa. 142 p. ms.

3194. Caron, Sister Claire Anna. A curricular guidance program for high

3195. Carroll, Thomas W. A series of units in junior high school prevoca-
tional guidance work. Master's, 1938. Alabama.

3196. Conrad, Basil. Home-school relationship in the guidance program of

3197. Davis, Frank G. Status of guidance in 131 Pennsylvania secondary
schools. Pennsylvania school journal, 86:325-26, June 1938. (Bucknell uni-
versity)

Finds that only 3 schools employ as much as one full-time worker; that only 89 give
intelligence tests to all their pupils; that only 50 percent of the smaller schools and 63
percent of the larger schools have as much as one 30 minute home room period a week; and
that the personnel function of the home room teacher is recognized in not more than
one-third of the schools.

3198. Davison, Joseph H. Problems of guidance in a city high school.
Master's, 1938. Ohio State. 98 p. ms.

Surveys parental attitudes toward the entire school program in one high school.

3199. Ehrhardt, Fred John. A study of vocational choices within a single

3200. England, John L. An evaluation of the needs for guidance in the

Master's, 1938. Sam Houston St. T. C. 101 p. ms.

3202. Farber, Herbert Otis. A study to collect and present information to
be used for vocational guidance in bookkeeping. Master's, 1939. Iowa.

3203. Finke, Marian Louise. Educational guidance for the high school
girl in relation to personality development. Master's, 1938. Colorado. (Abstract
is: University of Colorado studies. Abstracts of theses and reports for higher
degrees, 1938: 55)

Describes an experiment conducted with high-school girls during the school year 1937-38,
in which questionnaires, exercises, and character study were given to prepare the student
for the personality inventory and personality test given in October, after which home
projects were given the girls and class discussions centered around the activities which
the girls found most helpful to them, and a similar personality test given in June to
determine the extent of the students' development. Finds that most of the students had
made definite improvement in personality traits, the greatest improvement being made by
the average mentallity group.

3204. Genovese, Clarence T. A study of the origin and the factors affecting
the stated choice of vocation of 876 high school boys and girls in a one industry
Studies in education, no. 21: 19-20)

Finds that most of the boys and girls had chosen a vocation at the beginning of the
school year; lists the 12 vocations most popular with the boys, and the 5 most popular
with the girls. Indicates that liking for and interest in the work was the outstanding
reason given by both boys and girls for their choice of vocation; and the most important
influence back of the choice was observation of the workers at their work, followed by
hobbies engaged in by the pupils.

3205. Gleason, John F. Methods of arousing community interest in voca-

Examines techniques for promoting interest in vocational guidance, and finds that it is
larging because of lack of interest. Develops methods for stimulating interest in a typical
community.

3206. Graham, Fern. Changing conceptions of guidance since 1915 as re-

Master's, 1938. Wisconsin.

3208. Hadley, Loren S. A survey of personality and guidance problems in a
small Ohio community school. Master's, 1938. Ohio State. 80 p. ms.

3209. Hall, Charles A. The need for an occupational guidance program for
the boys of the S. M. Houston senior high school, Houston, Texas. Master's, 1938.
Agr. and Mech. Coll. of Texas. 68 p. ms.

Studies the occupational choices and preparation of 419 boys in the high school and
finds little or no occupational preparation; little or no occupational information taught;
and a need for organized occupational instruction.

3210. Hanson, Leland Townsend. Guidance program for the Leaf River
community high school. Master's, 1938. Wisconsin.

Doctor's, 1938. Wisconsin.

3212. Hutson, P. W. Selected references on guidance. School review, 46:
539-46, September 1937. (University of Pittsburgh)

3213. Jesson, Ralph William. An evaluation of the guidance program in
a large city senior high school. Master's, 1938. Southern California.

3214. Johnson, Berna Louise. The possibilities of rural guidance. Master's,
1938. Wisconsin.

3215. Johnson, Joe B. Guidance needs and practices in Wisconsin state
teachers colleges. Master's, 1938. Wisconsin.

3216. Jones, Dayton L. Guidance work in the Methodist Episcopal churches
of Troy conference and suggestions for improvement. Master's, 1938. N. Y. St.
Coll for Teach. 129 p. ms.

3217. Jones, Evelyn A. The development of a guidance program for diag-
nosing individual problems in the home room and the measurement of degree of
adjustment made through group guidance and personal interviews. Master's,


Emphasizes the vocational interests, educational intentions, social and personal activities, and health of girls in the Crowley high school, and finds an urgent need for their individual counseling.


Studies the guidance needs of first-year students in the Acadia parish high school.


Surveys the scope and kinds of guidance activities carried on in Negro high schools in 19 states. Finds a large number of activities, usually directed by persons with little or no special training in this field; that the number of activities dealing strictly with vocational guidance was small as compared with activities concerned with educational and other phases of guidance.


Discusses errors caused by the interviewed person and by the interviewer; gives illustrations of the various types of errors and methods for overcoming them.


Describes the development and recommendations of a guidance program participated in by 300 teachers. Shows that Toledo is badly in need of an organized and administered guidance program.


Presents a picture of certain phases of personality as revealed by the measuring instruments of 528 unemployed boys; to discover whether or not 118 employed individuals differ in any respect, as revealed by the tests administered, from the unemployed remainder of the original number; to determine what tests might be eliminated from the battery without reducing the differentiating tendency of the battery. Shows that the program as now organized is producing helpful and valuable guidance for the youths it serves; that the program is planned for the "average" youth and the individual with special talents may not be discovered; that the employed members of the group do not differ markedly in any respect from the unemployed members; suggests the discontinuance of the "vocabulary" test and the substitution of another general test of intelligence; suggests the use of a more reliable test of mechanical aptitude than that now used; urges a wider scoring of the Strong vocational interest blank; shows that some individuals must be directed toward the semi-skilled or the unskilled levels of occupational activities; and that the battery of tests should be extended to include tests of special aptitudes for selected individuals; and that an enlarged staff should be provided in order to give adequate counseling.


Studies the family background, home life, physical history, personality traits, school history, vocational choices, and educational expectancy of pupils graduated from the Judice high school during the years 1933–36.


Shows a deplorable lack of both guidance personnel and guidance facilities in the 10 schools studied and the frequent departure, in the individual schools, from the uniform guidance activities program outlined by the board of education.


Evaluates the program on the basis of the guidance recommendations made by the state board of education. Finds the greatest weakness in the program in the lack of adequate guidance personnel with trained workers and insufficient time for advising, and lack of provisions for longer time pupil-teacher contacts. Finds a definite need for a placement service for the graduates who do not go on to higher institutions of learning.

3247. Shannahan, Helen I. Developing a course in guidance on the eleventh and twelfth year level for a village high school. Master's, 1938. N. Y. St. Coll. for Teach. 82 p. ms.

Finds that educational guidance is not widespread in Oregon partly because of the predominance of small high schools, with an enrollment of 150 or fewer.

Finds that in general rural pupils from one-room schools are inadequately prepared to do high-school work in the tool subjects; there is no selection of pupils of rural groups; the rural pupil is fully active in cocurricular activities and does not need special guidance in the first year or two of high-school attendance.


Studies reports received from 105 schools in 43 states and the District of Columbia. Finds that increased emphasis is being placed on the use of cumulative records; that only a small percentage of the schools use personality, aptitude, prognostic, interest, trade, and physical examinations, and less than two-thirds use achievement and intelligence tests; that none of the school require that home-room teachers have special training in guidance but some provide in-service training; that adequate time and personnel are not provided for guidance activities in home rooms, especially for individual and group counselling; that most of the educational guidance techniques included in this survey are used in less than one-half of the schools; that fewer special guidance techniques are used for the benefit of superior pupils than are used for handicapped pupils; that only a little more than half of the schools have vocational guidance programs; and that most of the schools do not provide a means for evaluating the effectiveness of guidance programs.

Attempts to determine which students would be least likely to succeed as elementary school teachers.

Attempts to determine what is being done in the seven senior high schools of the District of Columbia to provide educational and vocational guidance to the 12,617 pupils enrolled; to see whether guidance practices are uniform as to purpose, functionnaires, and records; and to determine what part of the student body is reached by the present guidance plan. Finds that while all of the high schools in Washington are interested in the guidance movement, and are doing some work in the field, Washington is lagging far behind in the organization of a general guidance program; that little has been done to survey local occupational opportunities; that apprentice training is not used in any of the high schools; that no two high schools have the same guidance functionnaires, records, nor objectives.


Attempts to determine the information concerning the pupil which is necessary in organizing an effective guidance program in the elementary school. Administers a pupil autobiography to 230 seventh-grade pupils of the Crosley grammar school, West Monroe, La., during the 1937-38 session. Finds a need for pupil guidance in the elementary school which should be provided by the school; that the school should compile a cumulative record card for each child containing homelife information, school records, mental and achievement test results, physical defects, and health conditions; that adequate library facilities should be provided; and that occupational information should be available to the pupils; that the school should stress the correction of physical defects and encourage good health habits; that the school should bring the need for pupil guidance before the community through the press, the parent-teacher organizations, and the radio; and that a program of in-service training in pupil guidance should be instituted in order to prepare the teachers to guide the pupils properly.


Finds that in practically all of the small schools the principal acted as the guidance director; that guidance organizations were lacking in the majority of the schools with enrollments of fewer than 200 students; that some rooms were utilized for guidance in a number of schools with enrollments of fewer than 200 pupils; that in the medium-sized school little or no guidance work was done, and there was a pronounced lack of interest shown in the placement of students; that the high school that needed development more than any other was the medium-sized school; that in the large high schools the work of guidance was in the hands of a guidance director or counselor; that the visiting teacher was utilized in schools with more than 1,000 enrollment to the same extent as the guidance committee; that most large schools were able to finance a guidance program rather extensively; that the home room adviser, dean of girls and dean of boys were most commonly the guidance officers.

3258. Williams, C. C. Limitations to vocational guidance. School and society, 45: 577-81, November 5, 1938. (Lehigh university)

Shows that educational effort in vocational guidance should be founded on a knowledge of the native capacity in terms of basic education rather than in terms of the complex requirements of a vocation, which have never been adequately cataloged.


Studies the need for occupational counseling in Parsons junior college.

EXTRACURRICULAR ACTIVITIES


Studies the enrollment, drop-outs, transfers, graduates, college attendance, continuation of high-school work, postgraduates in high-school activities, and grades of 271 freshmen enrolled in 11 rural high schools in 1933, for the following 4 school years. Finds the students in the 4-H clubs superior in their work to the non-4-H club group.


Attempts to determine the cooperative relationships between public schools and scout troops in Nebraska communities of 5,000 or fewer. Finds that the schools recognize scouting as an educational agency; that few schools give credit for scouting; that the outstanding difference between scouts and non-scouts is leadership; that scouts offer valuable service to schools in citizenship and safety education; and that scouting should remain an out-of-school activity.


Suggests an annual program of work for Future farmers of Louisiana, organized by calendar months; and builds a program of work around the 11 purposes of the organization of the Future farmers of America; and sets up a uniform annual program of work that may be used as a guide by future chapters in the state in setting up annual programs of work.

Analyses replies to a questionnaire from 66 Catholic high schools. Finds that there are 115 activities which were grouped under the headings of journalism, speech arts, music, athletics, and clubs; that there has been a marked increase in the number of activities in the last 10 years; that there is a tendency toward adding the journalistic and speech arts activities to the curriculum; and that the activities usually last about 60 minutes.


Analyses club activities in the high schools of Oakland county. Shows a total of 4,927 club members in 261 clubs in 29 high schools.


Studies the use of the home room, clubs, publications, musical organizations, assemblies, and pupil participation in school government.


Finds that of 147 vocational agriculture boys in five high schools nearly 50 percent were enrolled in 4-H club work, and 46 percent of the 50 vocational agriculture teachers were club leaders. Shows considerable duplication of projects, and proposes plans for cooperation which should prevent such duplication of work.


Shows that high-school programs are not providing adequate training for leadership.


Attempts to determine the extent of participation and carryover of interest of club activities in high school and college. Finds that participation was greater per pupil in smaller schools; that the larger schools offered a more inclusive program; and that students who participated in club activities in high school participated in college clubs to a greater extent than did those who had not participated in such activities in high school.


Evaluates activities reported by 92 high-school home economics clubs in 37 states. Finds that the clubs were attracting relatively few of the girls and very few of the boys in the high schools; that some opportunities were offered for the development of democratic ideals and practices in their members; that opportunities for the development of individual personalities through the activities of the clubs were limited; that many of the activities of the clubs included experiences which would seem to contribute to the improvement of the home life of the members; and that practically all of the clubs offered opportunities for the development within their members of increasing interest in and willingness to participate in the social-civic life of the school and community; and that less opportunity was provided for developing the understanding of underlying social conditions.
3283. Jackson, Joseph. An analysis of Boy scout projects and practice with
a suggestion of what should prove helpful in public-school industrial arts classes.
Master's, 1938. Detroit. 129 p. ms.
Gives a brief history of the Boy scouts and their organization in the United States.
Finds a relationship between the Boy scout handicraft activities and the public-school in-
dustrial arts classes; that vocational guidance information should be more fully developed
and embodied within the industrial exploratory scout tests, which are not on the level of
the industrial arts program.

3284. Kraft, Keith Marvin. The influence of high-school clubs on choice of
vocations and avocations. Master's, 1938. Southern California.

3285. Langstaff, Carabel Eileen. May day festivals. Master's, 1938. Ohio
State. 62 p. ms.
Describes 5 years of experimentation with May day festivals in two public-school systems.
Finds that it is one of the finest creative projects for unifying the music activities and other
departments in a school system.

3286. Lauritzen, Adolph E. An approach to a unified student-administered
high-school extracurricular activities program. Master's, 1938. Colorado. (Ab-
stract in: University of Colorado studies. Abstracts of theses and reports for
higher degrees, 1938: 86)
Describes the activities program developed in a small high school of 75 pupils, and com-
pares its principles with those currently advocated, evaluating variant principles as to
applicability to the particular situation as evidenced by a questionnaire canvas of pupil
and alumni opinion.

3287. Lewis, Hal Graham. A study of the out-of-school activities of high-

3288. Lowman, Lawrence Gilbert. The high-school fraternity as an admin-

3289. McCurdy, Harry Henry. A leisure-time program for junior high
school boys. Master's, 1938. Texas.

3290. McInerney, Martin Henry. Procedures for determining, organizing,
and directing extracurricular activities in a high school. Master's, 1938. Boston
Coll.

3291. McIntyre, Lloyd Frank. An investigation of the relationships existing
between mental ability and participation in extracurricular activities among

3292. Manning, Crittington Elmo. Extracurricular activities in the high
schools of St. James parish. Master's, 1938. Louisiana State. 100 p. ms.

3293. Martin, Jesse W. A historical treatment of Boy scout troop no. 1,
of Commerce, Oklahoma, as an extracurricular activity in a small Oklahoma high
Indicates that a Boy scout troop is a profitable extracurricular activity that could be
sponsored by any high school.

3294. Martin, Joel N. An investigation of extracurricular activities and
T. C., Emporia. 79 p. ms.

3295. Miller, Antonette. Extracurricular activities found in Sam Houston
state teachers college, the extent of student participation, and the guidance given
in selecting the activities. Master's, 1938. Sam Houston St. T. C. 77 p. ms.

3296. Molpus, Richard Grady. The development of the Future farmers of
America in Arkansas. Master's, 1938. Louisiana State. 73 p. ms.

Covers the extent of in and out-of-school club membership of boys in white junior high schools in the city of Washington. Finds that boys' interests in particular clubs change with age and that many of the clubs are not in harmony with the preferences as expressed by the boys.


Attempts to determine what freshman girls consider leisure time, their attitudes toward its use, to find out what part previous planning has had in the wise use of leisure time, and whether or not they are using the available facilities in leisure-time activities.


Sets-up criteria for the evaluation of extracurricular programs in high schools, and evaluates the programs in six high schools.


Traces the development of extracurricular activities in Wardlaw junior high school for the first 11 years of the school's existence and shows some of the underlying principles giving direction to the program.


Discusses the various phases of auditorium activities in the Dallas, Tex., public schools, and the training and experience needed by teachers for this type of work. Gives types of programs for the beginning teacher and programs that may be given by the more experienced program director.


3308. Thompson, Esther Magie. Classification and correlation of certain traits of boys in clubs at the All-nations boys' club. Master's, 1938. Southern California.


FAILURES


*3315. Horn, Ruth. A study of a group of individuals failing five or more courses in the College of liberal arts of Syracuse university during the year 1936-37. Master's, 1937. Syracuse, 77 p. ms.

Compared 164 students who had failed in one or more courses, matched according to class and psychological rating, with an equal number of non-failing students. Analyzed data as to the occupation of the father, occupation of the mother prior to marriage, number of children in the family, employment of student before entering college, time elapsing between high-school graduation and matriculation, student's vocational interest and desire for vocational guidance. Indicates that the problem of failure is a matter of individual concern, irrespective of psychological or reading test score, home background, or situation in college.

3316. Jackson, Howard L. The characteristics of boys who are scholastic failures in Flint Central high school. Master's, 1938. Michigan.


Studies the causes of failure in the elementary schools of Texas parish, and compare the number of failures in the Waterproof elementary school in 1928-29 and in 1936-37.


Analyzes data collected from student records, student questionnaires, and personal interviews with 94 pupils, 61 of whom were boys. Finds the chief causes of failure as given by students, teachers, and parents, were lack of preparation, lack of interest, outside interest, lack of concentration, laziness, weakness in fundamentals, and carelessness in study habits.


MARKS AND MARKING


Attempts to devise a chart by which a numerical grade might be determined more quickly and accurately than is now the case, and to devise a scale for averaging any series of marks from 8 to 10.

155108-40-21

Studies the marks given in this school from 1926 to 1937. Finds an upward trend of marks in the school; a striking similarity in the distribution of marks by subjects and by total marks; a greater variation in the distribution of marks in elective subjects than in required subjects; a greater variation in the distribution of marks assigned by individual teachers than in the distribution of marks by years or subject; patterns of distribution of individual teachers did not remain constant from year to year. Gives lack of application, lack of aptitude, failure in examinations, lack of interest, and absence as the chief reasons for failure in the opinion of the teachers.


3324. Bohannon, Alice N. Value of different kinds of school marks in predicting the high-school and college success of a small group of students. Master's, 1938. Emory. 70 p. ms.

Attempts to determine whether or not accurate prediction could have been made from intelligence test scores, school marks, and standard achievement test scores at the end of the sixth grade as to the pupils who would not finish high school, who would not attend college, who would stay in college for a short time only, who would fail in college work, or who would become outstanding college successes. Finds that the IQ in the sixth grade offered the highest degree of accuracy of prediction of both high-school and college success of any of the measures used.


Attempts to develop a means for translating "words per minute" scores into grades. Constructs a chart, in dial form, making it possible to translate a base score of strokes and errors into "words per minute" rates, and into percentage grades at one operation. The scale is adaptable to different courses and different systems of marking.


Uses 1,307 men and women psychology students who had completed the first semester of introductory psychology at the University of Pennsylvania between the years 1932 and 1936, to determine the relationship between grades made in the course and scores made on the American council on education psychological examinations. Finds a moderate degree of correlation between marks in the course and test scores, and that the relationship is consistent from year to year; that the women were doing more nearly what was expected of them than were the men, as shown by their test scores; and that non-fraternity men made slightly higher test scores than did fraternity men.


Describes an experiment in which the American council on education psychological test, cooperative mathematics test, and the cooperative English test were given to 87 students who entered the College of commerce and finance of the University of Detroit in September 1936, and for whom their high-school marks were obtained. Finds that a combination of high-school averages and scores on the mathematics and the English tests furnished the best basis for prediction of college success.

SCHOOL MANAGEMENT

Covers scholarship ratings at Bridgewater state teachers college and combined teaching and discipline ratings at the training school connected with that college. Finds the correlation between grades in the college and in the training school was low.


Compares the marks made in school and the distances from the school of all the pupils in the fifth, sixth, and seventh grades of three high schools in Claiborne parish, La. Finds that the pupils who live nearest the schools tended to make the higher marks.

3334. Heil, Margaret Ellen. The value of the IQ and teachers' marks in certain high-school subjects for predicting teachers' marks in stenography. Master's, 1936. Louisville. 95 p. ms.

Finds that homogeneous grouping is a valuable procedure and aids in fitting the curriculum to the pupils; and that the scores on the Iowa silent reading test had little predictive value in predicting success or failure in regents' examinations.

Indicates that the use of high-school marks for predicting later high-school success has predictive value increasing with the recency of the marks and the similarity of the subjects of the two sets of marks.

3337. Paul, J. B. A study of the grades assigned to students by the faculty of the Iowa state teachers college during the 1936-37 academic year in courses giving college credit. Cedar Falls, Iowa, state teachers college, 1938. 19 p. ms. (Research report no. 29)

Studies the records of 312 pupils, who at some time during their high-school career had studied Latin I to determine whether or not teachers' marks in that subject could be used to predict pupil success in Latin II and Latin III. English, social studies, mathematics, science, and foreign languages. Discusses Latin surveys and prognosis testing, including the statistical status of the language, aims or objectives in its teaching, content of the course in secondary schools, methods of teaching the subject, the use of the Classics in England, France, and Germany, and predicting pupil success in various subject-matter fields by reference to teachers' marks. Finds that first-year Latin and algebra teachers' marks for the first quarter have some prognostic value in fixing the final standing of pupils for the year, but in comparison with other subject-matter fields, teachers' marks in Latin I and algebra have less predictive value.


Finds that teachers were inconsistent in their marking and tended to give higher marks on handwriting than were given by the scale, and that the teachers would be more consistent in their marking if the scale was used.


Studies the relationship between intelligence, reading ability, and school marks, using data obtained from mental tests, reading and mathematic tests, and class records.


Finds that the scoring of subjective arithmetic tests can be materially improved in accuracy by making an objective key and following simple rules in scoring.

REPORTS AND RECORDS


Produces a permanent record card to meet criteria set forth in educational literature and the needs of the local schools.


3351. Brooks, Harold B. Secondary school cumulative records: their function, form and administration. Doctor's, 1938. Southern California.

Indicates that cumulative record forms improve classroom methods, assist in guidance, provide bases of reports, assist in research, and motivate pupils' work; that forms used in California show diversity in use, size, form, number, and kind of individual items, with no consistent agreement on any item except pupil's name.

