Curriculum Studies—Continued.

<table>
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<th>Science:</th>
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<td>Physical education</td>
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<td>Athletics</td>
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<td>Play and recreation</td>
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<td>Secondary education</td>
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<td>Junior colleges</td>
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FOREWORD

During recent years the functions of education have been extended to include practically all aspects of the individual's life—character education, health education, safety education, play and recreation, etc. Likewise, the scope of the work of the educator himself is broadened to cover a wide field; it ranges from the analysis of the behavior of individual pupils on the one hand, to the administration of a vast school system on the other. These multifarious aspects of the educational program have resulted in large numbers of research studies in education covering an equally diversified range of subject matter.

Much of the research in education is done by graduate students in colleges and universities and is often not published. For this reason the results frequently remain unknown to persons making studies of a similar nature who might wish to use them in interpreting the findings of their own studies. In order to make this large body of research data accessible for the comprehensive interpretation of studies in the same field, the Office of Education each year prepares a classified bibliography of research studies undertaken in colleges and universities. When copies of the studies are furnished it, it makes them available to research workers through interlibrary loan.

The Office of Education interprets this enterprise as a truly cooperative one, since the value of the bibliography, as judged by the number of research studies reported, and the information about them, is dependent upon the schools themselves from whom the reports of the studies must come. Each year more institutions are represented. To the persons in these institutions who have helped us in carrying through this project we wish to extend our appreciation.

Bess Goodykoontz,
Assistant Commissioner of Education.
INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The Bibliography of Research Studies in Education covering the school year September 1936 through August 1937 is the eleventh in the series. It lists 3,530 studies reported by 122 institutions, several of which had not reported previously. The list includes 541 doctors' dissertations, 2,736 masters' theses, and 253 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.

The bibliography covers many timely topics in the several fields of education: Current education conditions in the United States and in foreign countries, Federal aid to education, training for the use of leisure time, the building and subjects of the curriculum, orientation courses, the effect of current economic and social conditions on education, rehabilitation of the disabled, the training and status of teachers, the education of racial and exceptional groups, 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. A slight change has been made in the method of reporting theses received in the library. 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 the year 1936-37 are given without a descriptive note. Duplicate copies of theses which had already been deposited in the thesis collection are not included in the bibliography. 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, 1936-37

<table>
<thead>
<tr>
<th>Subject</th>
<th>Doctors'</th>
<th>Masters</th>
<th>Theses received</th>
<th>Faculty research</th>
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<td>1. Education—history and biography.</td>
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<td>92</td>
<td>13</td>
<td>15</td>
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<td>2. Current educational conditions—United States</td>
<td>8</td>
<td>51</td>
<td>7</td>
<td>9</td>
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<tr>
<td>3. Current educational conditions—foreign countries</td>
<td>23</td>
<td>38</td>
<td>12</td>
<td>9</td>
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<td>4. Educational theory, special methods.</td>
<td>22</td>
<td>102</td>
<td>22</td>
<td>9</td>
<td>5</td>
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<td>5. Psychology, educational and child study.</td>
<td>24</td>
<td>31</td>
<td>14</td>
<td>7</td>
<td>4</td>
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<tr>
<td>6. Testing and research.</td>
<td>60</td>
<td>116</td>
<td>14</td>
<td>54</td>
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<td>7. Curriculum studies, including subjects of the curriculum</td>
<td>174</td>
<td>1,043</td>
<td>123</td>
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<td>8. Elementary education, including preschool</td>
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<td>50</td>
<td>5</td>
<td>4</td>
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<td>9. Secondary education and junior colleges.</td>
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<td>140</td>
<td>10</td>
<td>9</td>
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<td>10. Higher education.</td>
<td>27</td>
<td>64</td>
<td>18</td>
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<td>11. Adult education, parent education.</td>
<td>16</td>
<td>19</td>
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<td>12. Teacher training, teachers' status.</td>
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<td>14</td>
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<td>13. Administration of schools, school management</td>
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<td>64</td>
<td>25</td>
<td>12</td>
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<tr>
<td>14. School buildings, equipment, Jagtory.</td>
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<td>28</td>
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<td>5</td>
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<td>33</td>
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<td>17. Exceptional groups.</td>
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<td>18. Libraries.</td>
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<td>Total</td>
<td>641</td>
<td>2,736</td>
<td>234</td>
<td>253</td>
<td>143</td>
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The thesis collection in the library of the Office of Education now numbers more than 3,000 masters' and doctors' theses, which have been deposited by 70 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, especially 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 with the development of the curricula of the graduate departments of the universities.

Form 8-077

EDUCATIONAL RESEARCH STUDY COMPLETED

[Fill in Items Applicable]

Return to—

UNITED STATES
DEPARTMENT OF THE INTERIOR
Office of Education
Washington, D. C.

Date __________________________ 19——

Author(s) of study __________________________ Position __________________________

Title of study __________________________ (Attach copy of study if available)

Institution or agency __________________________ Location __________________________

Under direction of what department __________________________ Year completed: __________

If thesis, give college and degree __________________________ Number of typed or printed pages __________________________ Number of typed or printed pages __________________________

Publisher and date, if printed __________________________

Scope of study __________________________

Findings __________________________

(Use Reverse Side if Necessary)

This report made by __________________________
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 1936–37.

<table>
<thead>
<tr>
<th>ABBREVIATIONS</th>
<th>INSTITUTIONS</th>
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<td>Alabama</td>
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</tr>
<tr>
<td>Allegheny</td>
<td>Allegheny College, Meadville, Pa.</td>
</tr>
<tr>
<td>*American Univ.</td>
<td>American University, Washington, D. C.</td>
</tr>
<tr>
<td>Arkansas</td>
<td>University of Arkansas, Fayetteville, Ark.</td>
</tr>
<tr>
<td>Ball St. T. Co.</td>
<td>Ball State Teachers College, Muncie, Ind.</td>
</tr>
<tr>
<td>Baylor</td>
<td>Baylor University, Waco, Tex.</td>
</tr>
<tr>
<td>Biblical Seminary</td>
<td>Biblical Seminary in New York, New York, N. Y.</td>
</tr>
<tr>
<td>*Boston Univ.</td>
<td>Boston University, Boston, Mass.</td>
</tr>
<tr>
<td>Brown</td>
<td>Brown University, Providence, R. I.</td>
</tr>
<tr>
<td>Buffalo</td>
<td>University of Buffalo, Buffalo, N. Y.</td>
</tr>
<tr>
<td>Butler</td>
<td>Butler University, Indianapolis, Ind.</td>
</tr>
<tr>
<td>*California</td>
<td>University of California, Berkeley, Calif.</td>
</tr>
<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>
<td>Claremont</td>
<td>Claremont Colleges, Claremont, Calif.</td>
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<tr>
<td>Coll. of the City of N. Y</td>
<td>College of the City of New York, New York, N. Y.</td>
</tr>
<tr>
<td>Colorado</td>
<td>University of Colorado, Boulder, Colp.</td>
</tr>
<tr>
<td>*Columbia</td>
<td>Columbia University, New York, N. Y.</td>
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<tr>
<td>*Cornell</td>
<td>Cornell University, Ithaca, N. Y.</td>
</tr>
<tr>
<td>Creighton</td>
<td>Creighton University, Omaha, Nebr.</td>
</tr>
<tr>
<td>Crozer</td>
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</tr>
<tr>
<td>Denver</td>
<td>University of Denver, Denver, Colo.</td>
</tr>
<tr>
<td>Detroit</td>
<td>University of Detroit, Detroit, Mich.</td>
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<tr>
<td>Detroit Inst. of Music Art</td>
<td>Detroit Institute of Musical Art, Detroit, Mich.</td>
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<tr>
<td>Drake</td>
<td>Drake University, Des Moines, Iowa.</td>
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<td>Drew</td>
<td>Drew University, Madison, N. J.</td>
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<td>East Texas St. T. C</td>
<td>East Texas State Teachers College, Commerce, Tex.</td>
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<tr>
<td>*East Baptist</td>
<td>Eastern Baptist Theological Seminary, Philadelphia, Pa.</td>
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<tr>
<td>Emory</td>
<td>Emory University, Emory, Ga.</td>
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<td>Florida</td>
<td>University of Florida, Gainesville, Fla.</td>
</tr>
<tr>
<td>Fordham</td>
<td>Fordham University, New York, N. Y.</td>
</tr>
<tr>
<td>*George Washington</td>
<td>George Washington University, Washington, D. C.</td>
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<tr>
<td>Hardin-Simmons</td>
<td>Hardin-Simmons University, Abilene, Tex.</td>
</tr>
<tr>
<td>Hartford</td>
<td>Hartford Theological Seminary, Hartford, Conn.</td>
</tr>
<tr>
<td>*Harvard</td>
<td>Harvard University, Cambridge, Mass.</td>
</tr>
</tbody>
</table>
INTRODUCTORY NOTE

Hunter College, New York, N. Y.
University of Idaho, Moscow, Idaho.
Indiana University, Bloomington, Ind.
Indiana State Teachers College, Terre Haute, Ind.
State University of Iowa, Iowa City, Iowa.
Iowa State College, Ames, Iowa.
Johns Hopkins University, Baltimore, Md.
Arthur Jordan Conservatory of Music, Indianapolis, Ind.
University of Kansas, Lawrence, Kans.
Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
Kansas State Teachers College, Emporia, Kans.
Kans. St. T. C., Emporia.
Kansas State Teachers College, Pittsburg, Kans.
University of Kentucky, Lexington, Ky.
Lawrence College, Appleton, Wis.
Louisiana State University, Baton Rouge, La.
Loyola University, Chicago, Ill.
University of Maine, Orono, Maine.
University of Maryland, College Park, Md.
Massachusetts State College, Amherst, Mass.
University of Michigan, Ann Arbor, Mich.
Mills College, Mills College, Calif.
University of Minnesota, Minneapolis, Minn.
University of Mississippi, University, Miss.
University of Missouri, Columbia, Mo.
University of Nebraska, Lincoln, Nebr.
New Mexico State University, Albuquerque, N. Mex.
New York University, New York, N. Y.
Niagara University, Niagara Falls, N. Y.
University of North Dakota, University, N. Dak.
North Texas State Teachers College, Denton, Tex.
Northwestern University, Evanston, Ill.
Ohio State University, Columbus, Ohio.
Ohio University, Athens, Ohio.
University of Oklahoma, Norman, Okla.
Oklahoma Agricultural and Mechanical College, Stillwater, Okla.
Municipal University of Omaha, Omaha, Nebr.
University of Oregon, Eugene, Oreg.
Oregon State Agricultural College, Corvallis, Oreg.
Pacific School of Religion, Berkeley, Calif.
George Peabody College for Teachers, Nashville, Tenn.
University of Pittsburgh, Pittsburgh, Pa.
Presbyterian College of Christian Education, Chicago, Ill.
Purdue University, Lafayette, Ind.
St. Louis University, St. Louis, Mo.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Sam Houston St. T. C.</td>
<td>Sam Houston State Teachers College, Huntsville, Tex.</td>
</tr>
<tr>
<td>South Carolina</td>
<td>University of South Carolina, Columbia, S. C.</td>
</tr>
<tr>
<td>South Dakota</td>
<td>University of South Dakota, Vermillion, S. Dak.</td>
</tr>
<tr>
<td>*Southern California</td>
<td>University of Southern California, Los Angeles, Calif.</td>
</tr>
<tr>
<td>*South. Methodist</td>
<td>Southern Methodist University, Dallas, Tex.</td>
</tr>
<tr>
<td>Southwest Texas St. T. C.</td>
<td>Southwest Texas State Teachers College, San Marcos, Tex.</td>
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<tr>
<td>Southwestern Baptist</td>
<td>Southwestern Baptist Theological Seminary, Fort Worth, Tex.</td>
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<tr>
<td>*Stanford</td>
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<tr>
<td>*St. T. C., Upper Montclair</td>
<td>State Teachers College, Upper Montclair, N. J.</td>
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<tr>
<td>Stetson</td>
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<tr>
<td>*Syracuse</td>
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<tr>
<td>*T. C., Col. Univ</td>
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<td>Temple</td>
<td>Temple University, Philadelphia, Pa.</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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<tr>
<td>Wyoming</td>
<td>University of Wyoming, Laramie, Wyo.</td>
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<tr>
<td>Yale</td>
<td>Yale University, New Haven, Conn.</td>
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BIBLIOGRAPHY OF RESEARCH STUDIES IN
EDUCATION, 1936-37

(Entries for masters' and doctors' these are abbreviated. "Master's, 1936. T. C. Col. Univ." signifies a master's thesis completed in 1936 at Teachers College, Columbia University; New York, N. Y. A complete list of abbreviations may be found on p. xii.)

* 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


Trace the development of secondary education in the academies, consolidated schools, and secondary schools from 1826 to 1937. Shows that the academies were controlled by trustees appointed in the incorporating act, the consolidated schools by trustees and district directors, secondary schools by district directors, and high schools by the county board of education; that secondary education was supported by lotteries, tuition fees, state aid, and county funds.


Reviews the early history of education in the pioneer city, starting in 1819, as traced in the few available early records, surveys public education during the reconstruction period, and describes the development of the city's public school system from 1901 to 1936. Shows that the educational needs of a growing commercial center are being met by an increased building program, a larger corps of better trained and better paid teachers, and a better adaptation to the curriculum needs of the student.


Shows that since 1858 children of Crawford county have had educational facilities provided for them; that marked progress has been made in the development of rural schools as the result of legislation and effective administration; that towns gradually grew large enough to support high schools and to erect more adequate buildings; and that parochial education has occupied a relatively important place from the beginning.


Reviews the origin of the Order, its spread throughout the world and its arrival in this country. Studies the educational activities of the Order of St. Augustine in the United States. Summarizes the aims and accomplishments of the Order in American Catholic education.


Attempts to evaluate the contribution of the Loretto Sisterhood to pioneer education in Kentucky, Missouri, New Mexico, and Colorado. Traces the growth and educational activities of the Order from the first settlement at Fort Harrod, Kentucky, to the present time.


Studies the subscription schools that preceded the public schools, and the influence of the subscription schools upon later education; the growth of public education from the enactment of the school law of 1834 to the Civil War; and the changes in education from the Civil War to 1933.


Presents events in chronological sequence, and discusses student activities and interests, the social, economic and religious background of the early Occidental; and traces various changes which have occurred in the past 50 years.


Presents a history of Ogden college from its founding in 1877 to its incorporation with Western Kentucky state teachers college in 1928.


Part 1: University and society; part 2: Problems of American life and educational policy; part 3: Collegiate education; part 4: Postgraduate and professional education; part 5: Faculty and problems of instruction; part 6: University administration.


Reviews the forces and agencies which operated to retard and to hasten the educational revival in Tennessee from the close of the Civil War to 1903; the continuous and effective campaigns carried on from 1903 to 1913; the struggle to maintain and expand the school system from 1913 to 1922; the state school administration while aligned with a political faction from 1923 to 1932; the scientific study of public school conditions in the state from 1933 to 1935; the work of the educational commission; and attempts to forecast the educational outlook for the schools of Tennessee in the near future.