3352. Corbin, Edward Bryan. Accounting records and financial reports devised to meet the needs of small endowed colleges with enrollments of 500 or less. Master's, 1938. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 37)

Illustrates and describes a fund balance sheet with a supporting operating statement for each fund, and analyses each operating statement with subsidiary statements.


SCHOOL MANAGEMENT 309


Attempts to describe the new reports that are being used and the attitude of teachers, pupils, and parents toward them. Finds that the formal report to parents is giving way to a more diagnostic report on the progress of the child.


3360. Lages, C. R. The procedures and practices used by the secretaries of the school districts in Colorado in recording and reporting the annual financial data. Master's, 1938. Colo. St. Coll. of Ed.


Shows the need for better farm records, and outlines a course of study for evening classes.


Analyzes and evaluates the records of two conferences scheduled with the parents of a group of first-grade children. Finds that the conferences increased both the parents' and the teacher's understanding of the child discussed; that most of the parents preferred the conference technique to the traditional report after trying it for a year; and that the educational progress of these children showed the favorable influence of the conferences when judged by standardized test results.


Develops a report card which includes an evaluation of ability to organize, habits of work, citizenship, and knowledge of subject, using a code shown on the card for the report.


Analyzes records kept by nursery schools used as practice schools by teacher-training institutions. Finds a variety of data kept on nursery school records, and much duplication of certain types of information; a tendency toward a type of record which gives an objective picture of the child's social development; few schools having systematic records for following up and evaluating the work of the nursery school; little agreement as to the physical make-up of the records; a tendency to overemphasize types of information contributing to the efficient functioning of the school at the exclusion of other valuable types.

*3367. Tanail, Rebecca Catherine. The contributions of cumulative personnel records to a teacher education program as evidenced by their use at the State teachers college at Towson, Maryland. Doctor's, 1938. T. C., Col. Univ. New
Studies the use of the records and their growth, development of students through the use of records, attitudes toward records, and the record as it portrays the individual. Shows that faculty members and administrative officers use student records for many purposes; that records are increasing in number and in the quality of the material given; that the part of the records noting personality ratings and personal comments by faculty members have to be used cautiously with students; that records are being used for initial placement and to help the young student adjust to his new position, and by supervisors for improvement of supervision and as a basis for understanding and assisting the young teacher; that students seek conferences with records for definite purposes and especially to receive suggestions for improvement in the development of social traits and scholarship; that records portray the development of the individual student; that cumulative records are valuable instruments in predicting success in teaching. Shows how an institution can develop a cumulative record to meet its aims and objectives and can then utilize the record with a minimum of centralised direction.


RETARDATION AND ELIMINATION


Analyzes data collected to show the effect which mental, physical, social, or environmental handicaps may produce upon the progress of children in school. Finds that personal and mental traits possessed by the child are impressed upon the teacher; physical, social, and environmental aspects of the child's life are unfamiliar to the teacher or are easily forgotten; the educational influences of these latter traits are not sufficiently recognized by the teachers; and that children are retarded in their educational careers by conditions and traits; and the fact that various teachers notice and rate these conditions and traits differently causing wide variation in the degree of retardation.


3372. Duffy, Helen I. A study of pupil elimination in the Vare junior high school from January 1931 to June 1936. Master's, 1938. Temple. 64 p. ms.

Finds that about 10 percent of the pupils left school during this period, due mainly to a failure complex; and that 47 percent of the drop-outs have had no success with employment.


Studies the students who dropped out of the Bristol high school during the years 1932-1936, inclusive. Analyzes their age and grade when they left school; the school term and year; size of family; occupations of their parents; the subjects the students liked best, liked least, and from which they received the most good; reasons for leaving school; the employer and type of job at which they are working; where they received training for the job; their beginning and present weekly wages; the manner in which they obtained their jobs; and their desire for training which would help them on their present job.


3375. Harris, James William. A study of 60 cases of elimination from the high school of Tangipahoa during the years 1935-36 and 1936-37. Master's, 1938. Louisiana State. 180 p. ms.

Recommendsthat the parish employ a guidance counselor, have a well-organized program of guidance, and continue a program of adult education; that agricultural and manual
training be introduced into every high school; that schools keep a complete record of all pupils, have a well-organized program of extracurricular activities, and make the requirements for graduation elastic; that the National youth administration program should continue and boys and girls be given credit for certain types of work outside the school.


Finds that state-supported schools are forbidden by law to teach any specific religion, and that the denominations must care for the student's spiritual development.


Surveys the continuation school of Syracuse, N. Y., to determine the reasons that pupils leave full-time school before they are 17 years old, and what elements of their environment cause them to give up the hope of a high-school diploma in order to seek employment and thereafter attend continuation school for one half day a week instead of 10 half-days a week. Shows that students should be allowed to take subjects in high school which they feel will be useful to them in the type of work they wish to do; and that short-sightedness on the part of the student and parent is a fundamental cause of school mortality. Recommends that Junior and senior high schools offer more opportunities for the maladjusted pupil by allowing a wider range of electives and abolishing requirements of any subject except for students choosing college-preparatory courses; that guidance counseling be given students privately; that teachers hold periodic personal conferences with each pupil to discover abilities, aspirations, and difficulties; that short but frequent talks be given by the teachers on the value of education, having outsiders speak at assemblies to show the value of an education; that information be given to parents on the value of education; that clubs might supply money for the purchase of textbooks to be loaned or rented to students who could not afford to buy them; and that withdrawals be encouraged to attend the evening high school.


Shows that 93.5 percent of the pupils who left school were 16 years of age or over; 68.35 percent left in the ninth and tenth grades; 63.69 percent left as soon as they could legally do so; more than 70 percent were repeating subjects; and that junior high schools dropped only about one-third as many of their ninth-grade pupils as did the senior high schools.


3383. Murray, Marion M. A study of pupil elimination at Whittier union high school. Master's, 1938. Southern California.


3385. Peters, Donald Edward. The elimination of small high schools in Clark county. Master's, 1938. Wisconsin

Finds that the reasons most frequently given for leaving school were: Lack of interest in subjects taught, failure, chance to take a job, a feeling that a high-school education had no value, lack of funds, and plans for marriage. Shows that the pupils studied had not migrated far from the immediate vicinity; that few had continued with further training; that about half of them regretted leaving school; that their first jobs were rarely permanent; and that as a rule they had engaged in many different occupations during the course of a few years. Suggests that a more complete record be kept of both graduates and drop-outs; that eliminated pupils be studied as individuals and as a group; that curricular, extracurricular, and social activity programs be expanded to cover a wide range of needs and interests; and that a functional guidance program be developed.


Finds that the chief causes of withdrawal were: Difficulties with school or work, lack of interest, economic, appeal of outside interests, home conditions, lack of proper adjustments, ill health, and marriage.


Studies student mortality in five high schools. Finds that a total of 32 boys and 21 girls transferred to other schools; that 49 boys left school the first year and 42 the second year; that 33 girls left school the first year and 36 the second year; that the reasons most frequently given for leaving school were: Too little practical subject matter, marriage, dislike for subject, lack of financial aid at home, dislike of school, too few electives, discipline, and dissatisfaction with marks; that other reasons for leaving school were: Discouragement by parents, urge to seek adventure, joining the Army or Navy, enrolling in the CCC camps, and ill health. Shows that 68 percent of the girls were married while in school or immediately after dropping out; that 21 of the boys studied were still unmarried; that 26 were employed as laborers; that 35 were engaged in farming; and that only 1 of the 150 pupils was earning $1,200 a year or more.

STUDENT SELF-GOVERNMENT


Gives the historical background of cooperative student government; reveals definite administrative problems associated with the operation of student government through a comprehensive survey of one of the largest publicly supported municipal colleges of New York City; analyzes conditions in 28 colleges and universities; sets up a guide to administrative procedure for the people responsible for the operation of a system of cooperative student government at the college level.


Studies student participation in self-government activities with special emphasis on the organization and activities of student councils and of Buckeye boys' state, an experiment in self-government. Finds that opportunities are being afforded for training in citizenship through student self-government, but that there are situations in which students could exercise more control in life in a democratic society.


Finds that all of the schools investigated have some student-control activities; that the schools all have faculty supervision and veto of student-control activities; that all but one of the schools have safety patrols; that all have monitorial duties; and that four have a student court.


Compares the traditional and modern concepts of high-school discipline, and shows how student government may be employed to improve school discipline.


Studies the organization, objectives, activities, and values of student councils in secondary schools, and analyzes replies to a questionnaire of 36 student councils of high schools in Oklahoma. Indicates that the type of organization should be in keeping with the needs, experiences, and abilities of the student body; that the chief objectives of student councils are to develop and maintain desirable school spirit, and to provide practice in cooperation, self-reliance, and self-control; that the major activities are those arising from the promotion and supervision of extracurricular activities; and that the principal values derived from such organizations are citizenship training and character development.


3401. Sprague, James B. Student participation in school control. Master's, 1937. T. C., Col. Univ. 80 p. ms.

TEXTBOOKS


Compares the most commonly used graded music series published since 1898 and designed for the elementary schools. Concludes that changes in music education have been dictated by the development of the art itself, by the changing conditions of economic life in America, and by new conceptions in the general educational system.

3408. Bates, Austin F. A study to determine which scientific terms used in high-school chemistry are sufficiently important to be included in the glossaries of textbooks in high-school chemistry. Master's, 1938. Michigan.


Presents theories of reading, with original primer entitled: Oil field men, on unit method.


Grades six French texts according to their vocabulary difficulty in order to determine the sequence in which they should be read, and to aid future editors who may wish to edit their books as graded readers.


Examines lists of supplementary reading given in 18 most recent texts for the upper elementary grades. Finds that the greatest number of times any one book was recommended for the 3 grades was 8; that 680 readings were suggested but once by the 18 books examined; that recent history texts show the influence of the recommendations for wide reading, in the report of the Commission on the social studies.


Compares basal history texts of some South American countries, Mexico, and Cuba with United States history texts depicting the attitudes, favorable and unfavorable. Finds a dearth of material and little knowledge on the part of the various authors of countries other than their own.


Finds a wide variety in the type of personages mentioned, with stress on political, military, and religious activity.


Attempts to determine the place of six adopted natural science textbooks in the core curriculum of the proposed Mississippi curriculum program at the secondary school level. Indicates that certain textbooks examined do not lend themselves to treatment of the core based on social function procedure because of their technical nature and the necessity for logical development in sequential order.


Finds that when Silas Marner is used in the tenth grade as a textbook for the study of the novel, it may present many vocabulary difficulties which may require special treatment.

Analyses the results of 100 investigations which attempt to determine whether the vocabularies in textbooks of science are too difficult for the pupils for whom the books are intended; whether there is a definite and readily determined level of vocabulary in the present texts which marks a sharp increase in difficulty of comprehension by the pupils and which is the level where simplification of vocabulary in science textbooks should begin; whether the difficulty which the pupils encounter in reading science texts is attributable to the use of nonscientific and nonessential vocabulary; whether present textbooks provide adequately for the mastery of essential vocabulary through definition and repetition; and whether there are important terms which should be mastered in the various courses of science. Recommends that the authors of science textbooks for junior and senior high schools simplify the vocabularies of their books by reducing the number of scientific terms introduced, by confining the nontechnical vocabularies to words which occur in the first 6,000-word levels of the Thorndike list, and by defining with simpler words all technical and nontechnical words they introduce which occur in thousand word levels above the sixth in Thorndike's Teacher's word book of 20,000 words.


Studies the frequency of easy, difficult, and highly technical words in these textbooks, and constructs word tables on a basis of frequency to show the words most frequently used by the authors of physics textbooks.


Shows that nationalism throughout important countries of the world may well be indicated by primary readers.

3435. Eyler, Loren E. The types of pupil activities and questions provided for in eight textbooks in economics for the high school. Master's, 1938. Michigan.

3436. Fisher, John A. An investigation to determine what scientific terms should be included in the glossaries of high-school chemistry textbooks. Master's, 1937. Michigan.


Studies the creation, continuation, content, and influence of Noah Webster's elementary spelling book and its 100 years of use. Shows that it was powerful in unifying spelling and pronunciation in the United States during the rapid expansion and change that followed the Revolution; that it sold nearly 100,000,000 copies during its existence before it was supplanted by other and improved spellers; that prior to this it unified the language and differentiated it from the English of Great Britain.


Studies textbooks at the secondary school level that appeared in a series over a number of years, or that were used as basal texts to determine evolutionary trends in physical set-up, the aims of the writers, content material, and trends in emphases. Finds that many of the earlier books were written by men connected with private commercial colleges who wrote the books for use in their own schools; that the authors of many of the texts were important in the educational world and wrote texts showing the relation between bookkeeping and other phases of education; that the largest group of authors of texts were teachers of the subject and combined their practical knowledge of the subject with pedagogical principles. Shows that the content of modern bookkeeping is designed to contribute vocational, personal, social, economic, and ethical values.


Studies the reactions of high-school pupils and teachers to the materials contained in New biology, by Smallwood, Revel, and Bailey. Finds this textbook better organized than earlier books; that it provides for interests and needs by stressing economic values and living things; that some new topics have been added to the subjects contained in other texts; and shows a need for more material in human biology.


Analyses 15 textbooks commonly used as texts in college courses in the principles of secondary education; finds that the course is unsettled as there is no agreement as to what should be treated in textbooks and courses.


Takes two samplings on each of 20 books for the first evaluation of the 1928 formula and two on the same 20 books for the evaluation of the 1938 formula. Finds that in the first evaluation only 9 books have like grade placement, while in the second there are 10 books. Compares the two evaluations, and finds that only 7 of the 20 books had a similar grade placement.


Attempts to determine the part played by the fable, the fairy tale, and the folk tale in the history of the content material of second-grade readers from 1830 to 1936. Analyzes 210 readers covering the period from 1830 to 1936. Finds that the period from 1830 to 1879 was one of moralistic writings; from 1880 to 1918 was given over to the development of a love of good literature; from 1910 to 1925 an attempt was made to emphasize silent reading, using informative, testable material for silent study; from 1926 to date an attempt has been made to develop the imagination and the emotions, to build ideals, to exercise reason, to contribute to the joy of living, and to lay the foundation for later enjoyment and appreciation of literature.


Seeks to determine the nature and extent of the vocabulary presented to the child in the sixth-grade textbooks, and to derive a vocabulary for that grade based upon the agreement of writers of the textbooks. Analyzes eight textbooks covering the fields of reading, geography, history, English language, spelling, science, music, and arithmetic. Indicates that there is a great burden placed upon the sixth-grade child by the use of uncontrolled vocabulary in the textbooks; that to read with understanding only the basic textbook vocabulary would require the child to learn an average of 28 new words a day during the entire school term of 180 days. Suggests the teaching of the 1,769 words in the prepared vocabulary, as the child will meet these words at least twice in different sources.


3451. Hinners, Sister Mary Winifred. The vocabulary of high-school geometry texts. Master's, 1938. Catholic Univ. 81 p. ms.

Reports the nature and frequencies of the vocabularies used by Durell and Arnold, New plane geometry; Stone and Mallory, Modern plane geometry; Schultze, Sevenoak, at Stone, Plane geometry; and Mirick, Newell, and Harper, Plane geometry and its use. Finds that 68 percent of the running words and more than 93 percent of the different words agreed in all of the books; and that only a small percentage of the abbreviation is agreed.


Determines standards for measuring modern seventh-grade arithmetic textbooks, and analyzes six modern textbooks according to these criteria.


Analyzes a group of arithmetic textbooks with special attention to material contained, drills, tests and summaries, vocabulary allusions, and other factors.


Finds that the systems used in the consolidated schools in Ohio are not uniform and either too complicated or too brief to be efficient.


Analyzes civics textbooks to discover how civics in the curriculum is fulfilling the various social objectives. Finds that civics is directly concerned with a definite type of instruction in the duties and responsibilities of citizenship.

3460. Long, Myrl D. Methods utilized by state and city textbook agencies in textbook evaluation and a recommended procedure for the Kansas state board of education. Master's, 1938. Kansas St. T. C., Emporia. 64 p. ms.


Finds that the portion of subject-matter content which was formerly devoted to botany is steadily decreasing; that more importance is given to zoology; and that the use of exercise and illustrative material is gaining in importance.


Compares the personages mentioned in six American history and social science textbooks, and finds a great variety of personages among whom statesmen predominated.


Studies the vocabulary difficulty of six French texts, and finds that they rank closely in difficulty, but that they contain too many new words for secondary-school use.


Analyzes and evaluates 15 textbooks recommended by publishers of electricity textbooks for secondary schools. Sets up a preliminary standard for selecting a suitable textbook on the subject.

Analyses 20 first-grade readers, listing the concepts common to three or more of the books. Finds that the concepts common to three or more of the readers were given to the children through stories or pictures, in most cases.


Analyzes history textbooks published between 1921 and 1936 and intended for use in the seventh and eighth grades. Finds little agreement among historians as to the relative importance of many events and personages. Shows the need for Catholic authorities to examine the content of the history texts to be used in Catholic schools.


Presents a simple and practical textbook of hygiene for native Alaskan children with consideration of the nature and needs of the children in relation to the situation peculiar to Alaska.


Attempts to determine the factors considered in selecting textbooks for use in Louisiana public schools. Analyzes the civics and history texts in use in the high schools. Finds that the selection of textbooks is influenced by individuals who favor certain books for personal or other reasons, by generous offers of publishing companies, and by prejudices against certain texts because of sectionalism and bigotry; that the texts considered present preformed, biased, and prejudiced opinions for the pupil to accept as the truth; and that the influence of the corporations, trusts, and various national and patriotic organizations was easily distinguished in the books examined.


Plante, Leo A. A study of the fields and content in representative general biology textbooks used in New York state. Master's, 1938. N. Y. St Coll. for Teach. 130 p. ms.


Analyzes and compares five history textbooks used today in the secondary schools of England and five of those used today in the secondary schools of the United States as to significant similarities and dissimilarities in their treatment of the American Revolution. Indicates that the history textbooks used in the secondary schools of the two countries vary in their treatment of the American Revolution; that American books do more to foster hero worship of one's forbears than do the English books; that the English books give a fairer presentation of the war than do the American books.


Finds a wide variation in the emphasis placed on historical personages by the writer of textbooks.


Examine three first-year algebra texts for the mathematical and scientific terms and phrases used. Finds that more than half of the terms should be familiar to the pupil in view of his previous study and general reading; that the texts differ widely in the use of many terms and phrases; and that the majority of terms and phrases have a low frequency.


Traces the types, amount, and methods of presentation of historical materials in fourth-grade readers to determine what phases of reading material in history have been treated in reading textbooks. Analyses 51 fourth-grade readers used during the years 1866 to 1936. Finds that the method of selecting and presenting the large amount of historical material in these readers was haphazard; that no attempt was made to build up a definite vocabulary or specific background for the reading of history; that most of the material was chosen for literary quality rather than for historical value; that in recent years the subject matter has become more up-to-date, with familiar modern events and living persons often becoming the subject matter of the stories.


Grades the vocabularies of six French texts.


Analyzes 40 books selected from the recommendations of children, teachers, and authorities. Studies the reactions of 40 sixth-grade children from the Webster school, Philadelphia. Finds that the children showed little agreement as to humorous situations in literature, and that their idea of humor was different from that of adults.

School Management 321


Investigates 420 geography textbooks written by American authors between 1784 and 1895 to determine trends in the development of the format, the author's educational beliefs, the contents of the books, the methods of presenting the material, and the teacher aids included as revealed by the textbooks.


Compares 12 recent junior high school texts as to the attention given to grammar therein.


Attempts to determine how familiar teachers are with facts essential in analyzing textbooks objectively; to ascertain criteria used in actual practice in judging textbooks; and to develop a score card for making the study of textbooks objective. Finds that only 46 percent of the teachers could adequately answer questions on technical facts essential in analyzing textbooks and that 70 different criteria were listed by 364 teachers.


Finds little agreement among authors on the references suggested, but that those upon which there is the greatest agreement might be considered a reliable list for book selection.


Analyses the content and proportions of the subject matter in 11 textbooks selected by eight representative publishing companies as their best textbooks for college courses in business English.

3503. Wallick, Ray G. Variability in criteria and content of high-school social science texts in problems of democracy and interest indices. Doctor's, 1938. Temple. 133 p. ms.

Finds little agreement among authors of textbooks as to content to be taught in problems of democracy, and that their selection of subject matter does not agree with popular interest.


Contrasts the manner in which each of our major war is treated in the leading secondary school histories of our own and the enemy country.


SCHOOL BUILDINGS AND EQUIPMENT


Discusses the school population to be accommodated in the proposed Wellsville union free school district, the program of studies and auxiliary services to be offered, the school plant, and the personnel required for the school center.


Analyzes replies to a questionnaires sent to the principals of recently constructed high schools with enrollments of 300 or less, to determine the combinations in use of rooms in these buildings. Recommends that an assembly hall composed of two classrooms separated by a movable partition be used in preference to the gymnasium-auditorium combination now often used; that chemistry and physics classes use the same classroom is absolutely necessary; that sewing and cooking classes use the same room; that the library and study hall, library and classroom, or study hall and classroom make good combinations; that woodworking and metal working be combined; that mechanical and freehand drawing use the same room; and suggests the use of shower and locker room in combination.

3516. Doyle, Vincent A. Community social and educational uses of the school plant in some New York state school districts. Master's, 1937. N. Y. St. Coll. for Teach. 50 p. ms.


Discusses the site, buildings, service systems, instruction rooms, general units, and supplementary standards for the physical plants of normal schools and teachers colleges.


Attempts to show the effect of the PWA program upon the costs of school building construction in New York state; how much the program increased or decreased costs; what factors influenced the increases or decreases; the influence of the program on the type of quality of construction, actual building plans, and specifications, and the type of accommodations; how the whole program is related to the scheme of local, state, and Federal relations to education, and to the social factors involved, particularly employment. Shows the good and bad features of the program as viewed by persons who had intimate contact with it in one state.


Compares the illumination in the libraries, laboratories, classrooms, and study rooms of Colgate, Cornell, Rochester, and Syracuse universities. Finds the light intensities in the buildings of the four colleges low and uneven, permitting contrasts in the amounts of light; glare factors exist frequently; the types of window shades found generally do not permit diffusion of natural light into the rooms; the amount of light reflected from the walls could be improved by painting in approved colors which have higher color reflection factors; the best use of electric current is not being made due to the types of fixtures provided; and the best use of natural lighting is not being made.


Shows that the lighting conditions under which students are attempting to work are for the most part, too poor to be conducive to a desire to do mental work.


3526. Luehring, Frederick W. Standards for the swimming pool in educational institutions. Doctor's, 1938. T. C., Col. Univ.

Sets up 20 criteria by which standards for the swimming pool can be formulated and appraised.


Gives information on the excavation, material, drainage, length and width of straightaways and curves, and other essential suggestions necessary in the construction of athletic tracks.


Studies 12 schools in Texas for the school year 1936-37.


Analyzes replies to a questionnaire received from five student teaching centers of North Texas state teachers college and Texas state college for women on the home and community conditions that might be used as a basis for the selection of equipment for homemaking departments in the public schools. Finds that the number of pupils to be accommodated, the organisation of the department, the types and distribution of community facilities, and the utilities used in the homes influence the selection of equipment; that additional factors which may affect the choice of equipment are home planning and arrangement, marketing practices and conditions, the preparation and serving of meals, the entertainment practices used in the homes, the choice, construction, laundering, and care of clothing as well as the grooming practices in the homes.

*3534. Seger, Garretta K. A study of an adequate building and a recreation field suitable to the needs of the revised program in health and physical education at the State normal school, Geneseo, New York. Doctor's, 1938. New York. 74 p. ms.

Analyzes present facilities for the health and physical education program, and suggests remedial plans for their correction.


Studies present school plant of Rome, and recommends changes, additions to existing buildings, and new buildings.


Studies the buildings in permanent school centers of Tuscarawas county, Ohio, under county supervision. Finds that three districts of the county have adequate buildings, and that others require alterations and additions to their school buildings.


3539. Vandermaat, Florence W. The wider use of school property as a factor in public relations. Master's, 1938. Southern California.


Finds the buildings generally deficient in both natural and artificial lighting, ventilation, sound-proofing, locker facilities, fire-prevention facilities, and facilities for proper cleaning and sanitation.


Finds that the physical features of the environment do not have as great an effect on school achievement as is popularly supposed.
EDUCATIONAL SOCIOLOGY

JANITORS


Shows the importance of the janitor to the school system and the former methods of selecting janitors. Recommends that selection be based on moral and social attitude, merit, knowledge, cooperation, and health. Suggests the use of a janitorial training school.


Analyzes 150 replies to a checklist sent in by schools in the diocese of Brooklyn, showing the type of person employed, his activities, the apparatus with which he works, his care of the building and grounds, and his status in the school.


SOCIOLOGY, EDUCATIONAL


Attempts to determine in what manner and to what degree American schools should indoctrinate in socially desirable attitudes. Suggests that the schools must be outright propagandists for democracy; that the platform for indoctrination should be based on an interpretation of the American frame of reference; that liberalism demands that this interpretation be arrived at through tolerant discussion of conflicting points of view; that educators and leaders in all fields of endeavor must arrive at a common interpretation of basic national attitudes and that this ground of common agreement should be incorporated in the curriculum of the public schools.


Studies the fields of relief, recreation, education, health, housing, and the use of several Community fund agencies. Finds in the field of education the need for vocational guidance and training, pre-school and adult classes, and specialized classes for retarded children; and that the area has attempted to meet some problems, such as unemployment, flood relief, and recreation, but needs additional assistance in these as well as other fields of service from outside agencies.


Gives a brief history of the county; and discusses its natural resources, population trends, neighborhoods and communities, commerce and industry, agriculture, wealth, debt, and
taxation, schools and educational trends, standard of living, health and welfare, and problems.


Discusses the social needs of rural families as shown by their family and community relationships; health needs in the family and in the community; educational needs in schools, libraries, informal study, communication, and travel; the contribution of the previous United States Department of agriculture extension housing program to the social needs of rural families, and the possible contribution of the suggested extension housing program to the social needs of these families.


Analyzes data collected from 671 boys and 826 girls on various phases of boy and girl relationships. Suggests that a considerable amount of adolescent conflict and confusion with respect to boy and girl relationships could be eased and prevented by a more adequate educational program within the family and through the school; that few of the problems presented were of a type for which there is not already considerable factual information, and concerning which both parents and teachers could do a great deal if there was understanding cooperation; that in the case of institutional social programs there is an opportunity for the giving of more attention to individual guidance in the realm of boy and girl relationships as against dependence only upon mass programs.


Studies the relation of certain types of crime to unemployment in Massachusetts from 1920 to 1936. Finds a striking similarity in the trends in arrests for theft and unemployment, and that trends in juvenile delinquency follow trends for unemployment for 7 of the 9 years of the pre-depression period, but that during the period of the depression, the number of cases of delinquency have followed a general downward trend with no apparent relation to the unemployment indices.


Analyzes replies to a questionnaire received from 1,386 young people whose records were in the Harvard growth study office, giving their employment status, means used in trying to obtain employment, extent of schooling, occupational training, future occupational plans, previous training, attitude toward existing conditions and toward education. Finds no real differences between the employed, irregularly employed, and unemployed in chronological age, place of residence, occupational training, number of years of high-school training, mean absence from school, mean tardiness while in attendance at school, mean school marks, mean intelligence test scores, points earned in extracurricular activities, subject fields best liked while at school, attitude toward education, skeletal development, or anthropometric measurements. Finds significant differences between the employed and the unemployed in ethnic origin, methods of securing employment, work for remuneration while at school, and attendance at educational institutions beyond the high-school level. Indicates a need for guidance, and a closer cooperation between the teachers and employers of young people.


Finds, that as a group, the boys were poorly educated and needed vocational training; that only 38 percent of the boys became reestablished with their families or relatives
subsequent to their needing boarding home care. Shows that foster home life has a vital place in serving the needs of many children and that the foster care agency has a great responsibility for their constructive development.

3560. Douma, Frank W. A comparison of youths whose fathers are engaged in various occupational levels in a city of 30,000. Master's, 1938. Iowa. 42 p. ms.


Attempts to determine the more important concepts of modern social, economic, and political life, and to discover to what extent children understand and are able to interpret such concepts. Suggests techniques for testing children's interpretations of the concepts which might be used with city and rural children for determining significant relationships in children's interpretations based on socio-economic status, intelligence, grade, sex, and race. Suggests that the concepts be used as a check list for evaluating new publications of social science textbooks and courses of study; that a course of study based on the concepts might be used with an experimental group to determine to what degree there is improvement in understanding and interpretation of the concepts after the use of materials directly related to them; and that suitable concepts might be utilized in the formation of an attitudes' test.


Presents case histories of the 35 Worcester paroled residents. Discusses treatment of the parolee, the Massachusetts requirements for parole, the educational system in Massachusetts penal institutions. Studies the nationality, religion, socio-economic status of the family, marital status, and educational status, intelligence, criminal record, reasons for committing crime, and the institutional history of the parolees.


Analyzes the work done in Kentucky by the National youth administration, and its cost.


Attempts to determine to what extent better economic conditions and better school facilities offered resettlement families would be utilized. Indicates that better economic conditions promote better participation in available educational facilities.

3567. Jenkins, Bertha M. Concern of parents about family problems related to socio-economic conditions. Master's, 1937. T. C., Col. Univ. 43 p. ms.

Analyses 1,047 replies to a questionnaire sent in by parents in New York state dealing with problems on health, recreation, education, jobs for young people, housing, buying, and family income.


Finds that most of the families being helped by the agency were dependent on public relief for maintenance, that the children who were equally divided as to sex, ranged in age from birth to 18 years, presenting a variety of childhood problems. Shows that assistance was rendered in making school adjustments adapted to the children's abilities. Recommends that further exploration be made of the children's interests and aptitudes; that education along the lines of habit training and prevention of illness be rendered; that greater utilization of community recreational centers would add to the children's social and physical development; that the children be given sex education.


3573. McDonald, C. C. A study of the educational values of Buckeye boys' state. Master's, 1938. Ohio State. 97 p. ms.


Discusses school services and child health as applied to the average child, and care of the dependent, neglected, and delinquent child.


Shows that the club, which was started in 1924, had been designed primarily as a temporary home and shelter for teen-age girls who would be adequately cared for and observed on a short time basis until some suitable plan could be made for them; and that the present program is to give the girls training in home management and to help them prepare themselves to become self-sufficient and financially independent.


Attempts to determine the present leisure-time pursuits of 500 recent Syracuse university graduates; which of the interests and activities are the most popular; which of the leisure-time pursuits were acquired during college; what significant differences between the leisure-time pursuits of men and those of women are found; what leisure-time pursuits do graduates wish college had offered them; and in what ways the leisure-time pursuits of college graduates differ from those of a group of unelected adults.


Shows that in some of the foster homes relationships have been established which are comparable with those established by children with their own parents; that in some of the homes, the attitudes of the foster parents is semi-professional; that in others it is mutually casual; and that parents in two foster homes reject the children, but have had no lasting destructive influence on the children.
Discusses the history of the family, the need for guidance, trends in vocations and the choice of vocations, and father-son succession.

Compares the cost of training of persons through the vocational rehabilitation program with data on the cost of living, and with maintenance of charity and public-ward cases in institutions of Kentucky.

Studies marriage and divorce in Peoria; the social and economic characteristics of the city; ecological distribution of divorce in Peoria; the effects of delinquency, age, foreign groups, proportion of male population, birth rate, church membership, economic factors, inter-relatedness of factors, high and low divorce rate districts; the Negro and other districts on the divorce rate; and legal versus social and personal factors in divorce.


Finds that 46 percent of them are employed in 12 occupations, nearly half of whom are employed as maids; that they get along well with their employers and with their fellow employees; that 42 percent feel that they are capable of holding better positions; and that 28 percent have been married.


Shows the need for individual treatment plans, adapted to meet the requirements of each child in educational training, vocational guidance, institutional placements, and supervision.


3590. Williams, Adelaide. The social consequences of the coordinating council. Master's, 1937. California, L. A.
Finds that coordinating councils are solving various community problems relating to environmental influences in the lives of children; that the council is a social force in the community regardless of its size; that its success in the adjustment of problem children, its effect on the attitude of home and neighborhood, and its effectiveness in integrating the agencies of a community depend on leadership, participation of the leading citizens of the community who have the authority to carry through projected plans, development of worthwhile activities based on actual community problems, and that all local groups interested in youth be represented.


RACIAL GROUPS, EDUCATION


Provides a comparative survey of the educational achievement of the Mexican and English-speaking children in Williams, Ariz., schools for 1932-37. Finds Mexican achievement less more withdrawals, and greater retardation.


Describes an activity program based on the history of the Pima and Papago Indians as it was worked out and lived by the pupils and teacher of the fourth grade of the Tucson Indian training school at Eacuala, Ariz., during the year 1936-37. Shows that the formal program, which is not adequate for the white child, is less adequate for the Indian child because of his home environment and pre-school experiences; that the children grew in knowledge gained from books, nature, and experience; in ability to use skills and tools; in appreciation of beauty, art, and their own Indian culture, and that through it they developed strength of character.


3596. Byrd, John M. Educational policies of the federal government toward the Sac and Fox Indians of Iowa, 1920-21 and 1936-37, with resulting changes in Indian educational attitudes: a study in the process of assimilation. Master's, 1938. Iowa.


Describes the work of a specialized case-working agency doing preventive work with the pre-delinquent, constructive work with the delinquent, and reconstructive work with the boys released from a reformatory or penal institution.


Finds that the early education of the Creek Indian children was done by missionaries and mission schools; that later education was taken over by the United States Government Indian boarding schools; and that since statehood most of the Creek children of Coweta have been attending the public school with the United States Government paying their...
RACIAL GROUPS—EDUCATION


Describes an experiment conducted with first-grade Mexican children in a Dallas, Tex., school to determine whether or not children who had learned to read Spanish made fewer failures in learning to read English than did children who did not have that ability. Finds that the retarded Mexican children in this school who had learned to read their own language first made greater progress in learning to read English than those who had not acquired that skill.


Studies the homemaking practices of 33 families in each of three generations of full blood Cherokee Indians, covering a generation with practically no schooling, one which had attended school but had no homemaking training, and the modern generation which had attended school and had homemaking instruction. Finds a definite improvement in dietary habits and living conditions of the modern generation which indicates a carry-over of homemaking training as taught in the Indian schools.


Compares scholastics and enrollment, withdrawn and average students, attendance, and academic progress of English-speaking and Latin American pupils in the Mercedes schools, based on school records. Finds that there were 2,702 scholastics in the Mercedes school district during 1937-38, of whom 708 were English-speaking, and 2,024 were Spanish-speaking children; that 9 English-speaking children and 152 Latin American children left school to work; that less than 15 percent of the Latin Americans were the normal age for the grade in which they were enrolled, while 64 percent of the English-speaking children were of normal age; that the English-speaking children had the better academic records except in the high schools where the English-speaking girls ranked first, the Latin American boys second, the English-speaking boys third, and the Latin American girls fourth. Indicates that the English-speaking children had better home conditions, and participated in school life and extracurricular activities much more than did the Latin Americans.


Uses the Gates primary reading test, type 1, the Sims score card for socio-economic status form C, to measure the reading ability and socio-economic status of 145 first-grade Mexican children in four representative schools in San Antonio, Tex.


Finds that more than 50 percent of the scholastics of the three counties are of Mexican parentage, and approximately one-sixth are of Polish, Bohemian, and German descent; the
Brooks county makes no provision for the transportation of school children; that the most poorly trained teachers are found in Brooks county, a few schools are taught by Mexican teachers, and the training of teachers ranges from no college work to a master's degree; that in this area many coverage children are found in the primary grades; that the range per grade, in some cases, is from 6 to 10 years, inclusive; that investments and expenditures per child vary greatly among counties and school districts and even within school districts.


Presents a method for concurrent development of oral and reading English vocabulary with Mexican first-grade children.


Studies the educational policy as it tended to suppress or preserve culture traits of the Indian in government boarding or day schools. Shows that the early policy aimed at Christianizing and civilizing the Indians and tended to suppress the development of their native culture; that the use of Indian language and the practice of their religious and social customs were discouraged and sometimes forbidden; that a concerted effort is now being made to perpetuate Indian culture by stimulating interest, and developing the abilities of Indian children who attend government schools; that the encouragement of native culture reaches out into the field of adult education and is extended by legislature to protect arts and crafts workers; and that racial continuity seems to be assured through health service and education, and there is every indication that much of the indigenous culture will survive.


Describes an experiment in which nonlanguage mental tests, uninfluenced by the cultural or linguistic background of the three races, were administered to Caucasian children between the ages of 3 and 12 years, 11 months, and to Japanese and Chinese children between 3 and 16 years, 11 months. Finds that the Caucasian children ranked first in general intelligence and reached mental maturity 2 years earlier than do Oriental children.


Studies 177 sixth- and seventh-grade children in four schools typical of other schools in the locality, who were given tests to measure bilingualism, verbal intelligence, social adjustment, and socio-economic status. Shows that the Mexican children suffer a more severe language handicap than other groups; that all of the children used in the study showed a deficiency in verbal intelligence, social adjustment, and socio-economic status.
RACIAL GROUPS—EDUCATION

Finds no relationship between bilingualism and verbal intelligence, socio-economic status, or social adjustment.


Studies the historical background, and current weaving practices of the Navaho Indians, and presents an outline of desirable practices, and a series of modifications of Indian designs adaptable to modern demands.

3621. Perry, Neal C. An investigation of certain aspects of the social economic, and educational status of second-generation Chinese and Japanese graduates of the high schools of Fresno, California. Master's, 1938. Southern California.


Discusses current prejudice against the Jews, and traces their history in the United States from the discovery of America to date. Describes the practice of limiting the number of Jews admitted to the various colleges and professional schools, and the difficulty they experience in securing employment after graduation.


Indicates that Minnesota Indian schools are engaged in numerous activities which contribute to the educational, material, and social well-being of the community; that there is no unanimity as to which types of activities are best suited to Indian schools; that the patrons of these schools feel that the program should be expanded; and that the major obstacles to sponsoring an extensive program of community activities are a lack of adequate school plant facilities, and the small number of suitably trained teaching personnel.


Analyzes the educational principles of the early Hebrews as handed down by the doctors of the Talmud and other early Rabbinic literature, being concerned chiefly with the system of education prevalent in those days and the development of the various schools existing prior to and during the Talmudic period. Shows that the home was the forerunner of the child's more formal education; that at the age of 6 the child entered the elementary school where he was instructed in the Scriptures, reading, composition, writing, and grammar; that students attended the secondary school from 10 to 15 years of age, where the Mishna was the chief subject studied; that the student entered the academy or graduating from the secondary school and studied Hebrew classics, observations of the scribes and of the Bible, mathematics, and the sciences of the day; that the Prophet schools and the School of the scribes were among the earliest Hebrew institutions for higher learning; that teaching was regarded as the noblest career one could follow; that much attention was given to the private instruction of girls with emphasis placed on domestic, industrial occupations, religion, manners, and morals.

3627. Whitwell, Inez Margaret. A homemaking program for Mexican girls who will be unable to attend high school. Master's, 1938. Southern California.
NEGROES, EDUCATION


Studies 40 Negro students in the tenth grade of a high school in Kansas City. Kansas ranked highest in performance on the Kuhlmann-Anderson test of mental ability.

Finds that the correlations between IQ and reading, and grade points and absences show more substantial or marked relation than the correlations between socio-economic status and these measures.


Traces the development of Negro higher education: statistical data of the Negro college; employment trends of the graduates of a typical Negro vocational college; employment trends of Negro college graduates in New York City; employment trends of Negro college graduates as indicated by data from the files of the placement bureau of three typical Negro liberal arts colleges; and factors as determined by the objectives and contents of Negro college curricula both past and present. Finds that the curriculum of the average Negro college should be of a vocational nature adapted to the capacities of the students which it serves; that the liberal arts college should expand the social sciences in the curriculum to fit the social and economic needs of the race; that the standards of work in the Negro colleges should be raised and should be kept on the collegiate level; that the personnel program should be developed; that problems arising from the urbanization of the race should be presented and the difficulties encountered by Negroes in large cities be made clear; and Negroes encouraged to remain in the South where greater opportunity apparently exists; that vocational guidance should extend to the placement of students and to the exploration of possible new fields of occupational opportunity.


*3631. Bell, William McNeil. The sociological contributions of physical education to the needs of the Negro. Master's, 1937. Ohio State. 93 p. ms.

Discusses the socio-economic status of the Negro in America, the characteristics of general education, occupations in which Negroes predominate, unemployment among Negroes, housing problems of the race, juvenile delinquency and crime among Negroes, the educational and health status of the race. Shows the value of physical education in citizenship training, in improvement in health and health habits, and in social training through organized and free play, recreation, and athletics.


Describes the Negro schools of Buckingham county and the disciplinary practices in these schools. Recommends that principals and teachers study the problem of discipline in their individual schools in order that they may remove the cause of the problems; that some other method of punishment be substituted for corporal punishment which is used by the majority of principals; that forced apologies be abolished; that the use of detention studied to determine whether or not it is effective; that the assignment of additional work be abolished as a form of punishment because of the bad effect it has on the pupils; that buildings and surroundings be improved as a means of eliminating causes of many disciplinary problems; and that parents and teachers mold sentiment against such contributing causes of disciplinary problems as illicit liquor making and selling.


Studies age, training, experience, tenure, salary, and subjects taught by superintendents, principals, and teachers. Indicates a satisfactory training, a long experience for superintendents and principals; a reasonably long experience for teachers; a long tenure for the superintendents; and a reasonably long tenure for the principals and teachers; an unsatisfactory salary scale for all three groups of personnel; a need for a teacher-training program which will more adequately equip teachers to teach in the numerous smaller Negro high schools by providing academic training in a major subject and two minor subjects, or by providing composite majors and minors.
RACIAL GROUPS—EDUCATION


Studies the vocational adjustment of 101 Negro graduates of the Schenley high school, as shown by a study of their family backgrounds, their school histories, and their vocational adjustments. Shows that the graduates live in congested and transition areas; that the employment was mostly menial; that their general attitude seemed to be a passive acceptance of what they consider a racial handicap; that their intelligence ratings indicate that they were of average ability; and that many of them questioned the value of their high-school training as their earnings were relatively low, although in proportion to their jobs.

3635. Briscoe, Mineola I. A study of the living conditions among Negroes in Wagoner county, Oklahoma, as a basis for home economics instruction. Master's, 1938. Iowa.


Attempts to determine the degree, causes, and probable remedies for the failure of 300 Negro youth between 14 and 21 years. Finds that the number of Negro youth in North Carolina who are out of school is greater than the number in school; that they are increasing in numbers; that the schools which are available are not adequate for their needs; that opportunities for informal education are few; that the young people stay out of school because the school curriculums are not adapted to their needs; that the practices of society are far apart from the practices of schools; that youth serving movements do not provide full educational service to Negro youth; and that a good plan for educating Negro youth informally must be a part of living situation normal to the race.


Attempts to determine the extent of various attitudes which have been alleged to condition the occupational affiliation of Negroes in different sections of the country, in separate schools and in mixed schools; and to obtain patterns of solution or evasion of the problem in different sections of the country and in segregated and in mixed schools. Finds similarity between the attitudes and practices of the North and the South; that attitudes of the Negro students and the guidance officers seem to be the direct result of the existing economic order; that there are marked differences between Negroes and whites enrolled in the commercial curriculum and the general curriculum; that the policy of guidance in Northern schools seems to be more of evasion than of an attempted solution of the problem; and that guidance programs have not been developed in Southern Negro schools to the same extent as they have been in the Northern schools studied.


Surveys Negro education in Lavaca county from its beginning in 1870 to 1938. Finds that Negro children are offered approximately one-half the educational opportunities afforded the white school childs.

Indicates that rapid progress is being made in the introduction of extracurricular activities in Negro high schools in Texas; that a gradual establishment of activities is more desirable than a superimposed program which does not consider local needs; that heavy pupil loads of teachers have a significant bearing upon extracurricular programs; that there is greater interest and achievement in extracurricular activities in schools that allot time for them during the school day; that the organization and administration of club and musical activities seem to be superior to those of other activities; and that more active interest manifested by superintendents and principals would probably result in more extensive activity in many of the schools.