Investigates the history of the post schools and traces their development from their inception in 1821 to the decline of their post-war program in the middle 1920's. Analyzes the forces that brought about changes in the course of their development, compares their progress to that of the public schools, and appraises their effectiveness and evaluates their results.


Indicates that public education in Arlington county has been primarily and increasingly a county function; that there was a steady growth in the white school enrollment from 1870-1910, and a rapid rise in growth from 1910-1936, while enrollment in the Negro schools has remained fairly constant since 1876; that the attitude of the citizens of Arlington county has proven favorable to public education; that the children are provided with modern, well equipped school buildings and playgrounds; that professional standards for teachers have advanced greatly since 1917, and the average monthly salary of teachers has been more than doubled since that date; that the schools are functioning under modern educational philosophy and practice; and that such coordinate activities as health work and playgrounds are provided through public school funds, and are an asset in the promotion of the efficiency of the public schools.


Shows that throughout the years there has been a trend toward centralization of administration power, and that public schools replaced all private schools.


Presents the history of a junior college for girls, which was founded about, 1869.


Shows that the school, a city training school for men teachers, was eminently successful in interesting young men in the profession of teaching.


Studies the history of Sullivan county; the history of early education in the county; the biography of William T. Crawford; Ascension seminary, and the influence of the school, which, while it was essentially a teacher training institution, rendered valuable educational service to the community by giving training to lawyers, physicians, ministers, and statesmen.


Presents an historical background of the development of education; the fundamental conception of education and learning in the traditional school; the fundamental conception of education and learning in modern schools; and a brief comparison of the two conceptions.


Studies the origin, growth and nature of the educational work of Disciples of Christ in Indiana.


Traces the founding, growth and development of Trinity university from the organization of the first-presbytery in San Augustine in 1837 to the conclusion of the school year 1834.


*64. Mosher, Frank E. The history of Red Creek high school. Master's, 1937. Syracuse. 178 p. ma.

Traces the development of Red Creek academy from its origin in 1837-1868, the Red Creek union seminary 1867-1895, Red Creek seminary and union high school 1895-1904, and Red Creek high school from 1904 to date. Studies the administration and organization of the school, the evolution of the curriculum, the expansion of student activities, and the financial aspects of the schools. Describes the socio-economic status of the village.


Attempts to present to students of religious history a picture of the origins and backgrounds of the American religious tract movement between the years 1789 and 1825, and the function of the religious tract during the period.


Traces the founding, growth, and development of the five Jesuit secondary schools in New York city.


Presents a brief history of the settlement, formation, and development of the county; discusses every private and public school for which records could be found; and surveys the two consolidated high schools.


Traces the history of the Bowling Green business university from 1884 to the present time.


Shows that Rollins college has undergone the same changes as have other colleges, but has now one of the most modern or distinctive of several similar plans.

74. Rodabaugh, James H. History of Miami university from its origin to 1885. Doctor's, 1937. Ohio State.
EDUCATION—HISTORY


Traces the early history of the Philippine Islands with its early civilization and government; the history of the Philippines during the Spanish regime; the Spanish influence on the development of education from 1863-1898; America in the Philippines and its educational policy. Discusses the various types of education, the administration and financing of the schools, the curriculum, teacher training, extracurricular activities, textbooks, athletics and physical education. Discusses the American political, economic, and religious policies in the Philippine Islands.


78. Smith, Bert R. The one hundredth anniversary of the founding of the state school system in Kentucky, 1837-1937. Bowling Green, Western Kentucky state teachers college, 1937.


Studies private and public schools and colleges in the county before 1865. Finds that education in Washington county before the middle of the nineteenth century was provided by private tutors, private schools, academies and a college; that as early as 1825 there was agitation for a system of public schools, and in 1848 the state legislature passed a law to establish public schools in the county; that in 1828 the Hagerstown academy began to receive an annual state donation of $800, which was later divided with the Clear Spring academy; that in 1817 the county began to receive state aid for free schools, and in 1822 the law directed the county to use the interest of the school fund for the education of poor children in private schools; that the state donations for academies and for the aid of free schools were applied to the public schools after 1848.


Traces the history of the University of Pittsburgh from 1787 to 1937.


Studies the history of Orange county schools, showing the salient facts about organization, control, courses of study, support and the growth of the public schools.


Traces the educational and material development of the Sumter city schools from their beginning in 1888 until 1935.

Attempts to show the work done in the educational field in Ottawa county from 1870 to 1934, and to determine the progress made during that period.


Shows that during the 60 years covered by this study, the number of privately controlled colleges doubled, while the number of public institutions increased by only one-third. Compares 25 universities and 85 colleges as to their personnel and resources for the period 1895-96 to 1929-30. Shows the shifting of the burden of instruction from the colleges to the universities; that the universities steadily increased their instructional responsibility in the professional field, while the colleges rapidly divested themselves of professional tendencies; that with respect to resources, the college exceeds the university in per-student amount only in the number of library books and the amount of endowment, including income from this source; and that donors to educational institutions since 1920 have been recognizing publicly controlled universities as worthy beneficiaries. Shows that transfer of women students from colleges to universities exceeds that of men.


Finds that in 1798, the year the county was established, the sum of $200.00 was appropriated for the Allegany county school; that the appropriation was increased in 1811 and in 1831 and continued to be appropriated until 1916, when state donations to academies were repealed; that the county began in 1819 to receive state aid for free schools; that in 1850 a special act was passed which provided for a system of schools in Cumberland independent of the county; and that in 1860 a mandatory act was passed by the legislature to establish a uniform system of public schools in Allegany county. When the state uniform system of public schools was established in 1865, the system of schools in Allegany county was reorganized to conform with the new plan. Shows that the schools of the county made slow progress before 1900; that fairly satisfactory schools were provided for the small number of Negroes living in the county; and that four high schools were established prior to 1900.


Describes the development of the public high school in Newport, R. I. from 1840 to 1937.


Studies the development of public education in Robertson county, Texas from the time of its organization to the present time, placing special emphasis on the present status of education in the county.


Views historically the origin and growth of the California state board of education, elucidates the factors making for variation in the breadth of its jurisdiction, and estimates its significance as a unitary instrument of state school administration.


96. Woods, Harriet A. Study of origin and development of the educational excursion and field trip. Master's, 1937. Iowa.


Finds that the five leading American colleges improved during the period in finance, curriculum, physical equipment, and scholastic standards; that denominational colleges, state universities, state normal schools, higher schools for women, and schools of law, medicine, religion, and engineering developed during the Jacksonian period; and that among prevalent educational features were parental discipline, neglect of the study of English, manual labor system, literary societies, dormitory life, religious activities, rise of Greek letter fraternities, and preparatory departments.

EDUCATIONAL BIOGRAPHY


Reviews Horace Bushnell's publications and letters, and books, articles and other materials that have been written about him to determine to what extent he may be considered the forerunner of the modern movement in religious education.


Presents a biographical study of a Kentucky educator and divine who helped develop the state educational system in the middle years of the nineteenth century.


Studies the education of John Calvin, and presents an exposition of his writings as evidence of his intellectual equipment and competency in judgment of the material which he treats.


Indicates that the contributions of Mr. Larrabee to Indiana education still influence the educational policies of the state.


Appraises the educational career of Warren Easton, superintendent of schools of New Orleans from 1888-1910.

Discusses college life in the United States from 1850-1860, the Civil War, and German universities from 1860-1900; and Stuckenorg's contributions to the field of theology, philosophy and sociology.


Gives an authentic account of his youth, his achievements as an educator and public servant during his long and useful career until the date the thesis was written.


Gives examples of the misconceptions of Barlow's politics and religion; discusses the external forces which brought about a leveling spirit at Yale; shows that Barlow was under the influence of deistic liberalism at Yale from 1774 until 1781; attempts to explain his Federalistic bias in his political writings at Hartford, 1881-1788; and disproves the statement that "Noah Webster's Sketches of American policy started Joel Barlow on the democratic train of thought which lifted his political writings to an importance far exceeding his tin-plated epic 'The Columbian'."


Shows that Matthew Arnold rendered a meritorious service to the cause of education in England through the influence of his writings and by his long service as inspector of English schools.


Gives an account of the schools and universities in which he was a pupil or teacher; describes the founding of the Department of education at Harvard University, and the development of the department into the Graduate School of Education. Describes important movements for school improvement in which Dr. Hanus participated during his professional career.


* Presents biographical facts on the lives of 15 noted educators in story form for fourth grade children.


Deals with his early life, education and experience as a minister, and with his presidency of Transylvania University, his work at New Orleans, and his death and burial at sea.


Deals with Senator Owen's early life and education, and his work in the United States Senate for education and for the passage of child labor laws.
EDUCATIONAL BIOGRAPHY


Presents a brief history of biography; discusses the various branches and divisions of biography, the scope of modern biography, the ideal biography and ideal biographers, characteristics of modern biography, devices and attitudes of biographers, problems and difficulties, status of modern biography, causes of interest in biography, biography in education, and the future of biography.


Discusses Buchanan's education; his career as a teacher at Emory and Henry college, and at Vanderbilt university; as president of Virginia agricultural and mechanical college; as co-president of Martha Washington college, as vice-president of the board of trustees of State female normal school at Farmville; his work as superintendent of public instruction for Virginia; his professorship of Latin in Randolph-Macon college, and his career as president of Arkansas industrial university.


Discusses Cram's life, and his architectural work for the Military academy, West Point, Princeton university, his architectural work for religious and governmental agencies, his achievements in the field of literature, and his philosophy of art and life.


Studies the interest values in the life and poetry of William Morris, and his appeal for the commercial, fine arts, industrial arts, home economics, and science students, and discusses the suitability of his life and poetry for junior high school students.


Shows that Martin Luther should be recognized as a reformer in the field of education as well as in religion; that the great religious principles by which he reformed the church became the ground work of his activity as an educator; that his greatest contribution as an educator was his espousal of popular education, which was the natural outgrowth of his religious reforms, and fulfilled the just claim of the common man for general enlightenment and opened the way for the private judgment of the individual; that the entire period of instruction, from the primary through the secondary school, and to the university came under the sweeping influence of Luther's reform in education. Shows that courses of study and methods of teaching were revised and amended to conform to the need of a more enlightened people; and that his Small Catechism has served as the most important religious textbook in the Lutheran church for 400 years.


Studies his work in securing a common school system for Ohio.


Discusses Horace Mann's early life, his education, his work in the Massachusetts legislature, and his educational work.

125. Windrow, John E. The life and works of John Berrien Lindsay. Doctor's, 1937. Peabody.


Shows that James Gordon Carter worked for education in Massachusetts. His advocacy of an adequate public school resulted in legislation that lay the foundation for the work of Horace Mann.
127. Backus, Howard P. Effectiveness of services extended by the state department of education to second class districts. Master's, 1937. Washington. 120 p. ms.

Shows a high degree of satisfaction among public school men with the department's program as regards quality of service, but that many services should be elaborated or increased quantitatively; that smaller school systems appear to solicit a great deal more help from the department than they are receiving, the need being very acute in systems having high school enrollment of 50 or less pupils; that the present program of services appears to be well adapted to the needs of systems having a high school enrollment of 100 to 200 pupils which is the average size of Washington schools. Ranks 49 specific services according to the adequacy with which they satisfy the needs of the 163 school superintendents reporting.


Studies the underlying philosophy of the educational program, the socio-economic status of the town, community problems affecting the educational program, community attitudes toward the program, school building survey, the organization and administration of the curriculum, and the teaching staff.


Studies the Works progress administration education program in Bucks county, Pennsylvania. Finds that many teachers were given work who would otherwise be on relief; that a nursery school is maintained at Bristol for about 50 children; that more than 200 high school students are receiving National youth administration aid; that the chief project is adult education in which classes are given in arts and crafts, commercial and academic subjects.


Presents the history and the achievements of the national, state, and local organizations, and the types of programs used for the regular meetings and the radio hours of these organizations. Shows that the Texas state congress of parents and teachers has aided in keeping the per capita apportionment of public funds for education in Texas at a high standard; in establishing health work in the public schools; in securing free textbooks; in carrying on welfare work among underprivileged pupils; and in conducting parent education study courses in connection with the schools.


Portrays the origin and development, together with the educational activities, of the International federation of Catholic alumnae, and concludes that it is making a distinct contribution to Catholic education.


Studies the opportunities growing out of the educational program of the school which will aid the school in promoting a program of public relations.


Studies the services offered to children of a community.

139. —— and ——. A measuring stick for the school services to which the school children of the state are entitled. Jefferson City, Missouri state department of education, 1937. 4 p. (University of Missouri)


Presents a brief study of programs from 1926 through 1935 to discover trends in thought for a period of years, and a detailed study of the programs for the year 1935 to determine the status of educational thought, the presentation methods and the personnel for a given year.


Describes the kinds and number of schools and pupils, property arrangements, public and Catholic supervision, teaching staffs, religious instruction and practices, and special aids given pupils in Catholic elementary and secondary public schools. *Analyses data on 140 of the 340 Catholic public schools in the United States. Finds that the advantages of the Catholic public schools are: Financial advantages to the parish, improved facilities for religious instruction, better trained teachers and better teaching, free books and transportation, increased salaries for teachers, and better school buildings and equipment; that the disadvantages are: limitations on religious instruction, lack of general control and supervision by diocese and parish, lack of church control over textbooks, uncertainty as to permanence of arrangement, Catholic education without sacrifice is not appreciated, excessive need for caution in school administration, and resulting lack of "sound Catholic spirit" in pupils.


Sets up a plan for the development of latent abilities in conference leading, suggests specific techniques for realizing the objectives of the conference, and coordinates objectives and previous experiences of the group with the training that should follow the conference.


147. Estes, Eley Marshall. The development of a plan to administer the new curriculum program of Virginia so that each pupil may be better prepared vocationally for life. Master's, 1937. Va. Poly. Inst. 82 p. ms.

Finds tremendous variations between schools of similar size with reference to facilities, teachers' salaries, per capita cost of instruction in secondary schools, and need for considerable
increase in curricula offerings in vocational work, a need for a revised program for consolidation, and a more efficient bus system.


Studies the activities of the patriotic, military, peace, fraternal, religious, racial, youth, business and labor, prohibition, health, civic and professional organizations in Washington as they affect the public schools. Investigates the activities of 35 organizations. Shows that the organizations are very active, and that most of them are of great help to the schools.


Examines all editorial comments on education appearing in 25 selected American newspapers during the period, from January 1, 1930, to January 1, 1935. Analyzes 8,939 editorials on education, constituting about 3.5 percent of all editorials on all topics in the newspapers studied, finds approximately one fourth of the editorials "adversely critical". Shows that educational costs share the center of editorial attention with issues relating to the purpose, value, efficiency, and personnel of the school system; and that little attention is paid to what is done in the schools, or how it is done. Indicates the need for some method of informing the public of what the school is doing or failing to do about many things. Finds little acceptance of the principle that the wealthier sections should contribute, through some equalization scheme, to the maintenance of minimum educational standards in poorer parts of the state or of the nation.