Attempts to determine whether the practice of skipping the last half of the eighth grade is a handicap to the pupils in making satisfactory adjustment to the high school. Compares the percentage of promotions or failures of the accelerated and the normal pupils; compares the quality of their work, their attendance, and character ratings. Indicates that the accelerated child will succeed in the majority of cases after having skipped a half grade, but that the child of normal intelligence would hardly succeed after skipping a half year of work. Recommends that provisions be made for covering the essentials missed in such fundamental subjects as arithmetic, reading, and English.


Attempts to determine whether improvement in quality corresponds with increase in the personnel of Georgia's Negro public schools from 1932-1938, using certification status and length of college training as criteria. Shows that the amount of college training is more than keeping pace with the increase in personnel.


Studies the socio-economic status of the Negroes in Person county, N. C., and the reasons for the elimination of students from the high school. Finds that socio-economic status, education of the parents, occupations of the parents, and broken homes had no effect on elimination of students; that the students were poorly prepared for high school and were retarded, tending to cause them to leave school; that irregular attendance was a main cause of elimination, as was an overloaded schedule. Recommends the inauguration of a better organized guidance program, reducing the student load from five to four subjects, lowering the achievement requirements in subjects, extending the curricula to include more health and vocational courses, and improving teaching procedure in dealing with retarded students.


Attempts to understand more adequately the meaning of democracy as applied to American society, particularly as applied to the relationship of racial groups, and specifically as worked out in educational procedures at the college level. Infers that there need be no fundamental difference between the colleges best suited to Negroes and the colleges best suited to white students; that there are points at which the segregated college will differ from the non-segregated college in emphasis and in procedure; and that the segregated college which makes appreciable progress in solving the problem of how to become socially effective will make a significant contribution to higher education in general.

RACIAL GROUPS—EDUCATION


Analyzes the history of the delinquent Negro family, and shows the process of cultural transmission and the controlling role of the cultural heritage in determining and shaping behavior. Shows that the cultural heritages transmitted through family, play groups, neighborhood and community control, mould, and shape personality structure, the customary modes of behavior, and the value and attitude systems for all.


Surveys the present status and needs of secondary education for the Negro in Alabama; analyzes the present aims in Negro teacher-training institutions; develops a reconstructed philosophy, based on the democratic conception in education, for Negro teacher-training institutions; and formulates criteria for evaluating a democratic program of teacher education. Finds a need for increased facilities for secondary education, especially in rural areas; for better prepared teachers with higher salaries, longer school terms, and increased and modern equipment; for a reconstructed curriculum to more nearly meet the individual and community needs of the pupil; and for more attention to be given to vocational programs in occupations in which Negro high-school graduates are apt to be employed.


Attempts to discover the relative incidence of insanity among Negroes, as shown by reports of the state hospitals in Georgia, Alabama, Illinois, and the United States in summaries as compared with the incidence among whites within the same areas; and determine the influence of environment, marital status, chronological age, economic educational status on the patients. Finds that Alabama has approximately 10 percent more first admissions than Georgia, and Illinois has more than four times as many; Georgia and Alabama have nearly the same average number of readmissions; that Georgia and Alabama have a larger number of rural than of urban admissions, and Illinois and the United States have a larger number of urban than of rural admissions; that more single men and widowed women are admitted to insane institutions; that first admissions in Georgia and Alabama are younger than in Illinois and the United States as a whole; that the ratio of admissions classified as illiterate is high in Georgia and Alabama, and is much higher for Negroes than for whites.


Attempts to ascertain the number, distribution, and occupational adjustment of the Negro graduates of colleges and professional and vocational schools; to provide an analysis of some of the important social factors determining the present number and status of the graduates; to test the value of measures and methods employed in the higher education of this group; and to lay a factual basis for the further study and planning of programs of advanced education with some reference to the social and cultural problems which continue to be a part of Negro life.

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Finds that pupils in both grades had many faulty habits in reading and in arithmetic and that a program of remedial teaching, when properly organized and followed up, yields marked improvement in the basic skills in both reading and arithmetic.


Shows the necessity of vocational training for the students of this high school so that they may be better prepared for employment after graduation under a more equitable wage standard. Recommends that courses in homemaking and agriculture be added to the curriculum immediately, and that vocational guidance be given in the high school. Suggests a number of industrial courses to be added to the curriculum in order to raise the standards of wages and of living for the Negroes in this community.


Recommends that the home economics program be planned and carried out more in relation to the background and the actual needs of the students; that the program should train for better use of leisure time; that some training should be provided for students who earn their money by working in their homes; that more instruction should be given on family relationships, personal and family finances, the use of time and energy, and standards in performing various home activities; and that training for leadership should be a definite part of the home economics program.

3658. Lane, C. S. The place of home economics in the curriculum for women of Houston college for Negroes. Master's, 1937. Iowa State.

Analyzes replies to a questionnaire answered by Negro high school pupils, women students, local alumnae, and noncollege homemakers in Houston, Tex. Recommends that all girls in Houston college have courses in family relationships, foods, care of the house, clothing, and income management; that vocational needs of students and alumni be cared for through advanced courses in foods, clothing and income management, and teacher training; and that the institution offer certain non-college home economics courses to homemakers.


Attempts to determine the extent and causes of elimination from each grade, studying especially the effects of age, subject difficulty, and attendance on the problem. Discusses the vocational distribution of graduates of the high school, and the tendency of graduates to go to college.


Studies 234 pupils defined as of normal age in grades 1 to 6, inclusive, and finds that these pupils of normal grade and chronological age have IQ's from 4 to 10 points lower than the average of American children of similar ages; that these Negro children equalled or surpassed the achievement test norms in most of the tests taken; and that only in arithmetic reasoning was there a definite falling below the standardized test norms.


Finds that in most localities Negroes are barred from printing unions; that their chances of obtaining employment in union concerns are remote; that non-union employers are only moderately favorable to the employment and apprenticing of Negroes; and that a limited number of Negroes can obtain employment in Negro concerns. Recommends that guidance concerning the printing industry be made available to students; that white publishers who are favorable to the employment and apprenticing of Negroes be contacted; and that the larger Negro printing plants be requested to give apprentices training to Negro youth.

Studies 181 children in four schools in four different locations, using three intelligence and three achievement tests for each pupil. Finds that the pupils who advanced faster had a higher mental age and made higher scores on the achievement tests.


Compares elementary and secondary schools for Negroes and white children as to availability, accessibility, length of term, adequacy of buildings and equipment, preparation experience of teachers, salaries paid for instructional services in the Negro schools at the white schools, and compares Negro and white schools as to efficiency of instructional service.

Compares 208 Negroes who graduated between 1920 and 1936 with 250 non-graduates who were enrolled in the high school from 1916 to 1936. Finds that of the graduates 14 percent graduated from college or university, and 31 percent attended college for periods of one semester to three semesters. Finds the high-school graduates superior to the non-graduates in 18 occupations in 23 occupations, 26 percent of the graduates and 39 percent of the non-graduates were employed; that the wages of both groups were low; that the graduates tended to remain in their jobs for a longer time than non-graduates; that graduates participated in more leisure-time activities than did the non-graduates, due largely to lack of availability; that graduates read more than non-graduates, that character education and citizenship training were considered by the parents of both groups of students the most valuable subject taught in the schools. Recommends that in the revision of the curriculum for the schools of the county, the needs of pupils not planning to continue their education should be considered; that vocational training be offered; that closer school and community relation be established; that the schools provide opportunities for leisure-time activities.


Depicts the work of two religious orders in a joint missionary effort to evangelize educate members of the colored race; to aid the progress of Catholicism in Harlem; and to promote a more truly Christian and Catholic attitude toward the member of that race.

Adjulltment & education; that the Negro student is influenced by the theory of a college education for all who wish it; that because it is difficult to attain, it is all the more desirable; and that he believes it to be potent in breaking down racial barriers. Recommends a study of the relationships between minority groups in other large universities for better understanding and adjustments.

3672. Peebles, E. M. Certain home and community conditions of rural Negroes in Arkansas as a basis for improving the home economics program at the secondary level. Master's, 1937. Iowa State.

Finds poor home equipment and crowded living space, a low income which was not wisely used, poor sanitary facilities, and meager social and recreational advantages typical of the group.


Covers the period from 1727, when the Ursuline nuns came to New Orleans, to 1937. Finds that the numerous and wealthy class of free Negroes in Louisiana educated its children, as did the whites, by employing private tutors or sending the children to schools in France; that convents and secular schools were established exclusively for this class of Negro children; that the first free school for colored children was founded in New Orleans in 1874 by a free Negro woman; that higher education for Negroes in Louisiana began in 1869 with the founding of schools by religious agencies; and that Negro education in Louisiana, while still leaving much to be desired, has been remarkable.


Finds that health educational and vocational training should be emphasized in the curricula of these schools.


Tests 391 children 14 years of age, and finds the white children mentally superior to colored children, and colored children superior to white children in physical ability.


Finds that the schools have not provided proper vocational training in the fields in which Negroes were employed.


Studies the socio-economic background of the parental and present homes of 78 of the 102 graduates, facts about their undergraduate student life, and their reactions to their undergraduate student experiences at the University of Pittsburgh. Shows that the Negro students studied were handicapped by poverty; emphasizes the need for mutual helpfulness between the faculty and the minority group students; the effect of race prejudice on the university life of the students. Finds that the group as a whole has an unusual belief in education; that the Negro student is influenced by the theory of a college education for all who wish it; that because it is difficult to attain, it is all the more desirable; and that he believes it to be potent in breaking down racial barriers. Recommends a study of the relationships between minority groups in other large universities for better understanding and adjustments.

Describes the visiting teacher program carried on among the Negroes of Pittsburgh from 1921 to 1937, when it was taken over by the Board of Public education.


Describes an experiment conducted with 300 Negro pupils and 300 white pupils at Mexia, Tex., to determine the relationship between extent of superstitious beliefs and such factors as age, grade, sex, intelligence, and race. Finds that children are more superstitious during early adolescence than they are later; that girls are more superstitious than boys; that tenth-grade pupils are less superstitious and have higher IQs than those of any other grade; that pupils with highest superstitious scores have lowest IQs; and that there is more variation in superstitious scores of Negro pupils than of white pupils.


EXCEPTIONAL GROUPS


3688. Franklin, Margaret C. Coordination of effort for the exceptional school child in Knoxville, Tennessee. Master's, 1938. Tennessee. 113 p. ms.

Studies the number, location, and provisions for the diagnosis, therapy, and curricular adjustment of white children of elementary school age. Offers various types and schemes of coordination to meet the need for a unified program of records, research, and planning.

3689. Nichols, Walter S. Meeting the needs of the atypical child in the elementary school. Master's, 1938. Wisconsin.

GIFTED


Describes a study made of mentally superior and mentally inferior pupils in the junior and senior high schools of Everett, Wash., during the school year 1936-37. Finds that the parents and grandparents of the gifted children came more frequently from the higher occupational classifications and were much better educated than the parents of the inferior children; mentally superior pupils had fewer siblings than mentally inferior children that there were statistically significant differences in the school subjects preferred by the two groups; that gifted pupils took part in school activities in greater numbers, had more and different type hobbies, preferred higher type books and magazines, had greater knowledge of world affairs. Recommends that the mental abilities of students be considered in working out the high-school curriculum, and that pupils of low mentality be stimulated to a greater interest in school activities, hobbies, and worthwhile reading, that their interest in national and world affairs be stimulated, and that education should strive to aid each individual to make satisfactory adjustments to the realities of life.
RESEARCH STUDIES IN EDUCATION

3891. Blatner, Henry M. An analysis of the pupils of the Albany senior high school of the Class of 1937 whose IQs are 120 or more. Master's, 1937. N. Y. St. Coll. for Teach.

Studies 19 boys and 20 girls of superior ability, and finds that 21 of the pupils held the highest score on at least one of the tests used, but that no one pupil was found in either the highest or the lowest quarter in all of the tests.

3892. Carr, Virginia. The social and emotional changes in a group of children of high intelligence during a program of increased educational stimulation. Master's, 1938. Iowa.


Surveys literature giving some of the various plans in use from the monarchical system in 1800 to the plans of 1936 for gifted children. Discusses special promotions; the division of each grade into ability sections; the use of mental tests and homogeneous grouping. Describes the work of the progressive schools in providing an enriched curriculum including the organization of clubs in music, art, science, dramatics, dancing, pottery, basketry, sewing, weaving, or carving, or of hobby clubs. Shows that teachers colleges need to provide courses dealing with the nature of the gifted child in order that the teachers may be fitted to educate these children.


Analyzes 33 opinion studies, 13 experimental and 2 questionnaire studies, and 2 books dealing with the methods of educating the gifted child in the elementary school. Finds that the opinion studies deal with such suggestions and procedures as objectives, principles, and procedures in planning the curriculum, methods of developing creative ability, acceleration, outdoor games and recreations, enrichment, summer classes, and specific methods; that the experimental studies attempt to discover whether gifted children are better cared for in regular or in special classes.


Attempts to determine whether the superiority in achievement of secondary school pupils of the upper levels of intelligence over those of a lower level is due to the possession of special types of ability, and to determine what those types of ability are. Studies the test results and records of boys and girls who attended the schools of Medford, Mass., and who attended school at least to the end of grade 9. Indicates that much of the superiority of the upper levels of intelligence over the lower levels consists in the possession, to a greater degree, of particular types of ability; that the differences are differences in the quality of work they can accomplish as well as in the quantity.


Describes an experiment conducted with 402 members of the high nine class of seven public junior high schools of San Francisco to determine whether or not there are differences between the social attitudes of bright and dull pupils. Concludes that intelligence is a factor in the determination of social attitudes but that its influence is slight; that sex played a very minor role in the determination of the attitudes studied; and that foreign background exerted little or no discoverable influence.

DELICATE

EXCEPTIONAL GROUPS


PHYSICALLY HANDICAPPED


Presents, in addition to a historical analysis of the movement to aid physically handicapped children and adults in North Dakota, a program for the discovery and enumeration and distribution, education, vocational training, and placement, and preventive and research for the physically handicapped. Shows the need for federal aid in educating handicapped children, as many states are unable to provide equal educational facilities for their normal children who do not need special equipment and care while they are being educated.


Surveys the educational facilities provided for the deaf and hard of hearing, blind, partially sighted, crippled, tuberculous, and speech-defective children in the school system.


Discusses the history of the handicapped as a group: the visually handicapped; the hearing impaired; the handicapped in speech; the crippled; the undervitalized, tubercular, and cardiac; the mentally handicapped; and the socially handicapped.


3704. Howes, Margaret McQuiston. Effects of exclusion from school because of vaginitis. Master's, 1937. Fordham. (Abstract in: Fordham university Dissertations accepted for higher degrees in the Graduate school, 1938: 90-91)

Studies a socio-health problem affecting 116 girls of school age. Finds that the average time lost from school was from 7 to 8 months; that nonhospitalized children had no home study during their absence from school and no planned programs of activity or recreation and that 68 percent of the children were unable to make up the time lost at school. Shows that loss of time from school, lack of a planned program for the use of this time, and the psychological effects of treatment and school exclusion were the most important factors in the problem.


Analyses replies to a questionnaire received from the superintendents of 10 first-class and 38 second-class cities in Kansas. Finds that approximately 50 percent of the junior high schools have some form of program for detecting and caring for physically handicapped junior high school children; that little special equipment was provided for pupils with defective vision or for hard-of-hearing children; that few schools teach lip-reading to pupils with defective hearing; that 20 schools give special attention to speech-defectives; that less than 25 percent of the cities have special schools or clinics available for the treatment of physically handicapped children enrolled in the junior high schools.


Studies a group of 21 girls with rheumatic heart disease, ranging in age from 12 to 18 years, who had been residents of a residential school for cardiac children. Finds that the separation of the child from the home makes it possible to establish healthy normal attitudes both in the child towards its organic defect and in the home towards its sense of responsibility.


Finds a need for more schools, hospitals, trained teachers, and training schools for occupational work.


Finds a need for additional legislation, trained teachers, equipment and materials in schools, and improved procedures in the education of the various types of handicapped children.


Attempts to determine how physical defects affect achievement in school children and how the same defects affect school attendance. Studies the records of 926 pupils in the fifth and sixth grades of eight elementary white schools of Terre Haute.


Crippled


Attempts to determine the number of crippled children in Washington, D.C., and the type of handicap; to study the causes of their crippling conditions; to describe existing facilities for medical and after-care services for this group; and to determine the opportunities for education and for vocational training provided for them. Studies 980 crippled children ranging in age from birth to 21 years, 51 percent of whom were between 7 and 14 years of age. Shows that 75 percent of the crippled children are retarded. Finds that the Langdon school is unable to give adequate individual instruction to the children because of the large attendance and lack of space; that no provision is made for junior and senior high school classes, or for teaching the crippled a vocational skill. Describes the vocational rehabilitation service of the District of Columbia, and work in occupational therapy. Discusses special services for crippled children.


Studies transportation methods and physical education facilities in schools for crippled children throughout the United States. Finds the bus the most frequently used means of transportation and that physical education facilities are very limited.

EXCEPTIONAL GROUPS

3717. Larkin, John J. A follow-up study of 25 cases of infantile paralysis whose economic future was considered good in the state survey of 1931. Master's, 1938. Boston Coll. 107 p. ms.

BLIND AND PARTIALLY SEEING


3720. Head, Glenn L. A school project in ocular correction. Master's, 1938. Iowa. 48 p. ms.

3721. Holland, B. F. Experimental study of the manner in which pupils read Braille music notation. Master's, 1938. Austin, University of Texas. 97 p. ms.


3723. Nord, Martha J. Vocational opportunities for the visually handicapped. Master's, 1938. N. Y. St. Coll. for Teach. 73 p. ms.


DEAF AND HARD-OF-HEARING


Indicates that such maladjustments as poor scholarship, delinquency, and social maladjustments are frequently caused by oral disease.


Analyzes the results of the audiometer tests given to 40,462 children in 105 towns in Massachusetts during 1937. 8,159 of the children were retested and of this number 2,165 needed attention. Offers suggestions to teachers in detecting and assisting hard-of-hearing children.


Studies enrollment in the white department of the Tennessee school for the deaf from 1927 to 1937, including: Yearly enrollment, age at entrance, age of becoming deaf, causes of deafness, percentage of deaf parentage, deaf relatives, number of deaf per family, educational status of parents, social, economic and occupational status of parents, causes of retirement of pupils, instructional classification of school, academic and vocational organization of school, number and qualifications of teachers, types of instruction, size of classes, average yearly enrollment, average number of new students. Finds that the school needs more homogeneous grouping, broader vocational facilities, a separate hospital building, a separate primary building; a broader extracurricular program; a state field agent or worker; new program of vocational training for girls, a broader academic education program, broadened physical education program, and a cooperative program with the University of Tennessee for purposes of research, and teacher training in special education.


 Finds that 19 out of every 1,000 boys and 9 out of every 1,000 girls stutter; that most stuttering occurs at the ages of 9 and 10; that the stutter is neither subnormal nor supernormal; that only 68 percent of the stutterers are receiving treatment in the schools and only 5 percent are receiving treatment out of school.

3742. Hall, Margaret Elizabeth. Auditory factors in functional articulatory speech defects. Doctor's, 1938. Iowa. (Abstract in: University of Iowa Series on aims and progress of research, no. 57)

Describes two experiments conducted with speech defectives and normal speakers, using 83 articulatory speech defectives matched with 83 normal speakers in freshman year of the University, and 21 articulatory speech defectives matched with normal speakers in the elementary school. Finds that at neither the freshman nor the elementary school level were functional articulatory defects inferior to normal speakers in auditory acuity or in more complex auditory processes.


Studies pupils in the second grade of 19 public schools in Birmingham, Ala., to determine the relation between rank on the speed test and on a reading test.
EXCEPTIONAL GROUPS


Recommends, on the basis of the high percentage of defects found in voice and articulation speech, specific speech training to improve the voice and to remove speech difficulties.


Attempts to show by sex and grade the number and type of speech defective and speech defects in the grammar schools of Baton Rouge. Shows that 704 of the 1,916 pupils had speech defects; that there were more male than female speech defective; that there were 1.28 defects per person; that almost half of the defects were sectional dialect errors with stuttering and special difficulties ranking lowest; that the sixth grade had the greatest number of defective of any one grade. Shows a need for speech training and speech correction in the Baton Rouge schools.

MENTALLY RETARDED


Studies 463 child patients in a feeble-minded institution at Columbus, Ohio, to determine the effect of mental deficiency on acuity of hearing; to discover what variations exist as to age, race, and sex in the hearing of such children; and to develop a technique for testing the hearing of feeble-minded children, determining the practical extent to which percussion instrument can be used. Finds that 373 of the children had average hearing ability, 5 were satisfactory but were found to be definitely hard-of-hearing, and 53 were impossible to test or their tests were considered inaccurate. Shows that of the 373 children of average hearing ability, there were few younger children and only a few in the lower IQ brackets; that variations as to intelligence are more marked than variations as to age. Indicates that the hearing tests are fairly accurate when used with children younger and slower levels as well as when used with older and more intelligent children.


Studies 177 feeble-minded children in an attempt to determine whether mental age and chronological age is the more closely related to the child's stage of animism. Indicates that a requisite minimum amount of intelligence may be necessary before additional experience is of much value in causing any advance in the concept stage of a child, and that after this minimum is attained the stage of a child's animistic concept will depend upon both intelligence and experience.


Constructs a course of study in 12 units of work adapted to the mental level of the older boys in special classes.

Analyzes the educational opportunities offered to mentally exceptional children in special classes in the public schools of representative cities in different states and in different sections of the United States. Finds a tendency to segregate children who deviate from the average according to their mental, physical, or social handicap, and to provide appropriate education; that various types of enabling acts have been passed by states in an effort to assure appropriate education on a state-wide basis; that there is a tendency to recognize the education of mentally retarded children as a specialized field for which the instructional staff should have specialized as well as general training and experience; that there is inequality and a lack of understanding shown in the administering of the educational needs of the various groups. Indicates that the greatest interest has been taken in the mentally retarded.

3754. Flynn, Anthony P. A study of the methods of treatment of the mentally deficient juvenile delinquent in Massachusetts as shown by a case study of 25 cases from the Quincy juvenile court. Master's, 1938. Boston Coll. 36 p. ms.


Attempts to determine the effect of a foreign language background on hearing comprehension scores and on reading achievement scores; to discover the frequency of special reading difficulties by determining the number of children who are reading below their mental age and the number whose reading achievement is below their hearing comprehension; to discover the correlation between mental age and reading achievement and hearing comprehension and reading achievement; to discover the extent to which the understanding of spoken language influences the child's reading achievement; and to determine whether there is a correlation between mental age and hearing comprehension, or if there is a marked relationship between the child's ability to understand spoken language and his mental ability. Describes an experiment conducted with 200 children in ungraded classes in Lynn, Mass., who were given Form L of the Stanford revision of the Binet-Simon test, a test of hearing comprehension, and a reading achievement test. Finds that foreign language in the home affects the child's understanding of spoken English to a statistically significant degree, and that when groups were paired for M. A. and other factors, but were different in hearing comprehension, the group with the highest hearing comprehension showed a significantly higher score on reading achievement than did the low hearing comprehension group.


Investigates the present status, vocational adjustment, family and social life of 81 dull, retarded, and socially non-conformed pupils. Finds less than 20 percent of the cases regularly employed; the employment secured was in the helper class of service jobs; the median salary of the group while employed was $7.23 a week; the chief activities of the group were gambling and moving pictures; more than 50 percent of the girls were unmarried mothers; about 35 percent of the boys had records of delinquency; and the entire group was poorly adjusted to life situations.


Presents a casual-comparative study of 12 cases of mentally retarded adolescents to determine the relative effect of home guidance in their success or failure, and finds it the most important factor in their success or failure.


Presents a historical and critical study of the development of special education for the mentally retarded, partially sighted, and deafened, in the United States from about 1820 on, with particular reference to new trends in child behavior and mental hygiene.
EXCEPTIONAL GROUPS


3761. Raisin, Beatrice Carol. Social factors in the adjustments of 100 on placement from a state training school for mental deficients in the State of New Jersey. Master's, 1938. Southern California.


Attempts to determine the employment possibilities for the child with low mental by contacting the personnel managers of 31 business organizations of different types. Offers suggestions for changes in procedure or emphasis in classes function these children, in order that they may be better prepared to take their place in the bi world.


Describes the construction of the unit, the method of teaching the unit to suit the of the particular group; and evaluates the course by comparing the results of tests to these children with the results of tests given to another class which was taught by a conventional method.

3764. White, Doris E. A study of the academic achievement of me retarded pupils in the special classes of Albany junior high schools. Master's, 1938. N. Y. St. Coll. for Teachers. 32 p. ms.


Studies the case histories, records, and documents of all the problem children age sent to the Psychopathic hospital, Syracuse, for treatment in the 5 years, to determine the relation of their problems to the factors of heredity, physical and mental handicap, and their recommendations for the future care of these children. A study of academic achievement of the of 144 children.


3767. Wise, Randolph E. The work adjustment of the wage earning of mental deficients who have been under the care of the Massachusetts di of child guardianship. Master's, 1938. Boston Coll. 122 p. ms.


3769. Zuckerman, George. Comparison of the achievement of the learner by the cooperative teacher group and the single class teacher plans experiment in the intermediate grades of the elementary school. Doctor's, New York. 88 p. ms.

SOCIA LLY MALADJUSTED


Studies the causative factors involved in truancy and the remedial methods employed by various bureaus. Surveys briefly the socio-economic conditions in Harlem. Suggests the initiation of an extensive program of adult education centering around child psychology and mental hygiene, a system of slum clearance, economic readjustment, and a greater opportunity for vocational training.


Attempts to determine the degree to which the schools are contributing to delinquency of youth who come under the jurisdiction of best-school authorities. Shows that the school has a definite place in the battle against juvenile delinquency; that society has not attempted to work out a constructive program for providing the proper social conditions under which these children may develop.


Describes visits made to the 10 detention homes in Southern California counties. Finds that the buildings are usually designed for use as detention homes; that they provide for the segregation of the sexes, the sick and the well, and often of newcomers and experienced groups; that the personnel of the homes vary in number and in attitude; that all hearings are held in juvenile courts or their extensions; that girls are detained in the jails beginning with the age 16; that household tasks are performed by the girls in all of the homes; that provisions are made for some type of education in all but one of the homes; that outdoor recreational facilities and play materials vary; that indoor recreational facilities include a community hall or 'living room' in all but one of the homes, a library of some description, handwork, and celebration of various holidays; and that remedial services include diagnosis and prescription in all cases, and treatment within the homes in some cases.


Finds the age of the largest number of offenders to be 14 or 15, and shows the need for supervision of "teen age" children.


Compares the scores of a group of delinquent children and of a group of normal children on the He Byrne personal rating scale to determine potential delinquency among children.


Attempts to determine the intellectual status and the influences contributing to crime of 221 juvenile delinquents of the Kansas state industrial reformatory, at Hutchinson, Kan.
EXCEPTIONAL GROUPS

Finds that the low intelligence of these boys was only one of many factors contributing to delinquency; that 75 percent of them came from broken or distorted homes; that many of them had been incorrectly placed in school. Indicates that improvement in living conditions, strengthening of the morale of the home, and adjusting the school to the needs of the community would tend to check the incidence of personal and social maladjustments, and were the fundamental causes of delinquency.


Studies 25 cases wherein one of two brothers was on probation at the time of investigation, and the non-delinquent brother had never committed any record before. It was determined, if possible, why one brother became delinquent while the other lived under approximately equal conditions did not succumb to objectionable influences. Indicates that all the offenders were found to consist largely of emotionally maladjusted youths, the sole source of their delinquency was in the external influences played a predominant part in their delinquency.


Describes an attempt at adjusting 10 problem boys through an advisory relation between each boy and a member of the school faculty. Finds the case study method able for the solution of the maladjustments of problem boys when the method is used by teachers and principals who have a knowledge of the fundamentals of psychology.


3786. Forster, Harry L. A study of 1,000 cases of delinquent boys of Edison school of Cleveland, Ohio, with emphasis on certain conditions in background and their disposition on leaving the Edison school. Master's, 1938. Ind. St. T. C. 87 p. ms. (Abstract in: Indiana state teachers college. Teachers College Journal, 9: 181-82, July 1938)

Attempts to determine the basic factors which cause delinquency, to compare the extent of delinquency as found in Edison school pupils with the causes of delinquency found in other studies, and to follow-up the delinquent Edison school boy as far as his school records permit. Analyzes case studies, permanent school records of 1,000 boys who attended Thomas A. Edison school between 1924 and 1934, and form letters and blanks sent to schools to which these boys were transferred. Shows that most of the boys were between 13 and 18 years of age, were of dull normal mentality, were retarded one or more years in school before entering Edison school, many of them were from broken homes, and members of fairly large families whose parents were poorly educated. Shows that boys received work permits; 250 ran away, moved from the city, were excluded, or died; 161 were sentenced to corrective institutions; 10 graduated from the twelfth grade; 5 were still in school; and 2 were sent to institutions for the feeble-minded.


Studies 200 teachers, and finds 14 type cases contributing to delinquency and emotional disturbances due to maladjustments and disintegration in the teachers themselves, and poor or inadequate supervision and lack of psychological information pertaining to maladjustments were largely responsible for such conditions.


Investigates the sport experiences and interests of boys between the ages of 13 and 18 in four boys' clubs in Washington, to determine their likes and dislikes, their participation and their desire to learn the various sports. Finds a general agreement of the boys of all age levels as to their interests and experiences with noticeable exceptions which can be traced to the facilities, economic conditions of the neighborhood, and to the interests of the physical instructor in preparing his program. Recommends that physical instructors study their programs and revise them to fit in with the boys' interests, and that the instructors consider the carry-over value of some of the sports in planning their programs.


Surveys school age delinquents in Nashville, Tenn. and finds that a non-institutional method of preventing delinquency is needed and could be furnished by the public schools.


Describes an experiment conducted with 65 boys ranging in age from 6 to 7 1/2 years and 10 9-year-old boys used to indicate possible differences with increase in age and experience. Divides the boys into five experimental groups, each of which contains at least 10 subjects. Demonstrates a valuable technique for experimentally isolating potentially regressive behavior; shows that the adaptive possibilities of progressive, perseverative, or regressive responses can be elicited.

Miller, Mary Hallyburton. Problem case studies in East Nashville high school. Master's, 1938. Peabody. 102 p. ms.

Studies 25 cases selected from 274 problem cases in a high school in Nashville, Tenn. Finds that most problem cases can be adjusted if begun early and followed through with continuity of purpose.


Perry, Harry Maynard. A study of origin, background, intelligence, race, and other factors contributing to the behavior of boys committed to Los Angeles welfare centers, 1930-1934. Master's, 1938. Southern California.

Pulling, Rowland J. An investigation to determine the relationship which exists between the social competence of parents and the social competence of their children. Master's, 1938. N.Y. St. Coll. for Teach. 42 p. ms.
EXCEPTIONAL GROUPS


3805. Quinan, Ann E. The role of the social worker in assisting the mother in meeting the problem of stealing: a study of 15 cases from the Children's Friend Society. Master's, 1938. Boston Coll. 65 p. ms.


3809. Schnitzer, Joseph M. Adjusting the school to the needs of socio and educationally handicapped adolescents in a village school. Master's, N. Y. St. Coll. for Teach. 87 p. ms.


Studies the history of the Institution, the records of its 258 inmates, the presentational provisions, and reviews investigations of the present educational programs in similar institutions considered representative of those using the best modern methods. Recommends that an adequate appropriation be made to employ a psychiatric worker, a parole director, a director of education, and such other employees, a necessary for inaugurating and admininistering a comprehensive educational program including vocational, academic, recreational, psychological, and psychiatric departments.


Studies the grade, sex, chronological age, psychological examination, IQ, physical education, scholarship record, social development, behavioral problem, and treatment and for each of the behavior problem pupils.


Compared 100 Negro behavior problem children with 100 normal children selected the third, fourth, fifth, and sixth grades of Public-school 90, New York City. Attempt to determine the factors in the child, the parent, the teacher, the home, and the school are associated with the behavior problems of the children, and to determine remedial.
ures which may ameliorate conditions that underlie their troublesome behavior. Present 21 case studies of troublesome children and the treatment given them by the principal and the teachers of the school.

LIBRARIES


Defines principles and practices for correlating the library service in junior colleges with the instructional procedures, based on a survey of current practices in 136 institutions. Describes the program at Menlo junior college as shown by a study of student book needs, the formulation of a reading program, the expansion of library facilities and supplies, the decentralization of the library organization, the appointment of a library committee composed of representatives from all fields, and extensive publicity.


Attempts to select and make readily available for the first-grade teacher material which will meet the first-grade child's social science interests.


Studies the library problems of the state universities of Idaho, Montana, Nevada, North Dakota, South Dakota, Utah, and Wyoming. Indicates that these universities are growing as shown by increases in the curriculum, faculty, student enrollment, and in graduate work especially at the Master's level; that they are competing with larger universities in all the major fields of cultural and professional instruction; that the financial support of their libraries falls below average expenditures of comparable libraries generally, as well as below recommended standards. Finds that library expenditures in the seven universities vary greatly; that their book funds are inadequate; that staff salaries are low and members of some of the staffs inadequately trained; that the chief needs of the libraries center around improved library buildings, more staff members, and increased funds for books and periodicals.

3819. Ditzion, S. The public library movement in the United States as it was influenced by the needs of the wage earner, 1850-1900. Master's, 1938. Coll. of the City of N.Y. 156 p. ms.

Indicates that most of the agitation for public libraries came from the working class population, and that campaigns for tax support, establishing branches, extending hours, and working-out book selection policies were executed with regard for the needs and demands of workers in industry and commerce.


Discusses reference books, bibliography and related materials, government publications, manuscripts, newspapers, general periodicals and society publications, language and literature, philosophy and religion, fine arts, history, social sciences, science, and technology.


Analyzes replies to a questionnaire sent to superintendents, supervisors, and principals to determine the size of the libraries, the types and selection of books, organization and maintenance of parish professional libraries, their use, and means for improving the administration and use of the libraries.
LIBRARIES


Covers objectives and duties of state school library supervisors in Alabama, Kentucky, Louisiana, North Carolina, Tennessee, and Virginia, and the effectiveness of supervision.


Describes the work of a school librarian and a teacher of English at the Ohio state university school over a period of 6 years. Discusses the teacher-librarian pupil participation aspects of the reading program; pupil participation in library procedures; extension of librarian's direction; securing greater freedom for the librarian; and changes in perception of teachers and librarians.


Shows the influence of social, economic, and educational conditions, and of the lack of public library provision, upon the type of school library service which is evolving, and implications of these conditions for the future development of school libraries in the state.


3828. Lane, Margaret. The development of library service to public schools in New Jersey. Master's, 1938. Columbia. 177 p. ms.

Traces the development of independent libraries in the schools, county library service from the public libraries to the schools of New Jersey.


Analyzes replies to a questionnaire answered by 38 high schools in the Diocese of Brooklyn, and describes visits to 29 of these schools. Finds a shortage of trained librarians in that 75 percent of the schools have separate library rooms; that separate reading rooms and librarians' workrooms are uncommon; that the schools have good library equipment; well-balanced collections of books, magazines, and newspapers; that more than half of them have a definite appropriation for the library; that part of the tuition is used for the library; but the appropriation, gift, and subscriptions, and gifts are used for the library in some of the schools; and that two-thirds of the schools have a program of library instruction.


Discusses library service in New York state, and the loan work done by the New York state library and the Library extension division; and conditions in Dutchess county which affect library service. Surveys the schools and libraries in the county, and discusses school libraries in the several communities surveyed. Describes the service given by rental and institutional libraries. Recommends the establishment of a county library to fill the library needs of the entire county, including Poughkeepsie, as a means of equal educational opportunity.


Attempts to evaluate the cultural, practical, and social effects that a library will reach the whole population would have on the people. Indicates that the cultural
of the people is being raised; that borrowers receive practical help through the library, that people read more because of free library service; and that a better grade of literature is now preferred than before the library was founded; that right reading habits are being formed among the pupils. Indicates that the county library system is the best and most economical method of reaching all of the people.


Finds that the schools as well as the homes investigated in Larimer county were inadequately supplied with books. Proposes a tax-supported library in place of the present voluntary Larimer county library, as a remedy.


3836. Reed, Lulu E. A test of students' competence to use the library. Doctor's, 1938. Chicago. Library quarterly, 8: 236-83, April 1938.


3838. Richardson, Mary C. Implementing a building for the library and the library school department of the State normal school at Geneseo, New York. in terms of the curricula offered. Doctor's, 1938. New York. 92 p. ms.

Analyzes the functions of a small teachers college library, and offers suggestions for room and equipment for a library school housed in the library, and gives the basic principles underlying construction of a building to meet the needs.

3839. Rimkus, Helen E. Analysis of needs and differences of organizing and distributing the elementary library book collection in a central rural school area. Master's, 1938. N. Y. St. Coll. for Teach. 81 p. ms.


Surveys the relations between the libraries and study halls in the Louisiana schools belonging to the Southern association of colleges and secondary schools, exclusive of Orleans parish. Concludes that a librarian cannot successfully supervise both the library and the study hall unless the school enrollment is very small; that the schools approved by the association have the highest type of library organization in Louisiana; that the trend is library organization toward a separate library and study hall; that a larger percent of pupils use library materials in the combined library and study hall than in the separate form; that the most efficient form of library organization for Louisiana schools seems to be the combination library-study hall; with the best features of the separate library system.

3841. Severance, Henry O. A survey of the resources of the University of Missouri library for research work. Columbia, University of Missouri, 1937. 30 p. (University of Missouri bulletin, vol. 38, no. 10. Library series, no. 19)


Formulates a course of study in the use of books and libraries in the elementary school.

Treats of library development; distribution of other facilities for education and recreation; and the reasons that library facilities are so unequally accessible.

Attempts to determine why school libraries in South Carolina have not progressed as far as those in other southern states, and offers suggestions for immediate development.

BOOKS AND PERIODICALS

Studies seven nationally known picture magazines to determine the materials in the social studies. Finds a wide variation between individual picture magazines that discrimination by the teacher is necessary.


Lists 200 series of professional books, bulletins, and monographs, published since and describes types of difficulty met with in this type of research and the safeguard to prevent error.


3850. Cooper, Jess V. The biological information in 10 non-specialized magazines from June, 1936, to June, 1937. Master's, 1937. Kansas. 54 p. ms.
Surveys 10 periodicals for 12 months and classifies articles pertaining to biology into groups: human biology, animal biology, and plant biology. Finds that the Reprint, Time, and Colliers contain sufficient material to be used as supplementary material in biology; that the dominant biological interest of the public pertains to human biology particularly from the health aspect.

Finds that periodical literature has changed with the times, from the romanticism of the nineteenth to the realism of the twentieth century; that action has become important in the literary months; serials have disappeared, and stories have become shorter and more realistic, with a shift of emphasis from fiction to political, socio-economic articles reflecting the industrial activity and cosmopolitan interests of the times.

Shows that realism and morality in English prose fiction had a historical culmination in the early decades of the eighteenth century in the fictions of Defoe, Richardson, and Fielding; that the English realistic novel had been dependent on the favor of the middle classes; that middle-class fiction was submerged below the level of polite letters until the middle classes were able to dominate the industrial activity and social interests of the time.


Attempts to determine what reading matter in the form of American books for juveniles were available to the children, who wrote these books, where such material was published, the content of the books, and to give a description of the various works.


Finds that a chivalrous attitude toward women in the 1910 books has been replaced by a realistic attitude in the 1930 books; that the place of women in business has developed from an obscure to a prominent one; and that the attitude toward divorced women has changed from a severely disapproving to an apathetic or approving one.


Compares the status and attitudes of 50 men and 50 women, equated for age, as to their news consciousness as shown by their opinions given in the youth expressionnaire.


Traces the development of these periodicals from 1789 to 1938, and shows that their content developed from religious and moral instruction to activity interest.


Discusses Addison's and Steele's ideas on education, amusements, superstitions, dress, women, and marriage. Shows that they condemned the servile methods of discipline and the rigidly classical curriculum, and recommended more humane treatment and a broader course of study; that they ridiculed grotesque amusements, and suggested wholesome games and pastimes; that they attempted to break the bonds of superstition by opening the people's eyes to the absurdity of some of their beliefs; that they laughed at foolish customs in dress and costume, and gave pertinent advice to women; that they upheld the sanctity of marriage, and attempted to save the English home on a firmer basis; that the basic principles of their teachings are not outmoded, for the sensible attitudes toward life that they encouraged are always characteristic of the good citizen.


Arranges and grades the vocabulary of 20 folktales, and concludes that the scientific method is highly superior to the subjective method in determining the rank of reading material for the modern language curriculum.


Lists, classifies, defines, and illustrates the headings chosen; cites authorities for the definitions.

Provides a guide for teachers in rural schools for instruction in elementary grades, with all phases of public-school music and adapts techniques for use in classes of children of varying ages. Suggests methods, recommends materials and equipment, and outlines philosophy of music teaching. Indicates that the manual was used successfully in schools in Ocean county, N. J., and that it has been useful in schools using music other than the one it was designed to accompany.


Deals with the varying points of view concerning the fairy tale, with special emphasis on viewpoints of modern educators and psychologists; summarizes the various theories regarding the origin of fairies and studies their characteristics as portrayed in folklore; and surveys the fairy world as a land of enchantment. Shows the ways in which fairy tales satisfy certain educational ends.


Studies 74 of the county school districts of Ohio. Finds that the book using policies are largely inadequate but are being overhauled to meet newer conditions.


Traces the slowly changing attitude toward American women in business, politics, relationships, and in education, especially as it affects women in the professions.


Finds that many more boys than girls preferred the Newberry medal books.


Analyzes all state teachers association journals published in the United States, July, 1935, to June, 1936. Finds that the chief purpose of which teacher association journals are published is to promote the organization of the association; secondary activities are to improve instruction, establish a sound philosophy of education among teachers, and to disseminate educational news.

3878. Young, Wilbur G. A study of government publications available for the teaching of general science, with suggestions for their use. Master's, 1938. Ohio State. 100 p. ms.
READING INTERESTS


Attempts to determine whether pupils read the science found in newspapers and magazines; whether the articles which they read are related to the science courses they are taking in school; and to ascertain whether they understand what they read. Finds that a high percentage of science pupils have science reading material in their homes, and that about 50 percent of them read this material; that the bulk of the material which they read is related to the courses they are taking in school; and that the pupils who have had more than one course in science recognize a greater part of the science material in their homes than do pupils who have had but one science course.


Describes an experiment conducted with 30 girls in the ninth-grade English class of Mount St. Scholastica Academy, Atchison, Kans. Shows that the girls had increased their employment of reading by the end of the year; maintained a ninth-grade status in reading comprehension, English composition, and literature appreciation; and read several times as much as the course of study prescribed.


Analyzes replies to a questionnaire sent in by 104 teachers of 19 public elementary schools of Brooklyn. Finds that more professional reading is done by the younger teachers; that there is a definite interest in the activity program; that supervisors stimulate reading by various methods, but the teachers desired more; that teachers stressed a good professional library, clubs, definite reading requirements, and less clerical work as means of encouraging professional reading.


Shows that children prefer fairy tales more than other types of stories, and that with few exceptions boys and girls enjoy the same stories.


3888. Lambert, Edward Charles. Reader interest in syndicated features of newspapers in the 10 to 20,000 circulation class. Master's, 1938. Iowa.