Analyses programs of state and local taxpayers associations as described in their printed publications, letters from their directors, and letters from state school officials, questionnaire replies from 851 school superintendents concerning taxpayers associations in their communities. Shows that many taxpayers associations were active during this period, and recommended economy in education, and that taxpayers associations and school officials were not cooperative.


Attempts to determine how the new Texas curriculum revision program can be interpreted in a small community with a heterogeneous population and education levels varying from illiterates to university graduates. Gives a program of interpretation which would lead to a better understanding between parent, child, and school, less community conflict, increased tax collections, and community acceptance of the new curriculum procedures.


Analyses replies to a questionnaire sent to 600 parents in Northampton county, to determine the types of information about the schools which parents are most interested. Finds that parents wish to know about the instructional phases of school work, the results achieved by the schools, and the physical welfare of the pupils. Shows that in general, teachers and principals agree with parents as to the importance of the various types of school information; that members of the school board consider it important that parents have information about the business, financial, and administrative phases of the school program, while the superintendents more nearly agree with the parents as to the importance of the various topics of school information.
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<th>No.</th>
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<td>Gives a brief statement of the origin of the parent teacher association. Studies the philosophy underlying the movement, its aims and accomplishments in several dioceses, including Cincinnati, Cleveland, Duluth, El Paso, Fort Wayne, Harrisburg, St. Paul, Lincoln, Louisville, Milwaukee, Omaha, Portland (Oreg.) and San Francisco.</td>
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<td>159</td>
<td>McKinnon, Sister Mary Concepta.</td>
<td>The educational work of the California Institute of the Sisters of the Immaculate Heart of Mary. Master's, 1937. California, L.</td>
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<tr>
<td>162</td>
<td>Miller, Loyce V.</td>
<td>Trends in educational problems as indicated by current educational magazines. Master's, 1937.</td>
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<td>Kansas St. T. C., Emporia.</td>
<td>76 p. ms.</td>
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<tr>
<td>166</td>
<td>Page, Clifton Orville.</td>
<td>The country day school: a survey of its aims, growth, and certain of its activities. Master's, 1937. Indiana.</td>
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<td>132 p. ms.</td>
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<td>Attempts to determine the significance of changes in the basic conceptions of leisure; to determine the chief attitudes toward and the objectives of leisure; to evaluate them and show their relationships to current educational procedure.</td>
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|     |                         | Contents: (1) Children's attitude toward law as influenced by pupil self-government, by Sister Fridiana Peters and Sister M. Rosanna Peters, p. 15–26; (2) Relationship of pupil attitudes toward social topics before and after studying the subject, by Richard M. Bateman and H. H. Remmers, p. 27–51; (3) Teaching poetry appreciation, by J. Edwin Hadley, p. 52–54; (4) Effect of printed social stimulus material upon the attitudes of high school.


Emphasizes the need of coordination of all youth agencies in the community. Concludes that responsibility for their coordination should be assumed by educational leaders of the community; that community councils might be developed under the superintendent of schools in order to insure the most effective coordination of existing youth agencies and planning of additional agencies. Considers the employment of recreational, further educational, and occupational surveys in the development of the community for the betterment of youth.


Shows that since its origin in 1881, the American federation of labor's educational policies have covered a wide field; that universal education and academic freedom have been its ideals; that training in citizenship and vocational courses and new demands in the social sciences have been emphasized; that medical and dental inspection have been proposed, and special classes for subnormal children have been demanded; that physical education has received due attention; and that a democratic and, at times, a nationalistic spirit colored their activities.


Discusses the group in personality development; the nature and problems of group and classroom leadership; the school and club program and records of social clubs; creative group discussion; arts and crafts; art; music and the dance; creative dramatics and play writing; creative writing; nature study and science; trips and excursions; the educative value of parties; utilizing school holidays for group activity; the gymnasium and the competitive spirit; the self-governed summer center; staff qualifications; the educational consultant, a new type of supervision and training; and talks with leaders.


CURRENT EDUCATIONAL CONDITIONS


Analyzes the efforts made by the state education associations toward improving the economic welfare of the teaching profession during the five years, 1932-1936, inclusive. Studies replies to a questionnaire and to letters sent to state teachers' organizations, and surveys the journals of the state associations. Shows that the associations have assisted school administrators by helping prepare salary schedules, by providing in-service training, and by adjusting personal difficulties; that they have given aid to needy teachers, have provided group insurance facilities, have protected the legal and professional rights of teachers, and have aided through loan funds, sickness, accident and hospital benefits; that they have pursued legislative activities for improving the economic status of the teachers.


181. Westpheling, Mary Elizabeth. The school as a factor in moulding public opinion. Master's, 1937. Southern California.


Discusses the character of the community; the organization of a central rural district; educational organization, administration and supervision; the program of education; transportation; existing and proposed school housing; and the financing of the schools.


Investigates the financial ability of McLaughlin Independent school district, no. 3, in Corson county, South Dakota, to maintain schools; studies the income and expenditures of the district; studies schools, school population and teacher personnel in both the county and the school district; investigates the non-enrollment problem in the district with special reference to children of high school age, and the need for the establishment and management of dormitories for pupils of high school age. Finds that the income of the district is not sufficient to support the schools; that per-pupil income from district taxation is inadequate; that per-pupil expenses are below the state average based on average daily attendance; that the number on the school census and the number of schools have decreased; that pupils should be given the opportunity of a high school education by the establishment of high school dormitories; and that the state should develop a course of instruction designed to fit dormitory deans for their work.


Studies the wealth, population, census and enrollment data, educational facilities, school taxation rates, financial conditions, and conditions affecting teachers and pupils in Dearborn school districts. Recommends the consolidation of the school districts because of unequal educational facilities in the city, inequalities in the taxable wealth and financial support of these districts, and the existence of inefficient, wasteful, and duplicative administrative functions.

Surveys the social and economic conditions in this community to determine what the school could do to improve them. Finds that the curricula now offered should be changed to meet some of the needs of the community; that the traditional classical and scientific schedules do not cover all the practical, social and economic information needed in this industrial community; and that the curriculum should be adapted for this purpose.


Shows that the school districts should be enlarged to include surrounding districts.


Surveys the community of Bethlehem and its needs, the administration and finances of the schools, the school plant, the teaching staff, and elementary and secondary education.


Discusses the surveying of the community by rural survey committees, and suggests that they determine the purpose, uses, and types of survey to be carried on, the way they should be conducted, and the way the survey results can be made most useful to the rural teachers of the county.


Surveys the administration of the schools, the bureau of research, the business administration of the schools, the school buildings and grounds, size and growth of Hartford, the school building program, financing the schools, the teacher personnel, the development and guidance of individual pupils, instruction in the elementary schools, secondary education, adult education, junior college facilities, health and physical education, the fine arts, industrial arts and trade school education, education for home and family life (home economics education), music education, the use of audio-visual aids to instruction, school library services, and food service in the Hartford public schools.


FOREIGN COUNTRIES


Discusses the educational development of the Province of Quebec: authority exercised over education by the state, the church, and the local community; sources of public school financial support; the educational development of the Province of Ontario; authority exercised over education by the state, the church, and the local community; financial support of education in the Province of Ontario; and a critical appraisal of the organization and administration of the educational systems of Quebec and Ontario.


Studies significant factors in the total situation in India, especially those seriously affecting education, educational objectives, and the qualifications of missions for educational work in India.
CURRENT EDUCATIONAL CONDITIONS


Covers the periods of the Empire, the Republic, and the first two-and-one-half years of the Third Reich. Shows that the German people have used their schools for the purpose of developing loyalties to country and to ruler; have emphasized the study of the homeland and civilization in the elementary schools, especially after periods of great strain and difficulty; that national patriotism as developed in Empire and Republic formed a good foundation for developing allegiance of the masses to National socialism; that few educational ideas have been initiated by the National socialists, rather, they have revived, reinterpreted and reemphasized what suited their program; and that elementary education under National socialism seems to be effective. Suggests that education in the United States might be more effective in developing knowledge of and respect for native land and what it stands for without becoming a means for maintaining the status quo, and that teachers should include more community life and contact with parents in their educational programs.


Attempts to determine the social standing of doctors and lawyers in ancient Rome, and the attitude towards the professions of medicine and law. Shows that the medical profession, which was introduced from Greece in the third century B.C., was mainly in the hands of Greeks, who were for the most part slaves or freedmen, consequently its representatives were of low rank socially; that the law was practiced by free-born Roman citizens, many of whom belonged to the aristocracy and enjoyed a high social position. Finds that there were no fixed qualifications for the practice of either profession; that for the doctor experience was advised but not required, and that anyone who wished to do so could practice the art; that the lawyer-to-be usually studied rhetoric and allied subjects, frequented the law courts, and made his first appearance under the patronage of some successful lawyer.


Traces the development of the educational system in Korea, and the present educational system; and attempts to determine to what extent psychological principles have been applied to elementary education in general, to curriculum organization, especially to arithmetic for grades three through six, and to elementary science for grades four through six. Finds that the Japanese authority is trying to Japaneseize Koreans through education; the church attempts to Christianize Koreans through education; and Koreans are trying to Koreanize Koreans in order that their race and culture may be preserved. Finds that from a Korean's point of view, too much emphasis has been placed upon the Japanese language, Japanese history, and Japanese geography, and too little attention has been given to the Korean language, and no provision made for the teaching of Korean history and geography to Korean children. Shows that the use of Japanese language and Chinese characters, and unfamiliar objects in the teaching of arithmetic has made it a difficult subject for Korean children. Indicates that an attempt has been made to include in the science courses everything that seems to be important in everyone's daily life, with the illustrations either crude or too difficult; and that the primary purpose of character education has been to teach children politeness and courtesy. Demonstrates that Korean education has imitated what others do, and has not yet touched the science of psychology in education.


Traces the development of physical education systems in Germany from 1807 to the present regime.

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212. Ferguson, Ruth H. Home background of home economics students of the University of Manitoba as an index to college training for family living. Master's, 1937. Iowa State.

213. Ferguson, Ruth H. Home background of home economics students of the University of Manitoba as an index to college training for family living. Master's, 1937. Iowa State.


Sketches the Chinese people, their civilization, language, and the history of the teaching of English in China, methods of foreign language study, and includes an annotated bibliography of materials for foreign language teaching.

221. King, Betty Maria. Secondary and higher education for women in India. Master's, 1937. Southern California.


Sketches Domingo Faustine Sarmiento's life, and shows that through his introduction of Mann's educational ideas into Argentina he greatly influenced the educational progress of that country, and that the school reforms advocated by Sarmiento are part of the law of the land.


Describes the work of the Radio-telephonic cultural bureau, which was formed as a part of the system of public education, and operates a government owned broadcasting system. Discusses the programs for children, teachers, housekeepers, and rural and city laborers; cultural programs and special features on Mexico for foreign countries.


227. MacLaurin, Donald L. The history of education in the crown colonies of Vancouver Island and British Columbia and in the province of British Columbia. Doctor's, 1937. Washington.

228. McMullen, Robert Johnston. The Christian college confronts Chinese culture: a study of the cultural obstacles to participation in the religious program of a mission college in China with suggestions as to how to overcome them. Master's, 1936. Columbia.


Finds that the school has become an instrument of the state as shown by centralisation of control, organisation of the various units, selection of pupils, choice and training of teachers, and the curriculum.


Adapts principles, based on modern educational trends in the teaching of home economics, to the present situation in a secondary school for girls in India.


Enables to understand the sociological system founded in Czechoslovakia by Masaryk and Benes and emphasises the close connection between sociology and philosophy in that country. Nationalistic and social needs have influenced the application of the theoretical training of its founders.


242. ———. Fascist philosophy and education in Italy. Pittsburgh, University of Pittsburgh, 1937.


Presents an annotated list of all materials written in the English language pertaining to education in foreign countries during the twentieth century which may be found in the journals, magazines, bulletins, pamphlets, and books which are on file in the Indiana university library and which have been published between January 1, 1925 and December 31, 1936.

244. Smuts, Adrian J. The education of adolescents in South Africa. Doctor's, 1937. T. O., Col. Univ.

Traces the historical factors that have gone to make the present system of education, the development of secondary education in each of the four provinces as well as the system of technical and vocational education under the Union department; shows some of the underlying problems of financing, selection, curriculum, construction, and examinations; studies what some other countries are doing with their adolescents; discusses principles basic to curriculum revision in South Africa; and shows procedures the schools could use in providing for the needs of individual pupils.


Attempts to determine the nature of the supervisory leadership under which reforms in elementary education were carried out and the nature and functioning of German elementary education with respect to matters concerned directly with the quality of instruction and its continued improvements; and the theories, principles and practices underlying the functioning of the supervisory agencies.


Gives a brief description of the function of Protestant Christian colleges and universities in China, discusses the administration, program and equipment of physical education departments in these institutions, and discusses physical education for women in Christian institutions.


Presents a psychological analysis of the Swedish mind; discusses dissenting religious movements in Sweden; Pietism and Evangelicalism; Methodism in Sweden; Swedish immigration in America; the immigrant and his culture; the American frontier and the Swede; Americanization and Methodism; Swedish Methodism in America; children of conflicting cultures; and Swedish Methodism and its youth.


INTERNATIONAL EDUCATION


 Defines national security as applied to the United States; discusses its social value, challenge to education, and its relation to international security; surveys world conditions since 1918 that have threatened our national security, political conditions in Japan, Italy and Germany; the rise of dictatorships in Russia, Italy and Germany; the failure of the League of Nations in dealing with the aggressions of Japan and Italy; the threat of communism and fascism to democracy; and the race in world armaments. Discusses the growth of economic nationalism; our economic needs; the economic challenge of the totalitarian state; the allied debt situation; and the significance of the change in our position from a debtor to a creditor nation; presents a unit of work of approximately 60 hours for incorporation into a course on problems of democracy in secondary schools; and discusses the dangers and difficulties attending any attempt to teach national security through education. Discusses the work of the American legion, the Hearst
press, and the Daughters of the American revolution; academic freedom and controversial subjects.


Studies the history of international correspondents throughout the world, the aims and accomplishments of letter exchange, and examines correspondence in France and in the United States. The ages, hobbies, aptitudes, principal studies, social standing, and level of study in the foreign language of 550 French boys and 545 French girls of the average age 15. In 55 schools throughout France, were recorded from the files of the French bureau in Paris. Questionnaires were administered to 1,095 French adolescents to determine the length, frequency, and interest of their correspondence. Chairman of French departments in New York city secondary schools were consulted to determine the extent, value, and efficiency of organization of international student correspondence in their schools. Students and teachers were found to agree that international student correspondence is of tremendous classroom interest and is of value in language improvement in fulfilling the pedagogical objectives of the active school and in the fostering of international good will and understanding.

258. Trout, Ralph H. International understanding through supplementary reading for the sixth grade. Master's, 1937. Kansas St. T. C., Pittsburg. 44 p. ma.

EDUCATION—THEORIES AND PRINCIPLES


Points out the principles that shaped Lowell Mason’s educational program and evaluates them in the light of Catholic philosophy of education and the opinion of contemporary educators. Finds that educators of today are in accord with the general plan of Mason’s program. In regard to his conception of child nature, Mason is not wholly in agreement with Catholic educational philosophy as he over-emphasizes the natural powers of man.


Studies writings in the philosophy of evolution, writings in the theory of religious education, and the writings of John Dewey. Finds that Dewey’s philosophy of evolution has implications for religious education.


Finds that Chesterfield and Johnson represent the aristocratic and the democratic trends of education in the eighteenth century; that Chesterfield follows the aristocratic trend, basing his plan on Locke’s Treatise on Education, with the aim of presenting his son to society as a polished, well-bred gentleman, versed in the arts and graces. Shows that Dr. Johnson follows the more democratic trend, presenting no definite plan of education, but giving his views on the subject more or less incidentally throughout his works. Indicates that he advocates practical, useful knowledge, and the normal, natural development of the child; that he, like Chesterfield, is convinced of the importance of environment, and believes that the wise choice of a tutor, and early training in home and school can do much to overcome undesirable inherent qualities.


Attempts to determine the sources of Fairbairn’s philosophy, and discusses his philosophy of reason and nature, morality, religion, and education, his social philosophy, and the influence he exerted.

Shows to what extent Dr. Bagley's educational theories more closely approach the Catholic philosophy of life than do those of the radical innovators. Points under consideration are: Bagley's concept of the nature of man, of the nature of society and its relation to the individual, aims, agencies and methods of educational practice.


Finds Dr. Kandel conservative in his evaluation of education, and notes much in his discussion of such problems as the relation of the individual to society; the control of education; academic freedom; international education, that is in general agreement with the principles of the Catholic philosophy of education.


Finds that Booker T. Washington was not only the greatest educator of his race, but one of the greatest of any race. He was in many respects one of the progressive educators before modern educational philosophy was known as progressive.


Finds that according to Benjamin Kidd, contemporary English social philosopher, natural selection operates in the production of the most efficient individual. This law is supplemented by a greater law, the law of the sacrifice of individual interests which lie in the present, in favor of the interests of society which lie in the future. For this process there is no rational sanction. Rather, sanctions must be: "ultra-rational" and are supplied by religion. The desirable characteristics of society are transmitted from generation to generation by social heredity. The great means lies in education. The fundamental aim of all education must be training to the "emotion of the idea". The great factor in this training are the spirit of womanhood and the spirit of childhood.


Shows that the many changes which have taken place in America's schools during the last century were greatly influenced by the educational policies of Mr. Mann.


Discusses philosophical idealism in American transcendentalism; Alcott's idealistic beliefs, philosophy of education, educational environment; the teacher in an idealistic educational system; incentives to learning; the curriculum of Alcott's school; rote versus rational learning; spiritual culture; and criticism and possible influences of Alcott's system.

Attempts to determine the philosophies and procedures of eight progressive schools and the procedures used by them in helping the child to develop a sense of social responsibility, and in helping to orient him in the universe.


Finds that the chief educational need today is a guiding, accepted, and applied philosophy of education.


Studies the influence of his environment, family, home and education on Paul's thinking, and examines the works of Plato, Aristotle, Seneca, Philo, Cleanthes, Aratus, Epimenides, and Menander and discusses their influence on Paul's philosophy.


Surveys Rudolf Schulze's life and works in experimental psychology and pedagogy. Shows that his work in experimental education is significant chiefly because of his methods of investigation and the scientific instruments which he invented or employed in the course of his investigations.


Presents a brief biography of Henry Barnard, and discusses William S. Baker and teachers' institutions, teacher training in academies; Dr. Barnard and the normal school movement, his "Wanderjahre" and the teachers college of Connecticut; departments of education in universities; his contributions to the library movement; Dr. Barnard and the education of women; the kindergarten; and estimates of his work.


Gives brief biographical sketches of Hegel and Brightman, and compares their philosophies.


Studies pragmatic philosophy and associationist psychology in hypotheses, testing the psychology with philosophy for consistency and for agreement with facts; and considers possible alternates to these systems.


Discusses the opportunity of today, the challenge of a new world, dynamic thinking, the absolute, relativity, energy, spirit and matter, the meaning of organic personality, the community, man and the universe, and their effect on the elementary and secondary school, the college, teacher training, and the university.
EDUCATIONAL THEORIES AND PRINCIPLES


Reviews the life and work of Gouin, explaining his general educational policies as well as his theories which apply particularly to modern language teaching; studies his influence upon modern language teachers and methodologists; and studies his influence upon those textbook writers whose works have been most popular in American schools.


Discusses the philosophy of leisure, and shows that the leisure enterprise may be used as an instrument for social control if it becomes the integrated concern of organised cultural communities.


Discusses Barth's early background and training; the development of his theology from 1909 to 1918, during early post-war days, and until 1932; his idea of revelation; and criticizes Barth's idea of revelation.


Attributes Bertrand Russell's interest in education to an impulse which came over him during the World War, to discover some way in which men could live harmoniously in society. Shows that his educational practice is child-centered and involves a minimum of restrictions; that he advocates the universal establishment of nursery schools; that he is primarily a doctrinaire and not an educator; that his educational proposals are part of his program to supplant traditional Christian doctrines of man and morality with naturalistic dogmas of his own; and that his influence on modern educational theory and practice is negligible.


300. Williams, Anne Sutton. A study of the application of the principles of teaching. Master's, 1937. South Carolina. 69 p. ms.
SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

ACTIVITY PROGRAMS


Demonstrates the transition of a large New York City public school from formal procedures to a practical activity program. Describes the socio-economic status of the pupils, the working out of simple projects, and the details of administration and school management.

Finds that no definite plan or procedure can be set up which will insure the ultimate success of such a program; that each school and each teacher must work out its own plans in terms of its own needs and resources; that consideration should be given to the purpose for which the program is to be developed, to the requirements for sound educational instruction, and to suggestions and successful practices of other school systems.

315. Thelen, Kathryn. Developing activities for teaching conservation of forest resources in the intermediate grades. Master's, 1937. Lawrence. 144 p. ms.

Furnishes aid to the teacher in developing adequate activities programs for teaching conservation of natural resources in Wisconsin at intermediate level. It is limited to three major activities: Our native trees, the lumber industry, our commercial forests. A varied list of minor activities is added to serve as suggestive aids for the development of other activities.


Attempts to develop a better understanding of the place which the Future farmers of America should occupy in vocational agriculture; to help clarify the concept of what constitutes a future farmer activity, and to suggest activities which should help attain the objectives of Future farmers of America.

CONTRACT PLAN


318. Fronabarger, Marie V. Units of work in operation: an experience with the unit plan of instruction. Master's, 1937. West Texas St. T. C. 189 p. ms.

Shows how the unit plan of instruction was used in the classroom of a public school not yet organized for an activity program, and under the direction of a teacher with little training for and no experience in handling such a plan.


Works out appreciation units using Dickens' Christmas Carol, Longfellow's Evangeline, Stevenson's Treasure Island, and Shakespeare's Julius Caesar. Shows that the children who had these units became interested in reading.


Presents illustrative units on the weather, control of magnetism and the use of magnets, electricity, and sound; and discusses the criteria used in choosing and developing appreciation units.


Discusses the meaning and description of unit organization, underlying considerations, and pupil activities in unit study; and presents units of mystery reading, hero stories, life in the open, and on personal qualities; and discusses experiences with the units.


Presents a series of nine suggested and five completed units designed to cover a year's work in seventh-grade English, allowing the teacher to choose the material best adapted to her classes.

HOME ROOMS


Presents a description of the Columbia, Missouri, home-room program and a questionnaire study of high-school students', graduates', and principals' opinions relative to its value. Finds that high-school students, graduates, and principals think the home room is very valuable.


Finds that the home-room organization is an invaluable aid in the field of extracurricular activities.

328. Howland, Marjorie Ann. The home room as a coordinating agency in the socialization of the junior high school child. Master's, 1937. Southern California.


INDIVIDUAL INSTRUCTION


Shows the beneficial results derived through individual instruction, and through diagnostic and remedial procedures.

331. Fussard, Melvin Chas. Adapting teaching procedures to the individual child. Master's, 1937. Wisconsin.


Describes an experiment in which 48 students were selected and equated into two groups, one receiving mass instruction, and the other receiving individual instruction in seventh-grade English. Finds that instruction based upon individual diagnosis and remedial teaching was more effective than mass instruction.

METHODS OF STUDY


Describes an experiment conducted with the student body of the Asheville teachers college to determine the effectiveness of the part and the whole methods of study-learning in contradistinction to memorization-learning, as determined by a study of eight units graduated on a scale of about 1,500 words and ranging in length from 1,500 to 15,000 words. The students were divided into two similar groups, and each group used both methods of study. Finds that when measured in terms of immediate or delayed recall of facts and meaning, the two methods show no statistically reliable difference.


342. Maupin, Alfred Henry. The relative merits of study before and after the recitation. Master's, 1937. Southern California.


344. Shockley, Idnia Ellen. A comparison of the study habits of students in higher and lower scholastic groups. Master's, 1937. Chicago. 72 p. ms.


Compares the general scholastic average of all subjects, average in academic subjects, average in laboratory subjects, and average in shop or purely skill subjects of 216 students without special training in study methods, with 216 students who had study-methods training as part of the group guidance course. All of the students were enrolled in the Pasadena junior college. Finds, by careful comparisons over a two year period, that certain groups profit significantly in terms of improved grade by a study-methods training program; women seemed to improve more than men; the middle ability group tended to profit more than the other ability levels; and no considerable portion of the experimental group exceeded the control group, the practice of requiring study-methods training for all students appears to be indefensible.

PLATOON PLAN


Traces the development of the platoon school in the United States, and attempts to determine how well the platoon school has justified the claims made for it. Studies achievement in academic subjects, promotions and failures, financial economy, attendance, and the work of the library period in platoon schools. Indicates that during the period of reorganization pupils' achievement falls below that of the traditional school pupils; that as a whole the scores made by the pupils from the platoon schools and the traditional schools are about equal; that promotions, failures, and attendance are about the same in the two types of schools; that the platoon school provides better use of facilities for library work; and that the platoon plan permits a financial economy for the school system.


RADIO IN EDUCATION


Studies the use of radio in grades 1-12, inclusive. Finds that the radio increases interest by the addition of variety and supplementary information; that subjects taught by radio rank in the following order as to effectiveness: current events, geography, nature study, social studies, music, health, literature, sciences, mathematics, and foreign languages. Recommends that federal and state authorities participate in the direction of radio in order to insure adequate and educationally sound radio curricula for all classrooms.


Attempts to determine whether elementary school pupils of grades four to eight inclusive can remember facts better when they are presented over the radio or when they are read from the textbook. Describes an experiment conducted in Public school 33, Queens Village, New York City, in which 929 different pupils participated, divided into two groups approximately equal in average intelligence. Finds that the radio method is at least as equal as the silent reading method as a means of imparting information, and should be used as a supplementary method of instruction.


Attempts to determine the appeal of the radio to boys and girls between the ages of 11 and 16; to discover ways of using the radio in the classroom; to measure the educational value of the present educational radio programs to intermediate school students. Finds that children average approximately 20 hours a week listening to the radio; that as programs entertain as well as teach, the more educational programs are patterned after the present radio programs, the better they will disseminate information; that listening tends to make people more social; and that the radio is an effective supplement to the present curriculum.


Studies the American system of radio regulation, control, and operation as related to democracy, with emphasis on its educational aspects, and gives the history of all broadcast licenses thus far issued to educational institutions.


Discusses educational objectives and the school radio; radio programs available to schools; selection and classroom use of radio programs; classroom activities related to radio; supervision of the school radio; radio receiving equipment for the school; and radio's contribution to the activity program and the development of the units of classroom work; and presents units of work on advertising, publicity, and propaganda; government; communications; and George Washington.


Surveys the history and trends of educational broadcasting, the types of broadcasts, and the use which may be made of these programs by the teachers of the social studies.

INSTRUCTION AND ORGANIZATION


Studies 1,401 sixth-grade children, 113 parents, and 200 teachers, representing different racial or national, economic, and intelligence groupings. Indicates that available programs are limited in content, form and variety, and contribute little to moral, social, cultural, and aesthetic development.


Discusses government control of broadcasting; educators and broadcasters; present educational broadcasts; order out of chaos—a suggested remedy; educational broadcasting in Europe; financing educational broadcasting in America; problems for research and experimentation; the Wilbur committee and its work; and a digest of successful educational broadcasts.


Attempts to determine whether adults show definite factual gains as a result of listening to educational broadcasts as shown by a study of a group of 100 adults ranging from 18 to 55 years of age. Reveals that radio talks have definite educational effectiveness for adult listeners and that more people are interested in educational talks over the air than has been the belief of the major broadcasters.


Traces the development of the use of radio in education and shows how it may be used to advantage in elementary schools.


VISUAL INSTRUCTION


Attempts to determine whether a class of so-called high intelligence, or one of low intelligence would gain more from a photoplay study, and in what way such a study would affect the information, attitudes, and conduct of the individuals in the two class groups. Finds that appreciation, or enjoyment with understanding, can be taught to eighth-grade students of both high and low intelligence just as appreciation of music, poetry, and art can be taught to them; that photoplay study is a valuable technique which may be utilized by the teacher to add enrichment and enjoyment to the class work in English and is an effective means of dealing with individual differences.


Indicates a few visual methods in Christian education; points out some of their uses; discusses the technique of using each and the expense involved; and gives a bibliography.
RESEARCH STUDIES IN EDUCATION

of visual aids. Discusses gelatin and rotary stencil duplicators, stereopticon, reflectoscopes, moving pictures, film slide projectors, object talks, and chalk talks.


Lists and illustrates techniques for placing the film into effective service in the classroom, based upon extended experience in studying teachers' use of sound films and in helping to organize audio-visual instruction in school systems.


Attempts to determine the influence of motion pictures on a group of 150 boys and girls in the tenth, eleventh, and twelfth grades, who answered a questionnaire once each week for 12 weeks in order to show movie attendance, motives for attending; kind of pictures seen, part of picture enjoyed most, use made of recall and reasons for not attending movies. Finds that children attend one movie a week, that those with the lowest IQ's attend more frequently than do those with higher IQ's; that more than half of the children attending have no other motive than harmless amusement; that there is a question as to the harmlessness of this amusement as shown by the effects of the movies on the boys and girls in this and other experiments; that there is a high degree of retention of what is heard and seen in the pictures.


Attempts to single out the skills peculiarly adapted to this subject, and to show the growing favor with which work in it is being received in state departments of education. Finds that some states have bulletin on motion picture study; two states have definitely organized units of it; one does not have state supervised units in any course; 12 give definite approval to a course in it; 10 do not take a stand on the question; four approve but have not yet developed units in their schools; three are definitely opposed to such a course, or find it questionable in value; 11 do not commit themselves nor mention centers of the study; most states place the study in the English department of the high school.


Analyzes replies to a questionnaire received from 224 high schools for the three class cities, enrolling between 60 and 1,200 students. Finds that school boards do not appropriate a definite amount of money for visual aids; that in most schools the classroom teachers determine the extent to which visual aids are used in the teaching of history; that most of the schools require no preparation on the part of the teacher for the use of visual aids; that in the majority of schools visual instruction is carried on informally; that in creating interest for history, visual aids are more effective with students than with teachers; and that few modern visual aids are available in the majority of schools in Kansas.