Finds a wide range in the education and the occupations of the parents of pupils in the Annie Eastman high school, Hammond, La., as well as in the home libraries and reading interests of the pupils. Shows that most of the books read were in the school library rather than in the home libraries.
INDEX OF INSTITUTIONS

The numbers refer to item, not to page

A

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1847</td>
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<td>1916</td>
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<td>1909</td>
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B

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<td>1916</td>
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<td>1884</td>
<td></td>
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C

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<td></td>
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<td>1887</td>
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<td>Chicago, University of</td>
<td>1875</td>
<td></td>
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<td>Clark University</td>
<td>1895</td>
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D

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<td></td>
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<td>1875</td>
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<td>1877</td>
<td></td>
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</table>

E

<table>
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<th>City</th>
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<td>1867</td>
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<td>Drake University</td>
<td>1837</td>
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<tr>
<td>Duke University</td>
<td>1876</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Texas State Teachers College</td>
<td>1887</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# AUTHOR INDEX

(The numbers refer to item, not to page)

<table>
<thead>
<tr>
<th>Author Name</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott, Grace</td>
<td>371</td>
</tr>
<tr>
<td>Ab. Lee Allen</td>
<td>1441</td>
</tr>
<tr>
<td>Abernathy, Aulette D.</td>
<td>3628</td>
</tr>
<tr>
<td>Abernathy, Edward Robert</td>
<td>3750</td>
</tr>
<tr>
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<td>1483</td>
</tr>
<tr>
<td>Abhamsztik, Louis H.</td>
<td>1142</td>
</tr>
<tr>
<td>Ackers, Archie</td>
<td>175</td>
</tr>
<tr>
<td>Ackley, Duncan McKenzie</td>
<td>935</td>
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<td>2201</td>
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<td>3815</td>
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<tr>
<td>Adams, John Carl</td>
<td>3032</td>
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<td>Adams, Lois</td>
<td>348</td>
</tr>
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<td>2535</td>
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<td>2201</td>
</tr>
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<td>178</td>
</tr>
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<td>852</td>
</tr>
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<td>2501</td>
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<td></td>
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<tr>
<td>A. Lucile, 8402</td>
<td></td>
</tr>
</tbody>
</table>

- **Anderson, Charles E.** | 901  
- **Anderson, Don Edwin** | 682 
- **Anderson, Elsie N.** | 2661 
- **Anderson, Holzer W.** | 2718 
- **Anderson, Hulon N.** | 2082 
- **Anderson, Melvin Shirley** | 1635 
- **Anderson, Newton S.** | 1572 
- **Anderson, Robert A.** | 5185 
- **Anderson, Roy B.** | 2453 (4) 
- **Anderson, Ted C.** | 1068 
- **Anderson, Virgil A.** | 1270 
- **Anderson, Walter V.** | 2662 
- **Andrews, Bonnie Florence** | 643 
- **Andrews, Gunby Houston** | 683 
- **Andrews, Neva** | 2603 
- **Annett, Thomas H.** | 1307 
- **Ansorge, Leslie C.** | 1636 
- **Anthony, F. L.** | 3773 
- **Anz., Delphine M.** | 684 
- **Argelbiss, Garrett Walter** | 1573 
- **Archer, Vernon B.** | 2784 
- **Arford, Carroll W.** | 248 
- **Armack, Clifford M.** | 5183 
- **Armstrong, Byron K.** | 3629 
- **Armstrong, Charles Louis** | 2664 
- **Armstrong, Gladys A.** | 1704 
- **Armstrong, Marguerite Bridges** | 1510 
- **Armstrong, Wesley Earl** | 2665 
- **Arnold, Dorothy** | 1216 
- **Arnold, Jean Margaret** | 1442 
- **Arnold, Mary E.** | 3404 
- **Arsenault, Philip Elynn** | 902 
- **Arth, Mary Leana** | 1707 
- **Ash, Frederick Elton** | 3775 
- **Ashby, Clarence** | 2600 
- **Asher, Olin J.** | 679 
- **Alderson, Henry C.** | 1215 
- **Aubrey, Jane** | 794 
- **Avery, W. C.** | 365 
- **Atkinson, Arthur** | 598 
- **Atkinson, Carroll** | 307 
- **Atkinson, Cornelia Louise** | 98 
- **Atkinson, James W.** | 2418 
- **Atkinson, Zula L.** | 1225 
- **Atwood, Philip Baxtor** | 410 
- **Atwater, Elizaht Amanda** | 3 
- **Atwell, Ardis A.** | 1074 
- **Attwell, Gladys** | 1575 
- **Atwell, Ruth E.** | 8068 
- **Atwell, Susan** | 1380 
- **Atyeo, Henry C.** | 121 
- **Aubrey, Jane** | 794 
- **Aubin, Robert M.** | 1514 
- **Avey, W. C.** | 1846 
- **Avila, Rev. Jose M.** | 209 
- **Avrick, Ethel** | 576 
- **Avron, Henry G.** | 1026 
- **Bachman, Glen Alton** | 2783 
- **Bachu, George** | 8406 
- **Backer, Henry Orle** | 1748 
- **Bacon, Charles Marion** | 2072 
- **Bacon, Elizabeth C.** | 8145 
- **Badger, Angeline** | 3904 
- **Badley, Theodore Thoburn** | 3536
AUTHOR INDEX

367

Black, Donald Cecil, 1851.
Blackstone, James H., jr., 2077.
Blado, Ernest, 849.
Blair, Edmund F., 2208.
Blair, Frances Olga, 1757.
Blair, Glenn Myrle, 8690.
Blair, Mary Elizabeth, 790.
Blair, Ethel Howard, 3917.
Blanchard, Harold Roy, 319.
Blanchard, Marvin C., 2972.
Blank, G. Dewey, 3291.
Blankenship, Allen H., 2209.
Blankenship, William Clayton, 179.
Blaine, Henry M., 3991.
Block, Douglas Dewey, 3191.
Blake, Betty Margaret, 2503.
Boil, William Perry, 3005.
Bockwitz, Carroll Franklin, 1144.
Bodine, Frieda Caroline, 483.
Bagwell, Sister St. Alfred of Rome, 8.
Bechtcher, Nita Toney, 2136.
Bogard, Arlon O., 1314.
Boggs, Loyd, 1080.
Bohanon, Alice N., 3324.
Bohanon, Dorothy, 1418.
Bolin, Wilber Floyd, 2343.
Bolin, Ernestine, 255.
Bone, Virginia, 1710.
Bone, Hugh Alvin, Jr., 1262.
Bond, Nardsa, 1031.
Bond, Eva, 01.
Bond, J. Mal, 2576 (10).
Bolton, Euri Belle, 1291 (9).
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Blankenship, William Clayton, 179.
Burmeister, Harry K., 1762.
Burnham, Harry A., 2219.
Burns, Barbara, 696.
Burns, Mae, 2436.
Burns, Roy G., 212.
Burrell, Dorothy M., 2220.
Burt, Mary H. M., 375.
Burt, Robert Ormand, 485.
Burton, Floyd Hayne, 2672.
Burton, Henrietta K., 3595.
Burton, John Stevens, 258.
Burton, Mary Ada Elizabeth, 802.
Burton, Nelson R., 3267.
Burton, Pauline Ogb., 890.
Burt, Mary Everett, 7776.
Butrum, Lena Hanner, 1763.
Butterfield, Oliver M., 3555.
Burt, Herbert Belton, 2689.
Byers, Milton R., 3392.
Byers, Loretta Margaret, 2428.
Byrd, John M., 3596.
Byrd, Nancy Ann, 987.
Byunside, David S., 697.
Byrum, Irvin R., 2974.

C
Cabel, P. S. de Q., 2221.
Card, Doyle Faun, 1035.
Carroll, Marie, 3419.
Carl, Lucile, 3849.
Cajero, Manuel, 784.
Callahan, Opal C., 1383.
Callwell, Anita King, 305.
Call, Paul Harrell, 2676.
Call, Paul W., 2871.
Callaghan, Sister Honora, 891.
Callahan, Ernest W., 2563.
Callahan, Harold Robert, 321.
Callahan, Thomas J., 3186.
 Carlyc, Mrs. Jane C., 1318.
Cana, Kataryn H., 213.
Cameron, Alexander D., 5752.
Cameron, Allister, 1274.
Cameron, Rose K., 2417.
Cameron, Wallace D., 1177.
Camp, Ruth Miller, 698.
Campagna, Gerard L., 905.
Campagne, William M., 3981.
Campbell, Gertrude Irene, 1794.
Campbell, Virginia Morrison, 542.
Campbell, William, 12.
Cannon, Margaret Pults, 1745.
Cannon, W. Lawrence, 1496.
Cansfield, Arthur Howard, 2129.
Capps, A. O., 604.
Capps, Ebel Elizabeth, 1712.
Carder, Roscoe H., 13.
Carck, E. R., 2872.
Cardia, John Chandell, 2222.
Carson, C. Allen, 103.
Carson, Carl Adolph, 2837.
Carson, Hildegard Broot, 1279.
Carson, Idla E., 1760.
Carson, Kenneth Palmer, 2297.
Carson, William H., 3818.
Cartlon, Mrs. Edit
d, 1723.
Carmack, Bernice, 2437.
Carney, Irvin Francis, 1859.
Caron, Sister Ednar Anna, 3104.
Carter, George Norris, 322.
Carpen
er, John Hall, 289.
Carr, Arthur T., 104.
Carr, Clifford M., 1220.
Carr, Edward J., 678.
Carr, Lawrence Whitney, 1883.
Carr, Virginia, 3602.
Carroll, Thomas W., 3193.
Cartho, Chester Cox, 1178.
Carson, Louis Frederick, 2702.
Carson, Matt Drayton, 2878.
Carstensen, Eugenie D., 9147.
Carter, Caroline DeMoss, 1918.
Carter, Lydia Marie, 941.
Carter, T. M., 179.
Carter, William M., 376.
Carter, Wlanie H., 2224.
Carty, Sister M. Esther, 2870.

Carver, Cora E., 680.
Caray, Mzles Elwood, 644.
Casy, Cleo F., 1767.
Caw, Howard E., 3420.
Caus, Louise, 1980.
Caysey, Glenn D., 2793.
Cash, A. Burley, 1249.
Cash, Donald, Margaret, 1384.
Casson, Maurine Miller, 2389.
Casson, Rowena W., 986.
Casswell, Hugh Kent, 2975.
Castelloe, Dorothy, 1319.
Castine, William Jasper, 2190.
Cate, James L., 2780 (10).
Cathcart, J. L., 14.
Caton, Julian W., 127.
Caudill, James A., 181.
Cavanaugh, J. M., 645.
Cashfield, Annabelle, 942.
Caulkins, Elizabeth Frances, 2536.
Causay, Maggie Lea, 13.
Cavan, Jordan True, 2438.
Cavanagh, Iilda, 160.
Cavanagh, Mildred R., 701.
Cawton, John Ardis, 1712.
Cecil, Margaret Wertz, 1320.
Cervey, George R., 387.
Chadcldon, Hester, 1981.
Chaffin, Virginia, 3007.
Chamberlain, Ethel O., 949.
Chambers, Lawrence Boyd, 1321.
Chambers, Millard K., 3098.
Chandler, Eric Byron, 1145.
Chang, Ya Kum, 214.
Chapman, Carrie S., 702.
Chapman, Leland Hildreth, 323.
Charles, Russell Gordon, 1714.
Charlesworth, Aloma, 2673.
Charlesworth, John, 543.
Chase, Curtis Carlin, 3421.
Chase, Kermit M., 3513.
Chamberlain, Frederick T., 803.
Cheesworth, Eugene, 1449.
Checot, Naomi Rosalie, 2225.
Cherry, Ralph, 3111.
Chevez, Ralph, 3111.
Cheew, Lloyd M., 3138.
Chicago, University, 605.
Children, Homer A., 1715.
Childers, Robert A., 2874.
Childs, James Lafayette, 1328.
Chin, Ettie Len Toy, 2503.
Chock, New Keman, 2226.
Chotson, John, 3740.
Christaf, Cleo, 1279.
Christ, Austin P., 645.
Christensen, Chris J., 3034.
Christensen, Alfred R., 838.
Christy, Otto B., 1117.
Chubb, Robert W., 2227.
Chumblem, Roy O., 2564.
Chung, Dal Ho, 2875.
Church, Bolt R., 1118.
Champatt, Wyesley D., 2876.
Clark, A. Glenn, 2782.
Clark, Daniel Hendricks, 943.
Clark, Dorothy Torkelson, 1533.
Clark, Gertrude, 1036.
Clark, Isabelle Totten, 804.
Clark, James J., 182.
Clark, Kenneth, 2794.
Clark, Lloyd Talbert, 1938.
Clark, Robert Wayne, 2228.
Clark, Winston Robinson, 310.
Clark University, 237, 304, 406, 771, 778.
Clarke, Evelyn M., 5777.
Clarke, Hubert N., 3265.
Clarke, Sister Mary Cyril, 3001.
Clarke, Rose Heyward, 2500.
Cly, James Leslie, 2598.
Clayton, Robert Lawrence, 17.
Cleland, Walter Eugene, 1322.
Clements, H. M., 684.
Cleveland, Thomas Franklin, 2725.
Cleveland, William R., 944.
Clewell, Geraldine, 2500.
Cifteen, William F., 1329.
Cline, Alvin Burton, 1298.
Close, Ruth Lucretia, 416.
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<td>Gilchrist, Robert</td>
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<td>Goed, Raymond K.</td>
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<td>144</td>
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<td>396</td>
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<td>918</td>
</tr>
<tr>
<td>Lee, Alice Reekslan</td>
<td>386</td>
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<td>3859</td>
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<td>115</td>
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<td>312</td>
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McCluskey, Ann Green, 1584.
McCoy, C. H., 561.
McConnell, Floy Charles, 195.
McConnell, Lillie, 1849.
McCormick, Dave M., 1272.
McCown, Max C., 336.
McCook, Jean MacQuarrie, 3571.
McCoy, Frank Alexander, 25.
McCoy, Georgia France, 3572.
McCracken, Malsy, 3830.
McCann, Martin G., 2310.
McCullough, A. W., 1129.
McCullough, Carl H., 2817.
McCullough, Constance M., 2744.
McCullough, Lillian Peterson, 1010.
McCullough, Louise Middleton, 8467.
McCullough, Theodore O., 613.
McDune, Wilma, 2664.
McDunn, Drummond J., 2818.
McCurdy, Harry Henry, 3289.
McDaniel, T. C., Jr., 1670.
McDermott, Sister Mary Scholastica, 1810.
McDonald, C., 3813.
McDonald, Della, 2161.
McDonald, Mariolin, 1671.
McDonald, Audrey E., 3663.
McElhanon, Hazel, 1390.
McElroy, Wilbur A., 2980.
McKee, Rosemary P., 3222.
McFarland, Adaline, 514.
McFarland, Henry J., 2311.
McFie, Elva Lettie, 2176.
McGill, Leonia Lett, 1400.
McGown, Orin G., 3046.
McGoodwin, Sulry Pierce, 3223.
McGough, Thomas Ryan, 3162.
McGovern, Cecilia T., 3699.
McGrath, Florence Elizabeth, 1895.
McGraw, John Lawrence, 52.
McGuiness, Mary Josephine, 921.
McIntyre, Arline E., 2312.
McMenin, Robert Odell, 8331.
McInroy, Martin Henry, 3290.
McIntosh, Joseph L., 53.
McIntyre, Lloyd Frank, 3291.
McLeroy, Robert Morrison, 2475 (5).
Mack, Morris Quinn, 1009.
Mckay, Jeanette Ellen, 872.
Mckaye, Mrs. Vera Leta, 8224.
Mcke, Catherine Frantley, 2171.
Mkckee, Josephine Mc., 2069.
Mckelian, Isabelle E., 873.
McKenna, John Joseph, 54.
McKinley, Faye, 2172.
McKinney, George Tempel, 1094.
McKinnon, Alexander, 2990.
McKinnie, Helen Elizabeth, 515.
McKlary, Cal, 1008.
McNerney, John, 2176.
McNair, William W., 2846.
McNair, William, 2313.
McRae, William, 1401.
McRon, Ritchie L., 2026.
McSewan, John Anna, 3362.
McManus, Sister M. Thomas Agnulas, 2173.
McMillen, James Adolbert, 3832.
McMullen, Beets Florence, 3705.
McMullen, Mary Irwin, 2518.
McMurtry, William H., 3382.
McMorris, Herbert C., 426.
McNeil, Simon, 1538.
McNeil, Althea, 1101.
McNichols, Paul, 1672.
McParlan, Frances, 228.
McPhail, Harry Roderick, 883.
McPherson, John J., 1667.
McPherson, William, 2314.
McTaggart, Earl L., 1867.
McVey, Richard G., 469.
Maddock, Edith E., 2129.
Maddock, J. C., 2927.
Maderia, Sheldon, 1427.
Magian, Marian Elast, 1288.
Magie, Carlas Clare, 69.
Magie, Louis A., 3122.
Magie, Bernice E., 1233.
Magness, Katherine Christiana, 3464.
Maguire, Aemilia E., 854.
Maguire, Lillian, 506.
Maher, Charles H., 1673.
Maher, Bernard, 3165.
Malhberg, Martin Grant, 3527.
Mahan, Olive G., 1006.
Mahone, N. B., 2846.
Mallett, Robert M., 2513 (13).
Mallory, Virgil S., 966.
Maloney, Helen Ives, 2174.
Maloney, Mary Catherine, 2014.
Manf, Milton, 2522.
Manley, George E., 1806.
Man, Cecil William, 229.
Man, Gilbert Chuncey, 783.
Man, John, 2015.
Manning, Crillington Elmo, 3292.
Manning, Gerald B., 56.
Mannschoett, Robert Maxwell, 1418.
Manor, Bertha, 734.
Manross, William Wilson, 57.
Mantor, Mary J., 2125 (4).
Mantor, Ruth, 2175.
Manuel, Herschel, 3292.
Marble, Arthur L., 337.
Mardis, Joseph E., 1807.
Maricle, Victor Neal, 1811.
Marcus, Roslyn C., 3604.
Markham, Sister Agnes Immaculata, 58.
Markham, Julian B., 3674.
Marler, Leo, 1157.
Marshall, Thomas Edison, 2315.
Marshall, Charles Judd, 427.
Marshall, Mrs. Anne, 2847.
Marshall, Clarence William, 2695.
Marshall, Frances, 874.
Marshall, M. V., 586, 1046, 1674.
Martin, Andrew B., 2471.
Martin, Dorothy Elliott, 922.
Martin, Dorell D., 1958.
Martin, Edna, 1206.
Martin, Edward W., 3102.
Martin, Helen, 2316.
Martin, Hermon W., 466.
Martin, Hugh Arlin, 1130.
Martin, Jesse W., 3205.
Martin, Joel N., 3294.
Martin, Lewis A., 3103.
Martin, Phyllis Irene, 397.
Martin, American William, 1096.
Martin, Ruth Marie, 292.
Martin, William Foy, 1611.
Marzolf, Stanley Smith, 1280.
Mason, Seymour Saul, 563.
Mason, Martha Nuna, 2901.
Massie, Wayne Wellworth, 1530.
Masouka, Jimuchie, 806.
Matheson, Mary Anderson, 1131.
Mathews, Steve, 1675.
Mathis, Edward Winston, 2402.
Mathis, Ruth Margaret, 2317.
Matthews, Rose W., 3226.
Matthews, Claude E., 2769.
Matthews, Joseph A., 3605.
Mattox, John Battist, 923.
Matsumoto, Toru, 231.
Max, Ray C., 2749.
Maxey, J. W., 2734.
Maxey, J. W., 2734.
Mazur, Kenneth Edward, 1086.
Maxwell, Myrtle V., 2176.
May, Helen Marie, 2017.
Mayfield, Henry Louis, 1007.
Mayfield, Thomas J., Jr., 69.
Mayne, Mabel O., 1728.
Mayne, Jessie B., 875.
Meacham, Ed., 3020.
Meade, A. R., 2103, 2770, 3466.
Meade, Stephen, 388.
Mead, Weaver, 1812.
Meece, Leonard Ephraim, 3066.
Meehan, James E., 1813.
Meek, Elizabeth B., 2818.
Meek, Mary Enda, 2018.
Orndorf, Frank C., 1134.
Ornstein, William, 3473.
O'Rourke, Ralph W., 3725.
Orr, Raymond B., 1962.
Oszmasy, John, 3298.
Osborn, Edward Everett, 3834.
Osborn, Edward L., 2699.
Osborn, Leland Georgia, 2528.
Osborne, Melvin Robert, 1512.
Osborne, R. Travis, 363.
O'Shea, John Michael, 3080.
Ottman, Karl, 234.
O'Toole, Mary B., 1819.
Ott, Fred Carl, 2575.
Overman, Sister Mary Loyola, 276.
Overturf, H. James, 1406.
Owen, Cyril Maurice, 1350.
Owen Ralph, 2933.
Owen, Ross, 3671.
Owen, Robert Alexander, 3800.
Oxford, Mary Lee, 3299.