Sets up criteria for the selection and use of educational films, and studies the practices in the Ohio state university elementary school. Suggests the organization of a visual education committee in the school, the establishment of a film library in the school, consideration of a film production program, and the establishment of a film evaluation program.


Shows that the criteria for the judging of motion pictures should develop from an understanding of the medium itself and should be a discriminating personal evaluation.


Attempts to determine what effect the use of one, two, or three colors, added to the black and white line etching, had on children's choices of illustrations, as shown by a study of more than 5,000 pupils of the first, second, and third grades in 26 schools of four communities. Shows a close correlation between frequency of choice and number of colors used in reproduction; that younger children were less responsive to color influences than were older children; that girls liked the more colorful types to a greater degree than did boys.


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Presents an annotated list of available films, filmstrips, still films, and glass slides, (free, rental, or sale).


Describes an experiment in photoplay appreciation conducted in an English class in a junior high school. Finds that appreciation of the photoplay as an art can be developed in the adolescent, and that an increase in reading will usually follow.

887. Lazar, Harry F. *A critical survey and an annotated bibliography of the visual projection material available for the subjects of health and visual education.* Master's, 1937. Temple.


*393. Beitze, Arnold W. The relationship of acquired information or knowledge obtained from certain educational motion picture films to the intelligence, grade, age, sex, and type of educational training of the pupils. Doctor's, 1937. New York. 297 p. ms.

Describes an experiment in which two typical educational films were shown to 63 classes of varying degrees of intelligence, age, grade, sex, and type of educational training. Shows that intelligence has a direct and definite bearing on film comprehension, that age and grade of pupil influence film comprehension, that type of educational training influences the scores on film tests, and that while the upper intelligence groups make the higher scores, the lower intelligence groups and grades gain relatively more from the films.

394. Richey, Harry J. A case study to determine how moving pictures and radios contribute to the de-educative forces in Union township. Master's, 1936. Ind. St. T. C. 91 p. ms. (Abstract in: Teachers college journal, 8: 64, July 1937)

Analyzes the moving pictures witnessed, and the radio programs heard by the pupils of the Union township school for one month. Finds that the children liked the things they saw and heard, irrespective of their scholastic standing or their attendance at Sunday school, and that few of the pictures or of the radio programs were suitable for children. Recommends a closer supervision and analysis of moving picture shows and radio programs by parents.


Studies 261 boys and girls of grades 4-8 of the Feltonville public school, Philadelphia. Shows that the qualities which appealed most to children were action, play, vivid color, natural setting, people, and animals.


Shows that effective visual instruction in the schools cannot become a reality until teachers in service and those preparing for service are trained in the basic technique and mechanics necessary for the use of such aids.


401. Yerakis, Johannes Sakellarius. Some of the objective and subjective elements of beauty in visual pictorial art or zoography (biophysical aesthetics). Master's, 1936. Stanford.

**PSYCHOLOGY—EDUCATIONAL**

*402. Abernethy, Ethel Mae. Relationship between mental and physical growth. Doctor's, 1933. Chicago. Chicago, University of Chicago libraries.*
Studies the relationship between mental and physical growth as shown by a study of 179 boys and 178 girls ranging in age from 8-17 years, in the laboratory schools of the University of Chicago; 140 young women, students in a small Southern college; and 140 university men. Indicates that there is no relationship between periods of acceleration of rate of mental and physical growth.


Attempts to determine whether there is a regular growth in sustained attention from grade to grade; whether there is a decrease of distraction from grade to grade; to note sex differences which may occur; and to analyze the types of distraction which may affect the concentrated efforts of pupils.


Describes an experiment in which 24 college students were subjected to a learning situation involving line drawing on five successive days, in an attempt to verify the finding of Zagancky that learning is facilitated when after-effects are delayed by an interval filled by a difficult mental task unrelated to the learning task. In addition to using a greater number of subjects than Zagancky the experimental conditions of his study were modified in such a way that practice would be similarly distributed for both immediate and delayed after-effects. Finds immediate after-effects to be slightly superior to delayed after-effects.


Attempts to determine whether, after a period of rest in the form of sleep, tasks which have been interrupted and never finished are remembered better than finished tasks, by administering 10 simple tasks to 60 children between the ages of 10 and 15 years. Finds that without rest the interrupted tasks were remembered 8.6 percent better than the uninterrupted tasks; that after a period of rest the interrupted tasks were retained 30.8 percent better than the uninterrupted ones. Indicates that for children between 10 and 15 years of age, the period of rest did not serve to relax or discharge the tension systems.


412. Gray, J. S. Psychological concepts used in educational periodical literature. Pittsburgh, University of Pittsburgh, 1937.


Studies the generalizing ability of 11 men and 28 women graduate and undergraduate students, ranging in age from 18 to 44 years, as shown by the results of rational learning,
progressive form board, double alternation mental mass, three-letter double alternation, and disc transfer tests. Finds that there can be little assurance that a college student will be able to generalize when he has worked with and solved a series of problems such as those used in the experiment.


Defines mysticism, discusses the psychological view of mysticism, classifies the mystical states, and discusses mysticism in nature and literature and the educational method of mysticism.


Attempts to determine how the degree of retroactive inhibition is affected by different amounts of time spent on interpolated learning when the subjects are children varying in age from 8 through 16 years; to study the importance of age as a factor in retroactive inhibition; and to investigate the relationship between degree of mental ability and susceptibility to retroaction. Studies 8,434 school children from the third through the tenth grades of several Detroit parochial schools. Finds that retroactive inhibition in children is a function of degree of intelligence and of the length of time devoted to interpolated study; and that the degree of retroactive inhibition varies considerably with individuals of all age levels and of all degrees of brightness, though not sufficiently to conceal strong group tendencies.


420. Miller, Rose Lipman. Basic psychological principles underlying the teaching of poetry in the high school. Master's, 1937. Wisconsin.


Attempts to determine the effect of varying degrees of induced muscular tension upon the rate of learning; the effect of muscular tension induced during the original learning
upon retroactive interference; and the effect of induced muscular tension introduced during relearning upon the efficiency of recall and relearning. Finds that muscular processes affect the efficiency of mental work.


Describes an experiment conducted with two groups of 10 educated adults, varying only in their mean ages, to determine the effect of rewards and punishments on learning, when the subjects must choose one of several responses to each situation. Shows that punishment does not cause the elimination of the wrong responses, and that learning seems best explained as a function of rewards.


Presents a plea for a definite insertion into the curriculum of the junior college of knowledge of effective methods of reflective thought and practice in ordered reflection.


Studies the personality and emotional traits of 286 sixth grade children in relation to their achievement in public school work and their success in attacking various problems requiring mental or manual experimentation, or both. Group tests, partly devised for the purpose of the study, provided data on a variety of traits for all subjects. Observed 100 of the subjects during attempts to solve puzzles, with special reference to persistence, emotional disturbances, and similar factors. Emphasizes the importance of emotional maturity for school success, the predominance of emotional over rational behavior of children's efforts to solve problems, and the extent to which general personality traits affect both school achievement and the solving of particular problems.


Studies the prone behavior of a group of 20 infants by means of a photographic technique; analyzes the types of prone behavior; studies individual differences with regard to the development of prone progression, handedness and footedness.


Studies 33 children enrolled in the preschool laboratories of the Broadmoor school of education, Whittier college, and their parents. Secures comparable data through parental reports on items in the interrelations of the parents and in their backgrounds. Develops a rating scale, and measures each of the children on his adjustment to himself, to his parents, and to school groups. Finds that certain of the items reported in the interparental relationships were significantly related to child adjustment; that a variety of specific types of problem behavior appeared coexistent with a variety of parental tensions, but problems did not appear to make for poor child adjustment unless the tensions were of particular types; that certain items in the backgrounds of the parents showed a significant coexistence with child adjustment; that more items in the mothers' backgrounds appeared significantly related to the child's adjustment than in the fathers'.


Finds that modern parental control is in a transitional stage; that the effect of changing conditions of parental control makes possible a socialization characterized by improved physical development, better intellectual training, greater facility of social relations, more extensive cultural contacts, and deepened appreciation of significant life values; and that the parental control which best achieves socialization is fostered in a democratic family.

4. Folsom, Angela T. Reaction to the dark regarded as language behavior (16 cases). Master's, 1937. Iowa.


Discusses the behavior aspects of nutrition; the growth of feeding behavior; and the regulation of feeding behavior.


Studies seven infants to discover the earliest manifestations of differentiation between the two hands.


Studies five children's centers in various sections of New York City. Finds a carry-over of interest from one age group to another in an activity up to 14 years of age; that after 14 years of age, boys and girls favor those activities that are coeducational and only show interest in those activities that are not coeducational if there is family influence or there is a high degree of skill that may be used for personal gain.


14. McFarland, Margaret C. Relationships between young sisters as revealed in their overt responses to each other. Doctor's, 1937. T. C., Col. Univ.

Compares 20 pairs of sisters as to their responses to each other, the degree of variability in their responses, and the circumstances under which the variation took place. The older sisters ranged in age from three years and five months to six years; the younger sisters ranged in age from one year and four months to four years and 11 months.

451. Mary, Sister, and Hughes, Margaret Mary. The moral and religious development of the preschool child. Baltimore, Williams and Wilkins company, 1936. 51 p. (Studies in psychology and psychiatry, vol. 6, no. 1) (Marygrove college, Detroit)

Analyzes replies of 1,218 preschool children to a group of questions prepared to show their moral and religious development. Indicates that the mental and moral development of children between three and five years is a phase of the general mental acceleration of children characteristic of this period.


Part 1 compares the resemblances and differences of 50 pairs of identical and 50 pairs of fraternal twins reared together. Part 2 analyzes the likenesses and differences of 19 pairs of identical twins reared apart.


Analyzes observations of 48 children. Shows that crying decreases with age, that boys cry more than girls, and that there is more crying at home than in the nursery.

457. Reynard, Maria Carmony. The comparison of temporal intervals in judging depth of sleep in the newborn infant. Master's, 1937. Ohio State. 60 p. ms.


Studies throwing development of 32 children, a boy and a girl at each six months level from two to seven and at each year level from seven to 12 years, attending the preschools, elementary and junior high schools of the University of Iowa.


TESTS AND TESTING

PSYCHOLOGICAL TESTS


Compares the efficiency of several relatively simple methods of item selection with the Toops' L-method, using the Ohio state university psychological test and college marks as the criteria against which the items were measured.


Constructs objective tests based on the child's course of study in language and arithmetic. Correlates scores on these tests with ratings of the pupils on the Pintner non-language mental test and the Forteau maze test, given to 96 pupils in the intermediate department of the Pennsylvania school for the deaf. Finds that mental tests cannot be regarded as reliable data on which to predict a pupil's achievement in language or arithmetic, but they may serve to direct attention to pupils who are capable of higher level of work than they are achieving.


Uses six two-dimensional construction puzzles, so cut that they could be made into squares of Maltese crosses. Finds that the same processes are used throughout; observation, recall, seeing relations, and attention to the goal, with the addition of manipulation and inferences.


Attempts to ascertain the mental and educational status of each pupil in grades three to six of the Giffin school, Knoxville, Tenn.; to ascertain the mental and educational status of each classroom; to give a picture of the school as a whole; and to furnish the basis of a remedial program for educational improvement of the pupils of this school.


471. Elfeld, Mrs. Florence Reese. The reliability of a test as a pre- and final measure of status and a measure of gain. Master's, 1937. Wisconsin.


Describes an experiment conducted with children in the Pittsburgh schools, 26 patients of the Torrance state hospital, and 85 patients of the Psychological clinic of the University of Pittsburgh hospital, to compare the Binet and Kent tests of mental age. Finds that on over 300 cases tested, a surprisingly high correlation was found between results on the Kent emergency test, which takes little more than 10 minutes to administer, and the results of the Binet test; that in many cases it was felt that the added information gained by the use of the Kent test was valuable in getting a more nearly real picture of the testee; and that large discrepancies between Binet and Kent results may prove to occur most frequently in psychotic cases; and that the Kent test should be used to supplement other test measures.


Presents a rather detailed analysis of intelligence and achievement test results in the schools of a Massachusetts town.


Presents a short history of intelligence testing, an analysis of the construction and standardization of the Stanford-Binet and the revised Stanford-Binet scales, and an account of the results obtained from testing an average group of 60 children with both tests.

476. McDonald, David. Relation between test intelligence and test achievement in Grade 6A. Doctor's, 1937. Oregon.


Attempts to determine the predictive value of the American council on education psychological examination in prognosticating success in college, as shown by a study of the performance record of 843 students with work ranging from three to 19 semester hours for the first semester of the year 1935-36. Finds the relationship between the scores and grades is sufficiently high to warrant the use of the American council on education psychological examination as a measure of prediction in scholastic success.


480. Rapparlie, John H. An objective technique for the measurement of interest. Master's, 1937. Ohio State. 54 p. ms.


482. Rosenfeld, Marie Anna. The prediction of college achievement from intelligence test results obtained during the kindergarten, grade and secondary school periods. Master's, 1937. Detroit. 93 p. ms.

Analyses letter ratings earned by 392 pupils from the Detroit first grade intelligence test, the Detroit primary intelligence test administered in the third grade; the Detroit alpha intelligence test administered in the sixth grade and the Detroit advanced intelligence test administered in the ninth grade as indicative of probable college success. Finds that the intelligence tests used in the Detroit public schools cannot be used to predict effectively the success of students in college; that the intelligence tests administered in the first, third, sixth and ninth grades revealed a low degree of correlation; that they are serving a useful purpose in grouping pupils for study purposes.


Analyses measures of persistent behavior, and studies the relationships entered into by the trait. Develops a valid and reliable test of persistence. Finds that test results are unrelated to intelligence, and positively related to scholarship and to ratings on persistence.

Compares, on the basis of empirical data, the scales constructed through the use of the method of paired comparison, the rank order method, and the method of successive intervals.


Covers the method of making the revision, the reliability and the validity of the test. Finds that the revised test possesses marked advantages over the original Army Alpha intelligence scale.


Administers the Stanford revision of the Binet-Simon tests and the Arthur point scale of performance tests to 120 monolingual and 120 bilingual children of Italian extraction who were between 9 1/2 and 11 1/2 years of age. The monolinguals received slightly higher IQ's on the Stanford than did the bilinguals but on the Arthur scale the bilinguals slightly surpassed the monolinguals. The correlations between the two tests were .41 for the monolinguals and .54 for the bilinguals indicating that for neither monolinguals nor bilinguals may the Arthur scale be considered as a substitute for the Stanford-Binet.


Attempts to evaluate the association-motor technique as a diagnostic device for groups and for individuals. Tries to determine to what extent and under what circumstances the association-motor technique has diagnostic possibilities, in the sense that it reveals concentration of disturbance in one or another generally accepted "conflict area" and to what extent the profile is determined by the varying age of the subject. Uses a special list of stimulus words for each of the following areas of conflict: family, social, religion, health, and intellect. Finds a concentration of group disturbance in the social category in a group of unselected college freshman girls; a longer reaction time and a more generalized disturbance in a high school group. Reveals marked differences in individual profiles.