Pace, Charles R., 1267.
Packer, Edward E., 3234.
Packer, Paul C., 2780 (11).
Padgett, Grover Cleveland, 3023.
Pacewicz, Zita E., 2179.
Page, Princess, 743.
Paintner, Florence M., 837.
Palisard, Rene Louis, 838.
Palmer, Edward Y., 1238.
Palmer, Esther Elizabeth, 926.
Palmer, Harold, 2607.
Palmer, Henry Howard, 3580.
Palmer, Irene, 1198.
Palmer, Mary I., 2547.
Palmer, Paul Alfred, 2934.
Palmerton, L. B., 3235.
Pancost, Maurice H., 1161.
Pang, Madonna, 580.
Paradise, Robert R., 1543.
Paris, Sister Francis Agatha, 3474.
Park, Ethel Mary, 880.
Park, Marie, 1429.
Park, Mrs. Fandee Young, 1531.
Parker, Clara M., 277.
Parker, Edith F., 2780 (14).
Parker, William E., 1820.
Parks, George Leon, 2608.
Parrish, William Baler, 2476.
Parsons, Joy, 2109.
Partington, Stephen A., 2993.
Pasco, Tarino A., 3800.
Patchett, Walter Cecil, 8801.
Pate, Charles V., 2820.
Pate, William E., 2180.
Patterson, Donald G., 2238.
Patterson, Hugh, 2329.
Pattmore, Charles Upham, 1493.
Patrick, Charles M., 2330.
Patrick, Howard, 339.
Patrick, Olney Morton, 3381.
Patterson, Ervan E., 3450.
Patty, William L., 659.
Paul, J. B., 521-522, 1194, 2640, 3337, 3334.
Paul, Jeff F., 744.
Payne, Constance, 2588.
Payne, Hazel Mary, 1821.
Payne, Ralph E., 3296.
Payne, Sarah Arvela, 1210.
Payson, Verna Mary, 2026.
Pearsall, Alice Bradley, 1900.
Pearsall, Anne, 1616.
Pearson, Gaynor, 2548.
Pearson, Isiah Tillman, 2821.
Pearson, Oliver, 2651.
Peck, E. M., 3072.
Peck, Sally, 927.
Peigee, La., 2609.
Pelim, Walter Gilbert, 431.
Peltzott, Helen Esther, 1292.
Pelton, Esten, 3463 (9).
Penberthy, Zelma C., 3673.
Pendell, Thomas Roy, 2106.
Penner, G. D., 1617.
Pennsylvania State College, 631.
Pennrose, Richard Lewis, 3382.
AUTHOR INDEX

Percival, Josephine F., 1680.
Perritt, M., 1182.
Perritt, Walter, 3397.
Pettit, Nathaniel C., 1670.
Perritt, Houston B., 2750.
Perry, C. E., 660.
Perry, Charles, 2935.
Perry, Charles, 3802.
Perry, Hazel T., 1852.
Perry, Neil, 3621.
Perry, Ralph E., 1544.
Perry, Ralph Waldo, 2331.
Persinger, Helen, 2651.
Person, W. E., 3317.
Petelin, Alexander A., 3475.
Peters, Anna Laurie, 839.
Peters, Donald Edward, 6385.
Peters, David, 2711.
Peters, Florence McGinn, 1211.
Peters, Sister M. Rosanna, 3398.
Petersen, Charles F., 1906.
Petersen, Arthur George, 2700.
Petersen, Axel, 1472.
Petersen, E. E., 745.
Petersen, Gordon E., 1473.
Petersen, J. Kimball, 1291 (1).
Petersen, Joseph, 1291 (1-2).
Petersen, Kenneth Martin, 1545.
Petersen, Theresa J., 2125 (1).
Petrick, Annie Laurie, 881.
Petey, Mary, 3318.
Petits, John Oliver, 3109.
Petit, Claude, 3866.
Petit, Herschel C. J., 3476.
Petty, Ruby, 1546.
Phillips, Charles B., 2332.
Phair, Allen M., 1618.
Philips, Bla, 640.
Philips, Victor, 661.
Philhower, Peter Jacob, 1822.
Phillip, William G., 2540.
Phillips, Eleanor Grace, 864.
Phillips, Margaret G., 2181.
Phillips, Wallace Andrew, 3041.
Phillips, William Rodgers, 1239.
Pierce, Donald O., 2550.
Pierce, Maurice Smith, 2027.
Piersel, William Guthrie, 432.
Peters, Rowland, 2477.
Phillilip, Marie Louise, 1353.
Rake, Ruth E., 2478.
Pittman, Carley Calvin, 3049.
Pittsburgh University, 632.
Pizar, Raymond, 2936.
Planck, Carl G., 8477.
Plante, Leo A., 3478.
Plett, Nevins, 2393.
Hudgie, Domle J., 1430.
Peck, Lillian Field, 662.
Peck, James Edward, 746.
Rebennus, Ralph Edward, 1547.
Pellack, Richard B., 2701.
Pollack, Mary Delphine, 2064.
Pomeroy, Marie, 8567.
Pond, Millard Z., 154.
Pope, Eugene B., 1907.
Porter, Betty, 6074.
Porter, Texas E., 278.
Porter, Florence Roberta, 2028.
Porter, Harriet von Krey, 3747.
Porter, M. Roseannone, 2610.
Porter, Raymond Willis, 1227.
Porter, William Putnam, 747.
Poynto, Julius, 1354.
Poyer, Charles J., 60.
Poyet, Lucy Alice, 840.
Potet, George Frederic, 2333.
Powell, Clyde Mart, 3675.
Powell, Frank Vannas, 1981.
Powell, G. W. H., 1163.
Powell, Louise Shelley, 8479.
Powell, Leo, 1265.
Powe, Robert, 2479.
Powell, Mary Gardner, 315.
Powell, Chester R., 366.
Powell, William, 2479.
Pratt, Catherine A., 599.
Pratt, Daniel Alfred, 366.
Pratt, Gerald R., 1885.

Prewett, Cheryl H., 1908.
Price, Clara Staniewicz, 3530.
Price, Mrs. Hazel Huston, 465.
Price, L. I., 3301.
Price, Ralph G., 328.
Price, Robert E., 2702.
Price, Roy Arthur, 1195.
Price, William Kenneth, 3129.
Priest, Clarence Patrick, 3103.
Priest, M. H., 2899.
Prince, Janet Christian, 2334.
Proctor, Don D., 663.
Pruet, Edgar G., 2952.
Pugh, James L., 2703.
Pugh, William Richard, 3622.
Pullins, Earl V., 3104.
Pulling, Rowland J., 3601.
Pummill, Lawrence Edgar, 971.
Pulte, Elmer E., 1954.
Purdue, Arthur Vernon, 3302.
Purdue University, 155.
Purvis, Albert William, 3066.
Putnam, Marjorie Morris, 3489.
Putpong, Cecilio, 1965.
Pyburn, Nita K., 2853.

Quante, Ella, 1823.
Quarton, Thomas Irving, 3804.
Quebec, Charles, 1793.
Quebec, Choes Lee, 2519.
Query, Leo Joseph, 1824.
Quigley, Rev. Thomas J., 2704.
Quillan, Ann E., 3905.
Quinn, Hild William, 3299.
Quinn, Helen Cecelia, 367.

Rab, Luella May, 1407.
Radclief, Harvey, 2022.
Rabin, Florence, 3623.
Radiell, Neva Henrietta, 972.
Rafter, Charlotte, 3624.
Ragland, Jim J., 2938.
Raines, Ella C., 3249.
Rainey, Duane F., 3481.
Rainey, Horace, 586.
Raiden, Beatrice Carol, 3761.
Raley, Novil Hester, 2030.
Ramsay, Grace Fisher, 156.
Ramsay, Edna, 2039.
Ramsay, Louis Lloyd, 341.
Rand, Edward Kennard, 2475 (1).
Raper, Hattie Irene, 1060.
Randall, Eugene E., 1909.
Randall, Greta, 3868.
Randolph, Blanchie, 2080.
Raney, Edward T., 400.
Rangan, Carl E., 2480.
Rankin, Fay Swoger, 2107.
Rankin, Robert P., 2108.
Ransom, Catherine Warda, 3031.
Ratcliff, Cecil H., 3869.
Rathburn, Emilia L., 2453 (18).
Raub, Norman, 2940.
Rauscher, Walter Christian, 1825.
Rausenberger, Byron Franz, 1882.
Rawson, Gilbert, 3482.
Ray, Alpheus Wilson, 3531.
Ray, Corn Miller, 1826.
Ray, Dennie Ewell, 2941.
Ray, Elizabeth, 1011.
Ray, Howard E., 2335.
Ray, Laura Frances, 2032.
Raylesberg, D. D., 496.
Read, Katherine H., 2190.
Reagh, Arthur L., 3586.
Reeves, Miss C., 1737.
Reeman, William Joseph, 2042.
Reedy, Edward W., 3734.
Reid, John C., 1051.
Redfield, Kenneth John, 973.
Reddick, Verna, 8576.
Redfield, Janet R., 401.
Sandlin, Adolph A., 2532.
Sandison, Mildred Lee, 77.
Sandford, Jean Miller, 1360.
Sander, Joseph Frederick, 2639.
Santes, Alfonso P., 114.
Sargent, Chester A., 2344.
Sauer, Leroy S., 2949.
Saunders, Richard P., 2427.
Saur, Gladys G., 3245.
Sawyer, Josephine, 1410.
Saylor, Sister M. DeChantal, 2013.
Sayre, Wallace S., 2370.
Scaife, Eugene Vertun, 2388.
Scarlett, Lula, 78.
Schafer, Eugene Vernon, 1361.
Schaefer, Helen J., 1237.
Schalom, John, 223.
Schall, Alfred John, 1914.
Schauble, Alice, 48.
Schalansky, Ella, 1362.
Schaefer, Eugene Scott, 1361.
Schaefer, Helen J., 1237.
Sheahan, Cornelia Eleanor, 3871.
Sheehan, Elizabeth R., 1014.
Sheehan, Mary A., 2356.
Sheehan, Mary Rose, 438.
Sheehan, Emma D., 2152.
Schercky, Sister Loretta Maria, 472.
Scheff, Fred S., 2109.
Schmidt, Lillian, 2706.
Schienke, William M., 2185.
Schneider, Frances, 471.
Schneider, Sister Marie, 3341.
Schedler, Clarence Wecker, 3882.
Schoeder, Rose, 3488.
Schoener, Cornelia Rodelheiser, 238.
Schoen, Gilbert William, 239.
Schock, Victoria, 70.
Scholling, John T., 3625.
Schultz, Verna May, 260.
Schuyler, Vernon P., 3874.
Schultz, Henry David, 1136.
Schults, Joseph LeMart, 3130.
Schwab, Joseph J., 2780 (10).
Schwab, Marie R., 2558.
Schwend, Illida M., 3621.
Scott, Celata Aurel, 1852.
Scott, Della M., 280.
Scott, Ethel O'Dell, 753.
Scott, Martha, 2187.
Scott, Howard Newton, 80.
Scott, J. Irving E., 1166.
Scott, M. J., 1303.
Scott, Winfred, 2040.
Seabury, John Dean, 1622.
Seay, Ruby Lee, 3633.
Sear, Margaret Mary, 215.
Searles, Grace Ellen, 3305.
Seaton, Donald Francis, 3052.
Seay, Henry Alex, 81.
Seay, Maurice F., 2376.
Sebasta, Charles F., 2826.
Secor, Herbert W., 2836.
Seibert, Stella Louise, 8810.
Seifert, Esther K., 2384.
Selch, H. G., 1102.
Sellick, Louis Kroger, 1549.
Sellers, Dorothy Gray, 1960.
Sellers, John Milton, 2906.
Selman, John L., 360.
Semeni, Charles A., 2354.
Smemons, Lindsay A., 2240.
Seybold, Elain Brydon, 2577.
Seybold, Lettie, 2907.
Severance, Henry G., 2841.
Seyler, Louise Wood, 3702.
Sawyer, John A., 2301.
Seymore, Fred, 3131.
Schecken, Lucius Lee, 1363.
Shaffer, George Lewis, 1476.
Shaffer, Mrs. Volma Eleanor, 2078.
Shangle, Sister Mary St. John, 841.
Shanelling, Lettie Anna, 2841.
Shanks, Carl H., 2906.
Shanks, Theobald, 2554.
Shanks, Helen J., 2237.
Shanno, Mary A., 3583.
Shanoff, Thomas Lauren, 2337.
Shapero, Joseph, 3626.
Sharp, Clinton Harry, 1167.
Shaw, Robert, 1622.
Shaw, John William, 2550.
Shaw, John, 350.
Shaw, Travis, Jr., 1364.
Shawcross, Elizabeth A., 3811.
Shea, Marion Emory, 845.
Sheeter, Allen Everett, 604.
Sheats, Paul Henry, 191.
Sheehan, Cornelia Eleanor, 3871.
Sheehan, Elizabeth R., 1014.
Sheehan, Mary A., 2356.
Sheehan, Mary Rose, 438.
Sheehan, Emma D., 2152.
Schorr, Sister Loretta Maria, 472.
Shedd, H. Monroe, 3535.
Shelton, Robert Ernest, 1623.
Shepard, F. C., 1561.
Shepheard, Donald W., 1506.
Shepherd, Lou A., 840, 2186.
Shepper, Helen Katherine, 847.
Sherman, Dorothy Helen, 244.
Sherman, Ethel Thomas, 3066.
Sherman, Mary Edith, 780.
Sherman, June Elaine, 1433.
Sherman, Sadie E., 1365.
Sherman, Ted V., 2187.
Sherrill, Lynn R., 2499.
Shetter, Samuel Ray, 3319.
Shewman, William D., 2188.
Shirley, Dorothy Puz, 3419.
Shiner, Simon, 3499.
Shortell, James D., 1213.
Short, Alice, 3492.
Short, Robert M., 341.
Shoulders, William B., 754.
Shout, Frances Nelle, 2514.
Shukofski, A. F., 1412.
Shults, William Jr., 3490.
Shuster, Carl N., 1070.
Shuster, John F., 1055.
Shute, Elodie Penrose, 3584.
Shipley, Theodore A., 2942.
Siemens, Curt, 2552.
Sieverson, Frank L., 3387.
Siffirin, Susan Uta, 82.
Silver, Harry B., 2708.
Silverman, Elia J., 3491.
Silverman, Sadie, 1015.
Silverman, John, 2479.
Silverman, Ethel Willing, 2315.
Simons, Charles W., 3711.
Simon, Herbert W., 215.
Simpson, Mabel R., 3387.
Simpson, Ray H., 473.
Simpson, Wendell E., 755.
Singleton, Cecil Andrew, 3400.
Sipe, Harry Craig, 2204.
Skoftka, Louis, 1833.
Skar, Martha O., 3843.
Skalbek, Oliver W., 791.
Skelton, Harold M., 2381.
Skelton, Loretta, 1477.
Skene, Dorothy Margaret, 527.
Skidmore, John W., 528.
Skipper, Mrs. Dora Sikes, 2346.
Skipper, James Kinley, 281.
Skolnik, Marie Paula, 463.
Skutt, Charles Adelbert, 3553.
Slaye, S. Russell, 2408.
Slayter, Lillian, 756.
Slawon, William H., 2489.
<table>
<thead>
<tr>
<th>Author Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aber, Gertrude Josephine</td>
<td>601</td>
</tr>
<tr>
<td>Aber, Harry Humphrey</td>
<td>1068</td>
</tr>
<tr>
<td>Abt, Marion Jessie</td>
<td>1244</td>
</tr>
<tr>
<td>Abut, Palmer</td>
<td>2522</td>
</tr>
<tr>
<td>Abt, Clinton</td>
<td>2216</td>
</tr>
<tr>
<td>Abt, Charles</td>
<td>2360</td>
</tr>
<tr>
<td>Abt, Robert</td>
<td>1199</td>
</tr>
<tr>
<td>Abt, Earl</td>
<td>2116</td>
</tr>
<tr>
<td>Abt, Elie</td>
<td>2411</td>
</tr>
<tr>
<td>Abt, George</td>
<td>2390</td>
</tr>
<tr>
<td>Abt, Hazel</td>
<td>376</td>
</tr>
<tr>
<td>Abt, Mary</td>
<td>2114</td>
</tr>
<tr>
<td>Abt, Noel Alexander</td>
<td>1157</td>
</tr>
<tr>
<td>Abt, William W.</td>
<td>1059</td>
</tr>
<tr>
<td>Abt, Doree</td>
<td>3249</td>
</tr>
<tr>
<td>Abt, Hazel</td>
<td>1199</td>
</tr>
<tr>
<td>Abt, Harrison</td>
<td>3175</td>
</tr>
<tr>
<td>Abt, Mary</td>
<td>2114</td>
</tr>
<tr>
<td>Abt, I. C.</td>
<td>1837</td>
</tr>
<tr>
<td>Abt, Josephine Helen</td>
<td>2773</td>
</tr>
<tr>
<td>Abt, Samuel</td>
<td>2581</td>
</tr>
<tr>
<td>Abt, immigrant</td>
<td>2521</td>
</tr>
<tr>
<td>Abt, Abby Lucretia</td>
<td>1834</td>
</tr>
<tr>
<td>Abt, Sarah Meyer</td>
<td>3576</td>
</tr>
<tr>
<td>Abt, Joseph Dean</td>
<td>1891</td>
</tr>
<tr>
<td>Abt, Marguerite Zwelmer</td>
<td>1557</td>
</tr>
<tr>
<td>Abt, Elizabeth Eleanor</td>
<td>2556</td>
</tr>
<tr>
<td>Abt, Herman E.</td>
<td>2487</td>
</tr>
<tr>
<td>Abt, Sister Mary Christina</td>
<td>706</td>
</tr>
<tr>
<td>Abt, Fulton Franklin</td>
<td>263</td>
</tr>
<tr>
<td>Abt, Jacob Winer</td>
<td>2958</td>
</tr>
<tr>
<td>Abt, Glen Eugene</td>
<td>2358</td>
</tr>
<tr>
<td>Abt, Chris</td>
<td>2111</td>
</tr>
<tr>
<td>Abt, Carolina E.</td>
<td>470</td>
</tr>
<tr>
<td>Abt, Miriam</td>
<td>3497</td>
</tr>
<tr>
<td>Abt, Laura G.</td>
<td>187</td>
</tr>
<tr>
<td>Abt, Carl A.</td>
<td>405</td>
</tr>
<tr>
<td>Abt, Warren W.</td>
<td>1495</td>
</tr>
<tr>
<td>Abt, C. Roland</td>
<td>1892</td>
</tr>
<tr>
<td>Abt, Elmer T.</td>
<td>3587</td>
</tr>
<tr>
<td>Abt, Ernest William</td>
<td>3173</td>
</tr>
<tr>
<td>Abt, Frederick John</td>
<td>1369</td>
</tr>
<tr>
<td>Abt, Daniel V.</td>
<td>3812</td>
</tr>
<tr>
<td>Abt, Harvey</td>
<td>1970</td>
</tr>
<tr>
<td>Abt, Ervin Leslie</td>
<td>2740</td>
</tr>
<tr>
<td>Abt, D. Y.</td>
<td>1698</td>
</tr>
<tr>
<td>Abt, Leuciie E.</td>
<td>2113</td>
</tr>
<tr>
<td>Abt, Ralph L.</td>
<td>2820</td>
</tr>
<tr>
<td>Abt, Justin</td>
<td>204</td>
</tr>
<tr>
<td>Abt, George A.</td>
<td>688</td>
</tr>
<tr>
<td>Abt, Robert Earl</td>
<td>1199</td>
</tr>
<tr>
<td>Abt, Elgin</td>
<td>2810</td>
</tr>
<tr>
<td>Abt, Otto Harko</td>
<td>1835</td>
</tr>
<tr>
<td>Abt, John Elmer</td>
<td>1370</td>
</tr>
</tbody>
</table>

T

Tabaka, Victor Philip, 933.
Taber, Gertrude Josephine, 601.
Taft, Harry Humphrey, 1068.
Tal, Marion Jessie, 1244.
Talbot, Palmer, 2522.
Talley, Clara B., 2269.
Tampke, Lura Fritts, 206.
Tangney, Sister Theophila, 3066.
Tannall, Rebecca Catherine, 3387.
Tape, Henry A., 2741.
Tarbell, Arthur Wilson, 2490.
Tarleton, Robert N., 1836.
Tarr, Edward, 2927.
Taylor, Alice Blanche, 2411.
Taylor, Charlotte A., 3677.
Taylor, Craig A., 1740.
Taylor, George William, 1200.
Taylor, Harland V., 3249.
Taylor, Hazel, 3763.
Taylor, Hazel Elizabeth, 3176.
Taylor, Harrison, 3076.
Taylor, June, 3250.
Taylor, William Jameson, 1479.
Tennessee State Teachers College, Murfreesboro, 2498.
Tero, Oliva Aze, 2390.
Terrell, Wendell P., 3748.
Terry, Rebecca Irene, 2361.
Terry, Mrs. Anna Mae, 1871.
Tenniel, Marie B., 1834.
Test, Everett H., 3028.