Obtains scores for 127 individuals on 14 equated pairs of 33 item tests at 13 levels of difficulty ranging from 2.6 to 95 percent of success. Measures of reliability for each test were then computed and compared with difficulty, the maximum reliability (.91) being obtained at the 45 percent success level and falling off rapidly on either side as the
extremes of difficulty were approached. Analysis of this relationship showed that relative variability of scores at the various difficulty levels was largely responsible for the concomitant variation of reliability and difficulty.


Analyzes some tests which had previously been considered measures of originality or imagination, in conjunction with measures of verbal intelligence by administering the tests to 181 freshmen at Wesleyan university. Finds that these tests, as adapted for group administration and as administered to a population of college freshmen, are not satisfactory measures of any trait constant enough to be worth measuring.

496. Zimmerman, Lowell T. To determine the relationship between scores on a test of understanding and scores on a test of factual knowledge. Doctor's, 1937. Wisconsin.

SOCIAL INTELLIGENCE—TESTS AND SCALES


Investigates the traits and attitudes which lead children and drivers of adolescent years into situations of peril in highway traffic. Arranges a test of 19 situations designed to yield information concerning adolescent ideas of the civic and moral obligations which modern highway conditions impose upon all citizens. Analyzes responses of the tests which were administered to over 5,700 members of the eighth and twelfth grades in 19 representative towns and cities of Iowa and Illinois, ranging in population from 3,000 to more than 100,000. Reveals serious deficiencies and shortcomings in the attitudes of a considerable proportion of pupils on both grade levels toward the standards of conduct set by the courts. Suggests the special emphases needed in the teaching and learning procedures for various classes and groups of pupils.


Describes an experiment in which lists of words and phrases denoting feelings or attitudes experienced while teaching in the nursery school were submitted by 22 nursery school teachers and directors, combined into one list and sent to judges for classification into a qualitative ordered series. Devises a guide, with directions for use, for nursery school teachers.


Contents: Aptitudes and guidance; orientation within the world of work; and the practice of testing.


Studies the results of a social attitudes test given to 294 sophomores and 398 freshmen at Temple university in 1936. Finds that the sophomore group was slightly more liberal than the freshman; that the men students of both groups were slightly more liberal than the women; that Jewish students were the most liberal of the denominational groups, and Protestants the least liberal.


Contents: (1) A logical decision test: an indirect approach to the study of the emotional orientations of the adolescent, by Hyman Brandt, p. 9-24; (2) Evasion and a manifold association test, by Hyman Brandt, p. 27-50; (3) Time characteristics in the word-association test, by Harold M. Williams, p. 53-60; (4) The incidence of certain etiological and symptomatic factors among a group of Iowa delinquents and felons, by Harold S. Carlson, p. 68-68.


Constructs and administers a scale of 141 statements for measuring attitude toward disciplinary procedure to 163 high school juniors, seniors, teachers, and university students.


507. Dixon, Lee H. The validation of a three-axial scale to measure attitudes toward any existing or proposed social activity. Master's. 1937. Purdue. 23 p. ms.

Administers scales on church, labor unions, and capital punishment to 225 high school and to 90 college students.


Administers Maslow's social personality inventory and self-ratings to a group of 216 Columbia men and to a group of 238 Barnard women, and from these groups selects a total of 15 dominant and 10 non-dominant men and 24 dominant and 21 non-dominant women. Measures various expressive movements of these groups to determine whether or not there are expressive movements related to the feeling of dominance. Finds that the questionnaire measured the feeling of dominance with a high degree of reliability and validity; and that the feeling of dominance, as measured by the questionnaire and the self-ratings, was comparatively stable in the individual, and revealed a generalized attitude.


Analyzes 420 replies of students in five teacher training institutions, to the Kelley-Remmers scale to measure attitude toward any institution, the Thomas-Remmers scale to measure attitude toward any proposed social action, and the Bues-Remmers scale to measure attitude toward any practice.


Constructs and evaluates a diagnostic scale for measuring apprentices' attitudes toward their training.


Comparative differences in temperament between socially adjusted and socially maladjusted adolescent boys and girls as contrasted with a sampling of adults. Studies a cross-sectional representation of groups taken from the State training school for girls, State training school for boys, State Juvenile Home, East High School in Des Moines, Boarding home and adoptive home parents of the Iowa children's home society, and graduate students at the University of Iowa. Finds adolescents, as compared with adults, more paradoxical in their feelings and more prone to oscillate from one extreme to another.


Investigates awareness of the reactions of their adolescent children to potential problem situations. Develops a technique to gather data about the adolescent's awareness of his own problems and the parents' awareness of the adolescent's reactions. Studies 30 adolescents of from 14 to 18 years of age and one parent of each adolescent. Shows that parents were less aware of their adolescents' reactions to the questions connected with sex than with any of the other groups of problems centering around home difficulties, psychological weaning, introvert-extrovert tendencies, and economic problems.


Questions the validity of the Thurstone personality schedule because the schedule lacks a relation to a stated theory of personality adjustment; contains an unascertained amount of falsification of response which, if not revealed by the method of validation by internal consistency; a large proportion of the items of the schedule depend on the past experience of the subject and may be invalid for present conditions; the use of two extreme groups of 50 each in validating the responses is inadequate; the variable significance of a response relative to the type of personality and maladjustment of each subject should be pointed out instead of, being hidden by the scoring method which provides a single numerical index; and failure to check with a second group the hypothetical values derived from the Chicago freshman group seems indefensible.


Presents a subjective and statistical analysis of 782 items taken from 16 personality tests; and discusses some of the uses and limitations of multiple-factor analysis.


Compiles a list of personality traits, and develops a rating scale. Analyzes 854 ratings, representing 1,700 judgments, to determine whether the scale could discriminate between the good and poor groups.

libraries, 1937. Journal of social psychology, 8: 17-37, February 1937. (Reprinted)

Applies the Thurstone multiple factor technique to the problem of personality classification. Describes an experiment in which a test blank of 144 items classified according to Spranger’s system, was administered to 203 freshmen and sophomores at the University of Chicago.


526. Reid, Nora Forbes. The use of personality tests as a group device in counseling in junior high school. Master’s, 1937. Southern California.


Validates a diagnostic test for character prognostication of problem behavior tendencies in boys of junior high school age using two groups of boys from Baker Junior high school in Denver, to whom the Index was administered soon after their entrance into the seventh grade, and at the time of their leaving the school, two years later, an estimate of the boys was made by the boys adviser.


Constructs and evaluates an objective, multiple choice test of the conduct and personality of young children. Finds the test to be accurate, inclusive, and valid, and suitable for use in teacher training institutions, by professors of child psychology and development, and by school executives in their selection of teachers.


Describes an experiment in which the Bernreuter personality inventory, the Strong vocational interest blank and the Kent-Rosanoff free association test were given to a large number of junior college freshman men, and the tests scored by an Idiosyncrasy key. Measures and describes three types of Idiosyncrasy. Suggests that personality may have to be thought of as comprising a number of rather broad areas interconnected only by narrow bands, so that no trait can be described as general except with reference to a particular class of functions.


532. Smith, J. J. A factual report on the development of the Muskingum character test. New Concord, Ohio, Muskingum college, 1937. ms. (Faculty news bulletin, vol. 7, no. 6)

Attempts to determine the reliability, validity, and the scoring of the test in subdivisions as well as in its total form by administering it to the Muskingum faculty and students during February, 1936.


Attempts to determine whether or not there are any marked personality differences between children coming from average normal homes, and children who are cared for by the Colorado state home for dependent children. Tests 68 children, ages 9 to 14, grades 4 to 6, and analyzes data on chronological age, mental age, and grade; administers Rogers' Test of personality adjustment. Selects a group of pupils from each of the two schools, matching each pupil in each group against a pupil with the same characteristics in the equivalent group. Shows poorer adjustment of the children of the Colorado state home for dependent children than of the children from average normal homes.


Analyzes resemblances and differences in personality development in monozygotic twins as revealed by the Rorschach test; and studies the reliability of the Rorschach method of psychodiagnosis. Suggests that the degree of similarity in personality development of monozygotic twins is greater when the estimate is based upon the interpretation of the whole personality constellation that when based on isolated aspects. Finds some doubt as to the applicability of the matching method to the Rorschach data in the study of the degree of twin similarity because of the many factors affecting the possibility of the matching.

536. Wåhlstrom; Lawrence F. A statistical analysis of the Torgerson pupil adjustment inventory. Master's, 1937. Wisconsin.


EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

539. Adams, F. J. Predicting some elements of high school and college records from elementary school test data. Journal of educational psychology (University of Texas)


Shows that tests should be used for diagnostic and remedial purposes, so that the gifted child may receive the full benefit of musical education, and the inferior child will not be burdened with knowledge outside of its reach.

543. Berson, P. M. Optimum use of reading tests and of non-visual-verbal and visual-verbal subtests of the Kuhlmann-Anderson intelligence test in indicating rate of progress through the primary grades. Master's, 1937. Coll. of the City of N. Y. 43 p. ms.

Describes an experiment in the reading of 170 Negro boys and girls in the 4B grade of an elementary school. Reveals that reading ability is the most important factor in the intercorrelations of the various tests; that the visual-verbal phase of intelligence rather
than the non-visual-verbal phase tends to be the more dominant factor in grade-progress; and that the visual-verbal subtests of the Kohlmann-Anderson intelligence test tended to be a more important factor in grade progress than the entire intelligence test.


Finds that the Seashore music talent tests have some predictive value as a means of deciding whether or not students should be excused from music classes.


Studies state tests in the mechanics of English composition, and in literature with the light of educational objectives and aims of the English studies. Finds the tests now in use inadequate to represent the scope of the English studies and harmful because of their over-emphasis on formal grammar, out-moded language usage, and disconnected facts on literary history, books, and authors.


553. Collins, Bernard G. The influence of the difficulty of a test on its correlation with the general cognitive factor. Master's, 1937. Catholic Univ. 21 p. ms.

Attempts to find to what extent the level of difficulty of a test may affect the correlation of the test with the general cognitive factor. The material used was taken from 625 general ability tests, each having five parts. Shows that the easy variables intercorrelated higher than the difficult variables, but the distributions were not normal, and the coefficients obtained were consequently spurious in many instances.


Describes an experiment in which an intelligence test and four reading readiness tests were given to 60 pupils entering the first grade, and in which a test of reading achievement was administered to the same pupils seven months later. Finds that the IQs of the pupils and their scores made in the group tests of reading readiness showed a positive correlation with their achievement in reading, although the correlation was not high; and that the tests all appeared to have almost equal values as predictive measures.


Attempts to determine the relationship between scores on the verbal and mathematical sections of the scholastic aptitude test and marks in specific courses in first year chemistry, first year mathematics, and elementary physics at the University of Pennsylvania from 1930-1936. Analyzes 9,251 marks involving 2,466 students distributed throughout all the undergraduate schools of the University of Pennsylvania. Indicates that the scores made by students on the mathematical section of the test at the time of entering the University of Pennsylvania and their future academic success in chemistry, mathematics, and physics are related; and that the mathematical section is a more sensitive instrument than the verbal section in detecting groups of varying mathematical ability.

558. Evans, Paul C. A critical analysis of the 1936 Iowa basic skills test in language, Test C. Master's, 1937. Iowa.

559. Faulkner, Ray. An experimental investigation designed to develop tests to measure art understanding and appreciation. Doctor's, 1937. Minnesota. 246 p. ms.

Constructs art tests; the specialization of art appreciation; the relation of art appreciation to intelligence; the relation of art appreciation to attitude toward art; and the relation of art appreciation to art thinking.


Studies the construction and evaluation of unit tests which parallel the work in mechanical drawing in the intermediate schools. Finds 62 percent of the 386 items in the tests inadequate, and 38 percent adequate for discrimination; finds their reliability low; and that the tests should be revised and reconstructed.


563. Furrer, Donald C. An analysis of the 1937 Iowa every-pupil test in general science. Master's, 1937. Iowa.


Finds that the "evaluation" idea of measurement seems in the more progressive schools to be replacing the mere concept of testing, although the demand on the part of some educators for comparability and interpretability of test results is also still on the rise.


Presents structural modifications of the Kent-Shakow formboard tests; suggests an administrative technique; and presents a battery of supplementary tests. Finds that the structural modifications, while simplifying the series, have not rendered it nondiscriminative at the adult level; provides a performance test which may be presented without the use of verbal instructions; and measures ability to solve problems presented in the form of concrete spatial relations.

Presents the results of from one to four tests administered to freshman entrants by six to sixty teachers colleges.

568. Held, O. C. The arithmetic section of the American council psychological examinations as an instrument with which to select college freshmen poorly prepared for the study of college mathematics. Pittsburgh, University of Pittsburgh, 1937.


Analyzes 12 recent textbooks in economics by topics; prepares 467 objective test items sampling 26 topics; and administers the test to 760 high school pupils in 17 schools located in nine states. Reviews the test to include 170 items which sample all of the 26 topics included in the original test arranged in ascending order of difficulty. Finds the test to be valid and reliable for use in measuring the achievement of high school pupils in economics.


Examines statistically the data gathered from the results of testing all incoming freshmen at the Pennsylvania state college over a period of years, to determine the relationship between speech efficiency and socio-economic status, bilingualism, class and school district attended on the secondary school level, and college aptitude. Studies the speech rating of 5,707 students on the Speech inventory card of each subject. Finds that speech efficiency and socio-economic status are not closely related, nor are speech efficiency and speech training; that low speech efficiency and bilingualism occur concomitantly; that there is no relationship between speech efficiency and the size of school district attended on the secondary school level; that there is a positive, but low, correlation between speech efficiency and college aptitude. Compares the reliability of one judge's ratings with the ratings of an infinite number of judges.


Discusses promising test devices in relation to certain representative objectives in teaching botany, and gives illustrative test forms.

572. Indiana university. Twenty-fourth annual conference on educational measurements held at Indiana university, April 16 and 17, 1937. Bloomington, 1937. 100 p. (Bulletin of the School of education, Indiana university, vol. 13, no. 4)

Contents: (1) Content of a course in the introduction to education by Velma R. Mann, p. 3-12; (2) Reorganization of local school districts in Ohio, by T. H. Hoy, p. 13-17; 43) Report on NYA school aid activities for 1936-37, by Quentin D. Wert, p. 18-20; (4) Some experiments in teaching German vocabulary, by E. O. Wooley, p. 21-27; (5) Some trends in educational measurement, by Walter S. Monroe, p. 28-35; (6) Constitutional tax limitations and their influence on education in Ohio, by T. C. Hoy, p. 36-42; (7) Progress toward a science of education, by Walter S. Monroe, p. 43-51; (8) Analysis of efficiency in addition, by Henry Lester Smith, p. 52-78; (9) Superintendent's appraisal of teacher candidates, by H. E. Allen, p. 79-87.


Measures changes in students during instruction.


Analyzes the Nebraska classification test in English, form 5, and the responses made in the test by 5,183 pupils graduated in 1934 from 348 Nebraska high schools, to determine what relationships, if any, exist between various factors and scores made in the test, and to determine the value of the tests in predicting success on the college level. Finds that the test compares favorably with the average reliability of eight other tests commonly used for placement purposes by colleges and universities; that girls markedly outranked the boys in the test; that the tests predict success in first semester courses in composition fairly accurately at the extremes of the distribution of the test scores; that the tests predict success in literature and ancient languages more accurately than they do in composition courses.


Uses a synonym test composed of multiple-choice items with five alternatives each, using college marks as a criterion.


Indicates that music appreciation courses need to be longer, and that more time is needed to develop a reasonable appreciative sense. Develops a technique which measures growth in music appreciation by studying student reactions to compositions broken up into their various elements.


Evaluates tests of musical ability to determine which tests are most reliable and useful for elementary school purposes.


Develops vocabulary difficulty grade placement, polysyllabic word grade placement, vocabulary diversity grade placement, vocabulary mass grade placement, and vocabulary interest rating scales for the measurement of the adaptability of instructional materials to the reading ability of pupils.

584. Lovegren, Levi A. The relative difficulty of various academic fields for students whose scores are in the lowest decile on the Miller analogies test, with some notes on small sample analysis. Doctor's, 1937. Minnesota.


Studies the relationship between scores earned on the Kwalwasser-Dyken music tests and the Kwalwasser-Dyken musical accomplishment tests on the basis of sex, for the trained and the untrained, using 527 pupils in the seventh and eighth grades of a junior high school in Syracuse, N. Y., to whom both tests were given in the spring of 1936, and to whom the K-R tests were again given three months later. Finds that girls are superior to boys on all of the tests.

588. ———. Results of the 1936 college testing program. Austin, University of Texas, 1937.


Compares the scores made by seventh-grade pupils of the consolidated schools of Davidson county, North Carolina, on the new Stanford achievement test, form Y, with national norms and with results obtained by Dr. Jacob S. Orleans in a study of seventh-grade achievement for the state of North Carolina. The new Stanford achievement test was administered to all seventh-grade children in the state in March 1935, with a view to discovering the educational standing of seventh-grade pupils. Finds that the scores of seventh-grade pupils in Davidson county were below other counties and below national norms on all tests except Test 9, arithmetic reasoning, and Test 10, arithmetic computation. On these two tests they were well above the national norm. The lowest scores were made on Test 2, word meaning.


Constructs two forms of the test so that a measurement could be had of the remedial teaching which follows the giving of the test. Validates the tests by administering them to 63 pupils in two classes of 9B grade in the Hertson Hill Junior high school.


Attempts to determine the predictive value in the use of the Cooperative English test, the Cooperative literary acquaintance test, and Thurstone's psychological examination. Finds no reliable difference in this battery of tests as a predictive instrument and freshman college success.


Finds that the effects of these tests upon the student are beneficial because they have provided increased motivation, educational opportunity, and recognition of superior students. 


Evaluates an oral language scale as a means of measuring improvement in oral language ability in the elementary school. Records the oral responses to selected stimuli of 354 children, and develops three scales from these responses. Records responses of 199 of these children a year later, and compares the two groups of recordings for these 199 children. Finds that improvement in oral language can be measured by these scales; that more pupils showed a gain than a loss in oral language ability as measured by these scales; that teachers can be taught to use an oral language scale to judge the oral productions of their pupils; and that teachers can point to certain definite things which a child must do to improve his oral language work and show him the characteristics of an oral composition of a certain level of quality.
597. Palmer, Claire Wemple. A comparative study of tests of different types in their effect upon group scores and upon an individual's grades. Master's, 1937. Southern California.


599. Paul, J. B. A comparison of Om attainment of the Iowa state teachers college sophomores with the attainment of sophomores in other higher institutions of learning in the following tests constructed in 1936 by the Cooperative test service of the American council on education: Cooperative general science test; cooperative contemporary affairs test; cooperative world history test. Cedar Falls, Iowa state teachers college, 1937. 6 p. ms. (Research report no. 23)


Construct a test to measure high-school pupils' knowledge of important facts about the history, geography, customs, art, and literature of Spain and Spanish America.

§612. South, Earl Bennett. An index of periodical literature on testing: a classified selected bibliography of periodical literature on educational and mental testing, statistical method and personality measurement. New York Psychological corporation, 1937. 286 p. (New York state college for teachers)


616. ———. Reports of the results of the achievement tests given to pupils in the training school during November, 1936. Bellingham, Western Washington college of education, 1937. 44 p. ms.

Describes an experiment in which the new Stanford achievement test was given to all children in grades three to eight, inclusive, and the Gates primary reading test was given to pupils in grade two. Finds that the children are, in general, young for their grade but superior in achievement; that their highest marks are in reading comprehension, and the lowest in arithmetic computation and spelling.


Studies the results of arithmetic reasoning, arithmetic fundamentals, English usage, American council on education psychological, American history, and spelling tests administered to freshmen groups of 250 or more. Finds a decline on every test since the depression years of 1931 and 1932, with evidence that the decline stopped in 1937.


Attempts to determine whether teachers using standardized survey test results can raise the average achievement level of their pupils, a significant degree above the level of teachers working without the standardized survey test results, providing all other factors are equal.


Attempts to determine the validity of the Kwalwasser-Dykema music aptitude tests as a prognostic index of talent in college and conservatory students; to compare the differences in talent ratings of male and female pupils; and to suggest a basis for music guidance. Finds that as a basis for music guidance, the Kwalwasser-Dykema music tests with their established norms and percentiles, are usable for children of the eighth grade and under. For persons of high school and college age, the tests do not seem of sufficient difficulty to predict with accuracy any measure of success in music.


Discusses general levels of mental and reading achievement; the effect of sex, age, and interest on level of achievement; the effect of nationality, spoken foreign language, and
early training on levels of achievement; future educational and vocational intentions of these pupils; and some investigations which the principals might undertake.


PHYSICAL ABILITY—TESTS AND SCALES

Attempts to arrive at a health quotient on health habits, physical vigor, physical defects, and nutrition by administering tests to 884 girls ranging in age from 10 to 18 years. Shows that yearly determination of the health quotient of school children would aid in the classification of pupils in the physical education classes, and in health improvement.

625. Buxton, Claude E. The application of multiple factorial methods to the study of motor abilities. Doctor’s, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)
Administers a battery of nine motor skills tests to 76 high-school boys, the first four of which were scored for amount of learning during the test cycle, as well as for total performance.

626. Causey, Maud Cameron. A further study on the measurement of muscular power and its relationship to strength and general motor ability. Master’s, 1937. Wellesley.


630. Handy, Elvin R. A further validation of the pulse-ratio test as a measure of physical efficiency and endurance. Doctor’s, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)
Analyzes measurements taken on five groups of young men, four of whom were in training for football, basketball, baseball, and track, and a random group not engaged in athletic activity. Finds a positive correlation in all groups between the pulse-ratio test and the endurance ratio established by sprinting; and that the basketball men were in the best condition, followed in order by track, football, baseball, and the random group.

Develops a measure of achievement of the college man while he is actively engaged in playing basketball, in college physical education classes, in varsity and freshman teams, and a member of athletic club basketball team, and examines the significance of this measure with respect to several criteria.


Finds that physical skill improves with chronological maturity from age 9 through age 16; from 16 through 20 the score remains nearly constant; at 21 the score decreases; an indication of delayed improvement in physical skill during the year of greatest growth during adolescence.


636. McCoy, Charles H. Appraising physical status, the selection of measurements. Iowa City, University of Iowa, 1936. 126 p. (University of Iowa studies, new series, no. 319. Studies in child welfare, vol. 12, no. 2)


Studies 204 students in two southern colleges, and 133 students in five colleges in other parts of the United States to determine the relation of weight and body structure to success in the shot put, hurdles and broad jump.


639. Scott, M. Gladys. Assessment of motor ability of college women through objective tests. Doctor’s, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Describes an experiment in which a total of 37 motor ability test items were administered to 155 freshman students. Indicates that motor ability can be measured with a relatively high degree of validity in terms of the criteria used.


Describes an experiment in which tests were administered by the same examiner to kindergarten children in April and May, and to the same children in September and October. Finds that approximately half of the children received the same ratings on the two tests, and that most of the others received approximately the same ratings.


Attempts to correlate Brace’s motor ability test and the culture test given to Oklahoma agricultural and mechanical college freshmen in orientation week, 1934-35. Finds that the college freshmen were better in physical ability than were high-school boys of the same age.


VOCATIONAL TESTS


Constructs a test, which taken as a whole and scored as a whole, would test the typist in all of the general fields covered by the described tests, with a minimum of instruction to the typist, with a maximum of opportunity to reveal native skill, and with a maximum objectivity and minuteness of measuring units. Validates the test by administering it to 70 typists of varying abilities, training and experience. Constructs a scale for objectively measuring 128 points of the test. Purports to distinguish between individual...
typists on the basis of their ability to do effective work in an office only so far as their ability as typists is concerned.


Constructs and partially standardizes a complete set of shorthand learning tests to measure progress in learning in shorthand at the end of each six-week period and at the end of each semester for two years of shorthand study. Standards each test partially by administering it to approximately 500 identical high-school students in 20 representative high schools in Indiana, and treating the data statistically. Finds the tests valid and reliable, and suitable for measuring separately progress in learning to take dictation, progress in learning to read shorthand notes, and progress in learning to transcribe.


Discusses examination types and criteria; formulates trial forms; evolves standardized alternate woodworking examination forms, which measure objectively the pupil's knowledge of woodworking. Administers the forms to 520 pupils in seven states, and discusses the results.


Described the development, validation, and revision of a 500 item test covering the major divisions of the auto-mechanics trade as taught in vocational schools.

650. King, Margaret B. The predictive value of certain mechanical aptitude tests. Master's, 1937. Peabody. 30 p. ms.

Attempts to determine whether there is practical value in the use of mechanical aptitude tests as predictors of the pupil's command of an industrial arts subject as measured by teachers' marks. Finds that there is a chance relationship between two paper-and-pencil tests and teachers' marks, and no relationship between marks and four other paper-and-pencil tests.

651. McPhee, William Miller. A statistical study intended to evaluate the relationships between vocational interests and abilities as measured by segments of well known tests and certain primary abilities as defined by L. L. Thurstone. Master's, 1937. Utah.


Constructs and evaluates a technique for measuring progress and diagnosing difficulties in the learning of Gregg shorthand. Analyzes reports of teachers in the 14 schools in which the techniques were evaluated, to determine the value of the techniques after one year's use.


Constructs and evaluates two approximately equivalent forms of a test of house planning and house furnishing.

RESEARCH STUDIES IN EDUCATION

RESEARCH, EDUCATIONAL TECHNIQUES


Deals with reflective thinking, science and research; research traits and abilities; the problem; analysis of previous research; agenda of procedures; collection of evidence; descriptive research; historical research; experimental research; philosophical research; prognostic research; curriculum research; sociological research; creative research; classification of research material; and the research report.

1656. Wilson, Cornelia Mary. Analysis of research procedures followed by students in completing their masters' theses at the University of Detroit, Master's, 1936. Detroit. 179 p. ms.

Classifies unpublished theses according to the analysis of research procedures found in each thesis.

REPORTS


Contents: (1) Development and present status of graduate study and research in the University of Colorado, by Oliver C. Lester, p. 1-19; (2) Research in the Department of chemistry, 1902-1937, by John B. Ekeley, p. 21-32; (3) Abstracts of theses and reports for higher degrees, 1937, p. 33-115.


1661. Gilchrist, Donald B. Doctoral dissertations accepted by American universities, 1936-37, compiled for the Association of research libraries. New York, H. W. Wilson company, 1937. 105 p. (No. 4)


1664. Iowa. University. Graduate theses, including schedules of dissertations of approved candidates for advanced degrees with major and minor subjects. Iowa City, 1937. '73 p. (University of Iowa studies, new series, no. 338. Series on aims and progress of research, no. 51)

1665. ———. Programs announcing candidates for higher degrees, 1937. Iowa City, 1937. u. p. (University of Iowa studies, new series, no. 342. Series on aims and progress of research, no. 52)
The theses listed have been included in earlier numbers of the Bibliography of research studies in education.

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**Koos, Leonard V. and Edwards, Newton.** Selected references in education, 1936, reprinted from the *School review* and the *Elementary school journal* for January to December, 1936. Chicago, University of Chicago, 1937. 215 p. (Supplementary educational monographs, no. 44)


Presents an annotated bibliography of 212 theses on school administration, for degrees granted by George Peabody college for teachers from August, 1927 to June, 1937, inclusive.


**Ohio state university.** Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1936. The graduate school. Columbus, 1937. 432 p. (Abstracts of doctors' dissertations, no. 21)

**Ohio state university.** Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, summer quarter, 1936. The graduate school. Columbus, 1937. 319 p. (Abstracts of doctors' dissertations, no. 22)

Three of the theses in education were listed in the Bibliography of research studies in education, 1935–36.


Abstracts listed in Bibliography of research studies in education, 1933–34, Bulletin, 1933, no. 6.

**Palfrey, Thomas R. and Coleman, Henry E., Jr.** Guide to bibliographies of theses, United States and Canada. Chicago, American library association, 1936. 48 p. (Northwestern university)

Presents an historical cumulation of lists and bibliographies of theses from the first appearance of such publications through June, 1935.


The theses abstracted in this volume were included in the Bibliography of research studies in education, 1935–36.


**Southern Methodist university.** Abstracts of theses: Masters' degrees in the Graduate school. Dallas, 1937. 46 p.

**Stanford university.** Abstracts of dissertations for the degrees of doctor of philosophy, and doctor of education, with the titles of theses accepted


Contents: (1) Household employment, Lynchburg study, by Gladys Boone, p. 3-17; (2) Some materials for a study of interracial relations, by Belle B. Beard and Mary J. Lambeth p. 13-70; (3) A study of the content of courses in sociology in the secondary schools of 11 southern states, by Belle B. Beard, p. 21-30; (4) The training of social workers in Virginia. p. 31-35.


**682. Virginia University. Some current studies of the Department of education. Charlottesville, University of Virginia, 1937. 81 p. (University of Virginia record, vol. 21, no. 7. Secondary education in Virginia, no. 24)**

Contents: (1) The Academy of sciences and fine arts of the United States of America, by John B. May, p. 3-10; (2) Functional organization in literature courses, by Richard A. Meade, p. 11-25; (3) Social and economic problems and the curriculum of the elementary school, by H. G. Acker, p. 26-34; (4) An annotated bibliography of supplementary materials for high school natural science, by F. J. Lankford, Jr., p. 35-44; (5) Historical fiction and biography in the social studies, by Re E. Swindler, p. 45-53; (6) Age as a factor in evaluating the outcomes of instruction, by A. M. Jarman, p. 54-58; (7) Services rendered by the Heck memorial library, by Frances B. Springall, p. 59-60; (8) Activities of the faculty of the Department of education for the session 1936-37, p. 61-65; (9) Abstracts of theses and dissertations for the session 1936-37, p. 66-81.