Tetl, Joseph L., 1838.
Thay, Mildred Marietta, 1138.
Thele, C. L., 1018.
Thiele, Alma Bruening, 2193.
Thill, Anna C., 655.
Thomas, George H., 3307.
Thomas, Lawrence G., 441.
Thomas, Mildred Mary, 531.
Thomas, Pete Fred, 3629.
Thompson, Amelia C., 2041.
Thompson, Clarence Tatman, 1971.
Thompson, Claude Hamilton, 2362.
Thompson, Doris Elizabeth, 2067.
Thompson, Emily H., 1837.
Thompson, Esther Mae, 3308.
Thompson, Florence, 1627.
Thompson, Francis Isabel, 117.
Thompson, Helen, 386.
Thompson, James Bailey, Jr., 3414.
Thompson, James Westfall, 857.
Thompson, Jane Elizabeth, 2516.
Thompson, John Fawdry, 2429.
Thompson, Lewis Madison, 3345.
Thompson, Roy H., 2453 (5).
Thomsen, Anne, 412.
Thomson, John Anderson, 3176.
Thomson, Rev. William David, 2115.
Thordike, Edward L., 188.
Thorburn, Walter A., 1106.
Thurston, O. W., 2781.
Tibbets, Talitha Belle, 2524.
Teinman, John Joseph, 1304.
Tierney, Francis P., 1629.
Tilley, Merlin R., 2959.
Ting, Margaret, 1437.
Tinkelman, S., 532.
Tinker, Chauncey Brewster, 2475 (13).
Tipton, Maxine Louise, 1372.
Tracy, Robert E., 602.
Tisler, Richard Martin, 3054.
Tobias, Marjorie Faye, 2524.
Tobin, John M., 2742.
Tobin, Sister Mary Emera, 1019.
Todd, S. J., Jr., 2743.
Toler, Mrs. Velta E. P., 170.
Tolhurst, Mildred Cleo, 2551.
Tolle, Vernon Ottis, 2600.
Tomes, Cornelia Ann, 3712.
Tomlin, John Francis, 185.
Tomkins, Neva Middleton, 2525.
Toogood, Annette, 2096.
Toreo, William H., 596.
Torres, Federico M., 1629.
Townsend, Basil Leroy, 3177.
Tracey, Elsie, 1261.
Tracey, Walter E., 669.
Traill, Anne Hawkes, 3368.
Trainor, John F., 1558.
Trainor, Victor H., 2263.
Travis, Esther Talley, 2132.
Trece, Walter Allen, 1608.
Trewarthen, F. W., 206.
Triplett, Laura Sherwood, 1414.
Tripp, Myra A., 2116.
Trout, George Glenwood, 2961.
True, Agnes A., 496.
Trusler, William W., 2868.
Tu, Y, Lan, 571.
Tucker, Katherine Ann, 2042.
Tucker, Louise Emery, 3814.
Tufts, Mary O., 572.
Tulane University of Louisiana, 837.
Tonick, Stanley B., 1839.
Tunison, Lula, 1925.
Turkell, Amy Catherine, 1742.
Turner, Howard, 2774.
Turner, J. C., 3087.
Turpin, Oren Edwin, 1771.
Turing, Lyde, 155 (4).
Tutwiler, Agnes, 89.
Twemlo, Josie Marguerite, 244.
Twomey, Hazel Mae, 1748.
Tyler, Arthur W., 1744.
Tyree, W. Woodson, 1439.
Tyle, Wilbur Henry, 3499.
Walmsley, Louise Jordan, 1699.
Walter, G. S. 1928.
Walworth, Arthur, 3504.
Ward, Clarence, 2475 (11).
Ward, Herschel Rodger, 3786.
Ward, Lewis B 369.
Ward, Oneta Aikew, 770.
Ward, William Goodman, 173.
Ward, William T., 1171.
Warner, Nita Bob, 1832.
Warner, Wilma, 2392.
Warren, E. O., 2368.
Warren, L. E., 2752.
Warren, Naomi Hope, 284.
Warren, Stella B., 2983.
Washburn, Stephen Merle, 1020.
Waterhouse, Ralph H., 3109.
Waters, Bis, 250.
Watson, Arthur Wilford, 1929.
Watson, Goodwin, 2019.
Watson, Helen Rockwell, 247.
Watson, Mary Lillian, 174.
Watson, Rachel Inez, 2715.
Watson, Robert Irving, 1305.
Watt, James Walter, 2220.
Waug, Viola Opal, 1748.
Wear, Carlos Leon, 1700.
Weaver, Guy Harold, 1841.
Weaver, Helen Sue, 2226.
Weber, Groan Wilburn, 1539.
Weber, O. F., 2830.
Wedel, Leonard Enoch, 533.
Wegener, Frank C., 1245.
Weichselbaum, Edythe Murmel, 1747.
Weldman, Leon Edna, 2045.
Weigle, Henrietta, 1065.
Welch, Earl J., 1842.
Weiner, M., 1375.
Weinlick, Henry C., 2963.
Weir, Letta, 3505.
Weir, Raymond S., 1172.
Weitzel, Henry Irving, 2430.
Welch, George W., 3255.
Welch, Jesse Morgan, 2831.
Welch, Robert L., 2621.
Welch, Roy Dickinson, 2475 (12).
Welch, Roy A., 1507.
Welch, Edith, 2599.
Wellman, Beth L., 244.
Wellman, Henry George, 281.
Wells, Elva Counihan, 2554.
Wells, Ray Stallings, 2644.
Wells, George Henry, 2369.
Wenlink, Paul H., 2899.
Went, Mark D., 1701.
Wenger, Eugene, 3258.
Welsh, Alice J., 867.
West, Margaret Bashan, 2751.
West, Ethel, 672.
West, Russell Lewis, 1930.
Westerdale, Leonard W., 3506.
Westerfield, Lawrence W., 3310.
Westmoreland, Antoinette Hutchings, 3682.
Wether, Harold Calvert, 477.
Wetherill-Walter, Ethel Jane, 1376.
Wettstone, Eugene, 374.
Wetzel, Julius Charles, 1178.
Wheaton, LaVerna, 3168-170, 3542.
Wheatland, Ruth Dorothy, 1416.
Wheelwright, Loyal F., 1377.
Wheelan, James Francis, 978.
Whisler, L. D., 156 (4-6), 891.
White, Mrs. Anape Mae V., 2645.
White, Chris, 1972.
White, Delbert Wayman, 3683.
White, Doris E., 3764.
White, Elizabeth Ophlott, 2370.
White, Mrs. Eva E., 1480.
White, Guy Merritt, 3002.
White, Ruth Winifred, 1843.
White, Sidney Parmenter, 516.
White, Walton Ernest, 3036.
Whiteaker, George Henry, 1021.
Whiting, Mildred R., 1417.
Whitlow, Cyril Morley, 2371.
Whitmore, Annalie, 2483 (9).
Whitney, Bithia Jane, 8786.
<table>
<thead>
<tr>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitney, F. L.</td>
<td>2482</td>
</tr>
<tr>
<td>Whittaker, Bernice</td>
<td>773</td>
</tr>
<tr>
<td>Whittaker, Mrs. Mamie Harvey</td>
<td>781</td>
</tr>
<tr>
<td>Whitwell, Charles Garland</td>
<td>673</td>
</tr>
<tr>
<td>Whitwell, Inez</td>
<td>3017</td>
</tr>
<tr>
<td>Whitten, Woodrow Carlton</td>
<td>1246</td>
</tr>
<tr>
<td>Wichelns, Herbert August</td>
<td>2478 (10)</td>
</tr>
<tr>
<td>Wickiser, Ralph Lewanda</td>
<td>93</td>
</tr>
<tr>
<td>Wickliff, Letty M.</td>
<td>979</td>
</tr>
<tr>
<td>Widoe, Frederick</td>
<td>1247</td>
</tr>
<tr>
<td>Wiegand, David J.</td>
<td>110</td>
</tr>
<tr>
<td>Wiehe, Leslie S.</td>
<td>1247</td>
</tr>
<tr>
<td>Wier, George Washington</td>
<td>1439</td>
</tr>
<tr>
<td>Wills, Donald H.</td>
<td>120</td>
</tr>
<tr>
<td>Williams, Edward O.</td>
<td>3236</td>
</tr>
<tr>
<td>Williams, Charles Braineid</td>
<td>3517</td>
</tr>
<tr>
<td>Williams, Aubra Carl</td>
<td>2372</td>
</tr>
<tr>
<td>Williams, Frank M.</td>
<td>3134</td>
</tr>
<tr>
<td>Williams, Paul Edgar</td>
<td>2496</td>
</tr>
<tr>
<td>Williams, Minnie Mary</td>
<td>859</td>
</tr>
<tr>
<td>Williams, Paul Edgar</td>
<td>2496</td>
</tr>
<tr>
<td>Williams, Robert L.</td>
<td>3133</td>
</tr>
<tr>
<td>Williams, Robert Leroy</td>
<td>874</td>
</tr>
<tr>
<td>Williams, Selma East</td>
<td>1378</td>
</tr>
<tr>
<td>Williams, Charles Brainard</td>
<td>1110</td>
</tr>
<tr>
<td>Williams, Edward G.</td>
<td>3236</td>
</tr>
<tr>
<td>Willis, Joseph F.</td>
<td>176</td>
</tr>
<tr>
<td>Wilborn, H. W.</td>
<td>2047</td>
</tr>
<tr>
<td>Wilmot, Wilbur G.</td>
<td>445</td>
</tr>
<tr>
<td>Wilson, A. Gaylard</td>
<td>35390</td>
</tr>
<tr>
<td>Wilson, Alma L.</td>
<td>1248</td>
</tr>
<tr>
<td>Wilson, Earl C.</td>
<td>94</td>
</tr>
<tr>
<td>Wilson, Claude Victor</td>
<td>535</td>
</tr>
<tr>
<td>Wilson, David W.</td>
<td>774</td>
</tr>
<tr>
<td>Wilson, Eustis DuCote</td>
<td>346</td>
</tr>
<tr>
<td>Wilson, Frank M.</td>
<td>1705</td>
</tr>
<tr>
<td>Wilson, Irl Clifford</td>
<td>675</td>
</tr>
<tr>
<td>Wilson, James Fred</td>
<td>2373</td>
</tr>
<tr>
<td>Wilson, Joseph Jeffries</td>
<td>3134</td>
</tr>
<tr>
<td>Wilson, Louise G.</td>
<td>8844</td>
</tr>
<tr>
<td>Wilson, Lurana Rownd</td>
<td>2431</td>
</tr>
<tr>
<td>Wilson, Mrs. Madge Jones</td>
<td>2190</td>
</tr>
<tr>
<td>Wilson, Marian Lavin</td>
<td>2374</td>
</tr>
<tr>
<td>Wilson, Rayna Bea</td>
<td>1704</td>
</tr>
<tr>
<td>Will, Titus T.</td>
<td>2964</td>
</tr>
<tr>
<td>Wimbish, Hugh Donald</td>
<td>1440</td>
</tr>
<tr>
<td>Windes, Theodore</td>
<td>2375</td>
</tr>
<tr>
<td>Windeyer, F. W.</td>
<td>2968</td>
</tr>
<tr>
<td>Wines, Donald H.</td>
<td>2376</td>
</tr>
<tr>
<td>Wiss, Herbert J.</td>
<td>2497</td>
</tr>
<tr>
<td>Winger, Fred Everett</td>
<td>1844</td>
</tr>
<tr>
<td>Wingerd, Mark</td>
<td>2118</td>
</tr>
<tr>
<td>Wissmore, Edward E.</td>
<td>1831</td>
</tr>
<tr>
<td>Winokur, Morris</td>
<td>1139</td>
</tr>
<tr>
<td>Winslow, Leon Loyal</td>
<td>1418</td>
</tr>
<tr>
<td>Winter, Fred Aldrich</td>
<td>1900</td>
</tr>
<tr>
<td>Winter, Ray Ellsworth</td>
<td>3547</td>
</tr>
<tr>
<td>Winther, Adolph J.</td>
<td>2966</td>
</tr>
<tr>
<td>Wirt, Florence Mary</td>
<td>3932</td>
</tr>
<tr>
<td>Wirth, Beattie Coal</td>
<td>884</td>
</tr>
<tr>
<td>Wisdom, Paul E.</td>
<td>1379</td>
</tr>
<tr>
<td>Wise, Gertrude E.</td>
<td>1214</td>
</tr>
<tr>
<td>Wise, John Robert</td>
<td>2413</td>
</tr>
<tr>
<td>Wise, Randolph E.</td>
<td>3765</td>
</tr>
<tr>
<td>Wishart, Charles Frederick</td>
<td>2472 (19)</td>
</tr>
<tr>
<td>Wixman, Harald P.</td>
<td>1561</td>
</tr>
<tr>
<td>Witten, Paul E.</td>
<td>2967</td>
</tr>
<tr>
<td>Wittemer, Harold Harry</td>
<td>95</td>
</tr>
<tr>
<td>Wofford, Belle E.</td>
<td>3845</td>
</tr>
<tr>
<td>Wohlschläger, Thomas Jacob</td>
<td>2622</td>
</tr>
<tr>
<td>Wold, Olga Caroline</td>
<td>3768</td>
</tr>
<tr>
<td>Wolf, Ximena Juanita</td>
<td>317</td>
</tr>
<tr>
<td>Wolfe, Leslie C.</td>
<td>3135</td>
</tr>
<tr>
<td>Womble, Charles W.</td>
<td>3686</td>
</tr>
<tr>
<td>Wood, F. R.</td>
<td>963</td>
</tr>
<tr>
<td>Wood, Everett M.</td>
<td>1174</td>
</tr>
<tr>
<td>Wood, Herbert Sidney</td>
<td>2377</td>
</tr>
<tr>
<td>Wood, Margaret Louise</td>
<td>1182</td>
</tr>
<tr>
<td>Wood, O. Keith</td>
<td>3346</td>
</tr>
<tr>
<td>Woodfin, Mrs. Neva Bennett</td>
<td>3711</td>
</tr>
<tr>
<td>Woodburn, T. B.</td>
<td>2498</td>
</tr>
<tr>
<td>Woodruff, Francis Russell</td>
<td>3542</td>
</tr>
<tr>
<td>Woods, Miles Walker</td>
<td>900</td>
</tr>
<tr>
<td>Woodward, Jean M.</td>
<td>1634</td>
</tr>
<tr>
<td>Woodward, Robert Earl</td>
<td>1833</td>
</tr>
<tr>
<td>Word, Aubrey Hugh</td>
<td>1111</td>
</tr>
<tr>
<td>Worley, Melba Dorothy</td>
<td>981</td>
</tr>
<tr>
<td>Worthington, Edward H.</td>
<td>2378</td>
</tr>
<tr>
<td>Worthington, Lee Russell</td>
<td>2379</td>
</tr>
<tr>
<td>Worthley, Mary Grace</td>
<td>96</td>
</tr>
<tr>
<td>Wrenman, Julia Caroline</td>
<td>1112</td>
</tr>
<tr>
<td>Wrathe, Marvin Olson</td>
<td>806</td>
</tr>
<tr>
<td>Wright, Fannie Hardin</td>
<td>1202</td>
</tr>
<tr>
<td>Wright, James C.</td>
<td>982</td>
</tr>
<tr>
<td>Wright, Lucile V.</td>
<td>3192</td>
</tr>
<tr>
<td>Wright, Nora B.</td>
<td>3711</td>
</tr>
<tr>
<td>Wright, Theodore A.</td>
<td>1705</td>
</tr>
<tr>
<td>Wrightstone, J. A.</td>
<td>2197</td>
</tr>
<tr>
<td>Wriston, Henry T.</td>
<td>2780 (7)</td>
</tr>
<tr>
<td>Wu, Thomas M.</td>
<td>575</td>
</tr>
<tr>
<td>Wuhrer, Zehner Waldo</td>
<td>2177</td>
</tr>
<tr>
<td>Wyatt, William Bernard</td>
<td>3055</td>
</tr>
<tr>
<td>Yancey, Bessie Eddith</td>
<td>2014</td>
</tr>
<tr>
<td>Yarnall, Owen</td>
<td>3347</td>
</tr>
<tr>
<td>Yarbrough, Ollie Jean</td>
<td>536</td>
</tr>
<tr>
<td>Yarbrough, Dorothy</td>
<td>1022</td>
</tr>
<tr>
<td>Yates, Oils Webster</td>
<td>2119</td>
</tr>
<tr>
<td>Yeager, W. A.</td>
<td>347</td>
</tr>
<tr>
<td>Yankel, Sister Mary Agnes</td>
<td>97</td>
</tr>
<tr>
<td>Yankl, Leo</td>
<td>1053</td>
</tr>
<tr>
<td>Yerian, Charles Theodore</td>
<td>1845</td>
</tr>
<tr>
<td>Yingling, Floyd W.</td>
<td>3509</td>
</tr>
<tr>
<td>Youman, Augustine M.</td>
<td>3878</td>
</tr>
<tr>
<td>Youman, Ernest G.</td>
<td>2198</td>
</tr>
<tr>
<td>Young, A. C.</td>
<td>2590</td>
</tr>
<tr>
<td>Young, Alfred R.</td>
<td>208</td>
</tr>
<tr>
<td>Young, Barbara Jane</td>
<td>3260</td>
</tr>
<tr>
<td>Young, Charles Watson</td>
<td>2813</td>
</tr>
<tr>
<td>Young, M. A.</td>
<td>1303</td>
</tr>
<tr>
<td>Young, W. B.</td>
<td>547</td>
</tr>
<tr>
<td>Young, Wilbur G.</td>
<td>3687</td>
</tr>
<tr>
<td>Young-Masten, Isabelle</td>
<td>2199</td>
</tr>
<tr>
<td>Youngs, Martha A.</td>
<td>3712</td>
</tr>
<tr>
<td>Youngs, R. Land</td>
<td>1140</td>
</tr>
<tr>
<td>Zuylev, A.</td>
<td>2390</td>
</tr>
<tr>
<td>Zuckerman, Alvin</td>
<td>2394</td>
</tr>
<tr>
<td>Zimmer, Brother Agatho Peter</td>
<td>2490</td>
</tr>
<tr>
<td>Zimmer, Russell Daniel, Jr.</td>
<td>2623</td>
</tr>
<tr>
<td>Zobl, Marvin Lester</td>
<td>538</td>
</tr>
<tr>
<td>Zuckerman, George</td>
<td>3769</td>
</tr>
</tbody>
</table>
SUBJECT INDEX

[The numbers refer to items, not to page]

A

Ability grouping. See Homogeneous grouping.
Abbe, 312-3124, 3127, 3130, 3135.
Academies. See Private schools.
Accident insurance. See Insurance, accident.
Accident prevention. 1699.
Accidents. 1658, 1669, 1801, 1809, 1667, 1826, 2182.
Accounting. 954, 972, 1839.
Accounting, school. See School finance.
Acoustics. 1816.
Accrediting. See Standards.
Acrophobia. 771.
Activity day. 2346.
Activity programs. 221, 838-841, 734, 1072, 1143, 1199, 1017, 2016, 2478, 3430, 3594.
Addams, Jane. 2067.
Addition. See Arithmetic.
Adjustment. See School children—adjustment.
Adler, Alfred. 258.
Administration of schools. 130, 150, 508, 2133, 2147, 2076, 2702, 2705-2854.
Administration of schools—county. See County unit plan.
Administrators. See Principals. Supervision and supervisors.
Adolescence. 243, 258, 456-459. See also Secondary education.
Adopted children. See Foster children.
Adolescent unit. 131.
Aeronautics. 1919, 1920.
Africa. education. 225, 227, 243.
Age-grade progress. See Progress in school.
Agricultural education. 98, 93, 203, 1985, 1824-1974, 2040, 2635, 2731, 3022, 3037, 3278, 3391, 3375.
Air. 1097.
Alaska. education. 312, 672, 3475; Saskatchewan, 144, 2006.
Algebras, 824, 1084-1086. See also Textbooks.
Alumni associations. See Associations, alumni.
American education week. 166.
American Institute. 212.
Animals. 3123, 3751.
Anthropology. 851.
Applications for positions. 2735, 2743, 3064.
Appointment of teachers. See Teachers—appointment and tenure.
Apprentice teaching. See Practice teaching.
Apprentices. 1872, 1888, 1903, 1914, 1929, 2076, 2304.
Architecture. 1827, 1828, 3284.
Architectural drawing. 1404.
Architectural education. 1398.
Aristotle. 116.
3347. See also Textbooks.
Arizona, education. 199, 222, 1843, 2943, 3616, Phoenix, 182; Williams, 3593.
Arkansas, education. 324, 671, 1202, 2038, 2750, 2296, 2572, Lonoke county, 2679.
Arnold, Matthew. 273.
Art education. 493, 495, 530, 1339-1418, 1917, 3467.
Arts and crafts. 2179, 3395, 3614.
Assemblies. 204, 2173, 2294, 2577, 2377, 3306.
Assignments, lesson. 1075.
Associations, alumni. 2861.
Associations, athletic. See Athletic associations.
Associations, educational. 30, 77, 122, 124, 127, 225, 1125, 2246, 2003. See also Parent-teacher associations.
Aswell, James Benjamin. 106.
Athletes. 546, 553.
Athletic associations. 133, 1638, 1839, 1648, 1681.
Athletic clubs. 1092.
Athletic directors. See Coaches and coaching.
Athletic, 304, 1855-1706, 1713, 2220, 2577, 2460, 3916, 3966, 3774, 3791. See also Physical ability—tests and scales.
Athletics, intercollegiate. 1653, 1672.
Athletics, interscholastic. 1829, 1833, 1852, 1557, 1572, 1573.
3433.
Athletics, intramural. 1852, 1855, 1933, 1402, 1690, 1854, 1701, 2227, 3683.
Attendance and child accounting. 128, 179, 197, 1844, 2145, 2150, 2155, 2337, 2830, 2882, 2908, 2986, 3009, 3110-3158, 3158, 3226, 3300, 3711.
1989, 2104, 2107, 2140, 2230, 2231, 2253, 2372.
2391, 2416, 2449, 2466, 2640, 2853, 2878, 2989, 3198, 3340, 3367, 3396, 3348, 3653, 3662, 3697, 3744, 3834.
See also Social intelligence—tests and scales.
Atypical children. See Exceptional groups.
Audacians. 3790.
Audimeter. 3735.
Auditorium activities. See Assemblies.
Auditoriums. 3818, 2225.
Australia. education. 235.
Autobiography. 3280.
Automobile driving. 1200, 1207.
Automobile mechanics. 1926.
Automobiles. 1868.
Aviation. See Aeronautics.
Avocations. See Hobbies.
Awards. See Rewards and prizes.
Badminton. 542, 1841.
Bands, school. 507, 1209, 1255, 1486, 1304.
Bankers. 2460.
Banks and banking. 940.
Baptist church, education. 14, 94.
Barton, Clara. 2647.
N
N
N
N
N


Project method. 1092, 1138, 1413, 1903.

Promotion. See Classification. Preprofiling. 326, 3517.

Propaganda. 146, 3548.


Protestant Episcopal church, education. 59, 252.

Psychiatry. 1465-1871.

Psychological analysis. 106.

Psychological clinics. 178.

Psychological tests. 220, 420-457, 1699.

Psychology. 268, 1790-1794, 1795.

Psychology, educational, 220, 341-370.

Psicology. Gestalt, 1577.

Public health, 1222, 2500.

Public libraries. See Libraries.

Public speaking, 204, 1433.

Public works administration, 322.

Publicity, 1465, 1873, 244, 2335.

Publicity, educational, 178, 2735, 276, 2800.

Psychology, educational, 220, 341-370.

Puerto Rico, education, 60, 312, 1629.

Punishment, 602, 2787.

Pupil hours, 901.

Pupil planning, 1624.

Pupil progress. See Progress in school. Student achievements.

Puppets and puppetry, 2161, 2170.

Purchasing, 1975, 2043.

Q

Question and answer method, 288.

Questioning, 2326.

Quintilian, Marcus Fabius, 116, 298.

Race prejudice, 3034, 3086.

Race relations, 285.

Racial groups, education. 3555-3577.

Racial opportunities, 1197.

Radio broadcasting. See Radio in education.


Ratings. See Marks and marking. Teaching rating.

Readers. See Textbooks.

Reading. 227, 787-772, 1239, 2316, 2315, 2317, 2318, 334, 3004, 3010, 3742.

Reading and scales. See also Educational measurements—tests and scales. Textbooks.

Reading abilities. See Reading—habits and skills. Reading achievement, 3758.

Reading difficulties. 687, 693-694, 695, 710, 713-756, 719, 754, 770.

Reading—habits and skills. 661, 689, 697, 699, 700, 701, 711, 716, 723, 727, 739, 748, 750, 752, 762, 764, 771, 832, 1308.

Reading interests, 1706, 1713, 2560, 3231, 3279-3299.

Reading, interpretative. 1433.

Reading readiness, 479, 698, 700, 702, 718.

Reading, supplementary, 462, 407, 712, 713, 730, 735, 805, 1242, 1567, 3537, 3612, 3625. See also Reading interests.

Recitation plan, 1486.

Records. See Reports and records.

Reform schools. See Reformatories.

Reformatories. 11, 1411, 1616, 1909, 2550, 2558, 3775, 3783, 3802, 3812.

Regents examinations. 448, 916, 1237, 3234.


Religious orders. 8, 94, 97.
2
A
Welfare of Webster, Weaving, Washington, Washington, Wart 1218, Waddel,
Vocational Vocational
Vocational Vocabulary Vives,
Visual Visiting Virginia, Verse writing.
Vermont 400
Varnish, 3106.

3246; Renton, 1240, 1324, 1763,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,
3718; Anatone, 2307; Bellingham, 267,
3178-3181; Everett, 2784, 3064,