Several of the educational dissertations included in this volume were listed in the Bibliography of research studies in education, 1935-36, the others are included in the current issue of the bibliography.

**CURRICULUM STUDIES**


**686. Carl, Ralph. Standardization of high school curricula in Pottawattamie county, Iowa. Master's, 1937. Creighton.**


Deals with a challenge of contemporary life to the school, the social responsibility of the school, significant influences on curriculum development, concepts of the curriculum, principles basic to curriculum development, aims of education, scope of the curriculum, pupil purposes, activities for realization of purposes, selection of subject matter, grade placement and time allotment, teaching procedures, evaluating the outcomes of instruction, organizing instruction, the unit basis for organizing instruction, the course of study, administrative considerations and administrative organization in curriculum development.

Deals with current problems in curriculum construction: relating curricula to life; determination of educational objectives from primary sources; determination of objectives from secondary sources; organizing objectives for course of study construction; learning activities and teaching materials; course of study units of work; units as centers of interest; units of work for individual learning; child-centered units of work; procedures for units of work; instructional aids in academic units; instructional aids in non-academic units; testing achievement in units of work; organizing and writing the course of study; and administration of course of study construction.


Attempts to determine the objectives of principals in meeting recurring problems; the procedures they use in the treatment of cases; and the way they judge the success of their procedures. Finds that the high-school principal has attempted to standardize his procedure as much as possible. Finds that the citizens of communities are informed concerning curriculum changes and are permitted to express their views concerning proposed modifications; that teachers were asked to give their judgments on proposed changes in the curriculum; that pupils are placed in the curricula where they are most likely to succeed; that emphasis upon subject matter is determined chiefly by tests or by state courses of study; and that considerable variation was found in library facilities necessary for the advancement of the curriculum.


Analyzes replies of 690 teachers in 41 school systems to 38 pairs of statements on controversial issues in education. Finds that teachers favor the beliefs underlying the revision of the curriculum; those in service longest and those who had recently studied courses in education or in the social sciences tended to be in closest agreement with the newer philosophy and practice of education; grade level at which the teachers worked did not seem to influence their responses to the instrument.


Shows the need of providing opportunity for children to exercise choice of action in terms of life values, opportunity for self-direction in a social setting which deliberately avoids protecting children from any type of question or experience which normally cuts across their path of active participation, and opportunity for the assumption of responsibility for the conclusions and results of their endeavors as well as for the mistakes which they make in reaching them.


Attempts to determine the needs and experiences of the children in Hurricane magneto-terial district of Buchanan county, Va. Which should be considered in the adaptation of the curriculum of the schools serving them; and to determine the way a teacher in the classroom can adjust the instructional program to meet such needs and experiences. Develops a technique for using the needs and experiences of pupils in the curriculum.


Attempts to determine what subjects have been added or eliminated from the high school program of studies; in what subjects enrollments have increased or decreased; the changes that have taken place in the status of the high schools as to the average number of units available in the subject matter fields; and the trends in the offerings of the high-school subjects as indicated by additions or eliminations of certain subjects, and by increments or losses in certain subject enrollments.


Discusses new developments and new demands, recent psychological developments, the social situation and the curriculum, the curriculum as a process of living, safeguarding curriculum results, systematic learning on the new basis, presents a suggested new secondary curriculum, and discusses objectives for curriculum and method.


Attempts to determine changes in student curricula elections and the reasons for the changes; to ascertain the subject matter changes in the various curricula and the reasons for the changes; to determine what courses characterize college preparatory, technical preparatory and commercial curricula; and to indicate what is being done to meet the needs of the low IQ groups in some of the schools studied.


Examines all printed curricula for public elementary schools in cities of 100,000 and over, published for the period January, 1930 to June, 1935. Develops a scale for the evaluation of elementary curricula.

Finds that any instruction group may have in it individuals who differ widely in mental and chronological ages, as well as in school achievements; that individual pupils vary greatly in different abilities; and that courses of study should provide widely varied subject matter and materials at each grade level, and should provide for flexibility by permitting the individual teacher to adjust subject matter to pupil needs, interests, and abilities.


Presents an annotated bibliography of 212 books selected from the fields of social science, English, and science to be used in the study of six units suggested in the Arkansas course of study for the tenth grade.

716. Spears, Harold. Experiences in building a curriculum. New York, Macmillan company, 1937. 196 p. (Teachers college, Columbia university) presents a treatment of the high-school curriculum program of Evansville, Indiana, with special attention to classroom methods. Discusses setting up the curriculum machinery; introducing English, commercial, and social studies courses of study; making a job-opportunity survey of the community; determining the public attitude toward school offerings; approaching home economics revision; meeting common issues in science revision; following up the courses in the classroom; supplementing and feeding curriculum construction; and informing the public of course-of-study changes.


718. Tarter, Quincy L. Comparison of the curriculums of six-year high schools with other types of high schools. Master's, 1937. Wyoming. 71 p. ms.

Studies school records, high school enrollment, occupational survey, survey of 715 graduates, interests of 240 pupils in school, college entrance requirements, accrediting standards, and past and present curriculum offerings. Indicates that the school might better serve the pupil population if it organized multiple curriculums with the addition of more courses in commercial work, home economics, vocational agriculture, and industrial arts.

720. Ullrich, Felix Helmuth. The importance and functions of educational aims and objectives in public-school curriculum construction, as revealed by recent curriculum literature. Doctor's, 1937. Texas.


Surveyed enrollment records, occupations in the school patronage area to determine possible placement opportunities for persons trained in the school. Formed and present curriculums, college entrance requirements, and standardization policies. Recommended that the curriculums be made more flexible, and that vocational information and guidance should permeate the whole situation.


**READING**


Derives a criterion against which methods of determining the difficulty of primary grade reading materials may be evaluated, and evaluates some grade placement techniques already formulated. Tries out the materials for difficulties encountered in oral reading on 20 second-grade children and for difficulties encountered in silent reading on 40 third-grade children.

727. Bills, Myrtle S. The Latin root-words functioning in the 10,000 most frequently used English words. Master's, 1937. Oklahoma. 103 p. ms.


Attempts to determine significant factors that indicate reading readiness of kindergarten children as shown by a study of kindergarten children in a school including Italian, German, Polish and American pupils. Prepared a pupil rating scale of 20 factors selected from the kindergarten program, and rates each child on this scale and on individual reading readiness tests, and tests each child for eye and hand dominance. Finds that chronological age can not be used as a criterion of reading readiness; that mental age is a criterion for reading readiness; that visual defects and language handicaps interfere with reliable results on an intelligence test; that IQ is a measure on which to base reading readiness; that the pupil rating scale yielded a high measure of reading readiness; that physical defects were a handicap to reading readiness.
730. Brooks, Hilda C. The ability to comprehend newspaper articles measured in terms of ability to read. Master's, 1937. Colo. St. Coll. of Ed.


Analyzes the reading process of 1,000 adults with varying amounts of education to identify factors which are basic to the reading process and which serve to differentiate poor readers from good readers. Carries on experiments with groups of adults to discover how much these basic factors may be improved in a relatively brief period of time. Studies the amount and kind of reading done, and the kind of material read; gives an index of reading ability based on scores in a specially constructed reading test and shows the relation of these scores to various other factors; studies eye movements, oral reading of adults, the relation between visual ability and reading; compares the reading of white and Negro subjects; studies vocalization in silent reading and remedial work. Emphasizes the fact that one of the greatest handicaps faced by a program of adult education is low reading ability, and that improvement of basic reading habits is possible at the adult level. Finds that many adults who have gone through high school and college, still read with a process characterized by marked immaturities in such basic factors as span of recognition, speed of perception, suppression of vocalization, and ability to react intelligently to unfamiliar words.


Analyzes reports of 57 first grade teachers in the curriculum laboratory schools of Arkansas. Reveals that first grade reading functions to a limited extent as an integral part of an activity program.


Indicates that pre-school literary experience has a marked effect on children's readiness for reading; and that language and literary efficiency affect reading readiness to a high degree.


Attempts to determine whether the method of presenting vocabulary in the initial stages of the reading lesson or the method of presenting the vocabulary during the reading lesson as needed by the children was the more effective method in the teaching of reading to second- and third-grade children. Finds that the contextual presentation method was the more effective in developing ability in comprehension; that the initial presentation method led to a greater knowledge of word meaning; and that in the growth of oral reading ability both methods seemed equally effective.


Studies the intelligence, education of their parents, the reading material in the home, the number of children in the family, the possession of a car and of a radio, and sex of 20 pupils beginning the first grade in Blount county, Tenn. Finds that all of these factors are important in the reading readiness of first grade pupils.


Surveys the intelligence and achievement of the children in the various school subjects; studies the improvement of the children in the second and third grades after remedial teaching in reading; and attempts to improve the teachers in service.


Studies a remedial reading program in terms of changes in reading achievement and changes in attitudes toward school attendance, reading, school work in general, the learning situation in general, classmates, and teacher, as rated before and after remedial work. Uses 114 children with acute reading difficulties in grades 2, 3, 4, 5 and 6 in a Washington public school as an experimental group, and 125 children in the same school, not reading problem cases, as a control group.


747. Farley, Rebecca Diss. An investigation to determine the relative value of incidental and systematic instruction in seventh grade reading. Master's, 1937. Southern California.


Finds a nation-wide interest in adult elementary education; that adults can learn and many are eager to learn. The methods used in teaching reading to children cannot be applied successfully to teaching adults. With a few exceptions, the methods recognized as best are being used in teaching reading to illiterates. Material for adult elementary reading should be written for adults and not for children, and should be what they need for their immediate use. Much elementary material is being written for adult use. The teacher is one of the most important factors in teaching adults to read.


753. Headly, Eber K. A study of the relations between school grades and reading ability of 100 seniors who have attended Blackwell and Tonkawa high schools for six consecutive years. Master's, 1937. Okla. A. & M. Coll.

Shows the relationship between reading ability and achievements in history, English, science and mathematics. Finds comprehension to have a high positive relationship
with intelligence and the subject fields studied; intelligence to have a high relation to
comprehension; and a lower but positive significant correlation with the subject field studied;
and rate of reading to have a low but positive correlation with the other factors studied.

754. Heard, Emma Graham. The effect upon speed and comprehension in
reading of three typographical forms—print, manuscript, and cursive writing.
of theses, research in progress, and bibliography of publications, 13: 199-203)
Describes an experiment conducted with 1,010 children in grades one through five in
the Erie, Pennsylvania, public schools, and the Edinboro state teachers college training
school at Erie, to whom were given three equated forms of a test. Finds that in grades one
to three, print was read more easily and comprehended more accurately than manuscript
writing; that in the intermediate grades, manuscript writing and print seemed to be
equally well understood; that print was superior to cursive writing in all grades; and that
manuscript writing was superior to cursive writing in both comprehension and rate in all
grades. Indicates that manuscript rather than cursive writing should be used by the
teacher in reading instruction in the primary grades; that when a child begins handwritten
writing, he should be taught manuscript rather than cursive writing.

755. Holper, Alois H. An experiment in the improvement of reading for
Attempts to determine the improvement made by ninth-grade pupils in reading ability
by studying 226 ninth-grade students in a high school. Sets up a curriculum for improving
reading rate and study habits of these students. Finds that rate of reading is an important
factor in the development of reading comprehension; that for slow pupils, remedial work
in reading must be added to improvement of study habits; and that reading ability should
increase from year to year.

756. Hook, Sister Mary Regien. Kindergarten experiences which contribute

757. Jenkins, Alice Elizabeth. A study of the relation between reading rate
and amount of retention. Master's, 1936. Columbia.

758. Jones, Emily F. Interests first-grade children manifest in reading.
Master's, 1937. Peabody. 59 p. ms.


760. Kelly, Oma B. A comparison of reading abilities of first-grade children
from English-speaking homes with those of children from non-English speaking
homes in East Chicago. Master's, 1936. Ind. St. T. C. 25 p. ms. (Abstract in:
Teachers college Journal, 8: 70, July 1937)
Attempts to determine whether children coming from homes where a foreign language is
spoken have as high reading achievement at the end of the first grade as those children
coming from homes where the English language is spoken. Compares 100 white American
children and 100 Negro children with 97 Polish, and 99 Mexican children, on the scores
made on types 1, 2, and 3 of the Gates primary reading test given to the children at the end
of their first year in school. Finds that the white American children are superior to
all of the groups, and the Negro children are the poorest in reading ability of all groups;
that the Mexican children are slightly better than the Polish children in reading ability;
but that the reading abilities of English speaking and non-English speaking children do not
differ to any noticeable degree when the two groups are equated for intelligence.

761. Knotts, Mary L. An experience in attempting to improve the reading
ability of a slow-learning group. Master's, 1937. Ohio Univ. 170 p. ms.

762. Kuntz, Elizabeth. A study of the influence of reading disability on the
IQ as determined by means of certain tests. Master's, 1937. Iowa.

763. Leum, Clara Louise. Present day teaching of primary reading.
Doctor's, 1937. North Dakota.

764. Levin, Bernice Jean. An experiment in remedial reading at the college
level. Master's, 1937. Chicago. 70 p. ms.


767. McDaniel, Gertrude Dorothy. The use of visual aids in teaching the Mexican beginner to read. Master's, 1937. Texas.


780. Rogers, Maurice V. Phonetic ability and its relationship to certain aspects of reading at the college level. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Describes an experiment conducted with an experimental and a control group, each of which consisted of 36 matched poor readers, to whom were given tests of reading, vocabulary, spelling, phonetic ability, pronunciation, and oral reading. Indicates that mispronounced sounds accompanied inaccurate comprehension 78 percent of the time; and that a phonetic ability test may be valuable to include in a comprehensive battery of diagnostic reading tests.


Describes an experiment in which all of the students in the South Greensburg junior high school from the sixth to the tenth grades were measured by the Thorndike-McCall standardized test in reading comprehension, form A. Divides each grade into an experimental and a control group; and administers brief instructional tests in silent reading comprehension to the experimental group three times a week, while the control group has no special reading tests administered. At the end of the semester, administers a different form of the Thorndike-McCall reading and Metropolitan achievement tests to both groups, and computes the difference between the initial scores and end scores to determine the effect of the tests. Finds that the administration of only 15 minutes a week of reading tests as a sole means of improving reading is of slight value; that the 15 minute tests benefit the students of the high school grades more than those of the elementary grades, especially in the tenth grade; that the administration of reading tests does not prevent a definite loss in silent reading ability among eighth-grade pupils; and that those pupils whose silent reading ability was improved slightly, improved in total school achievement, especially in the eighth grade.


783. Sarby, Cecil Boneta. An evaluation of research findings on errors in oral reading with implication for the teaching of speech. Master's, 1937. Iowa.


787. Smith, Margaret Crozer. Vocabulary difficulty of informal reading material used in first and second grades of University elementary school. Master's, 1937. Michigan.


Describes two studies comparing individual and class methods of teaching reading. The first study deals with a small, carefully controlled group of selected pupils from two grades, taught by two specially selected teachers, carefully trained and skilled in the work they were to carry on. The second study deals with a larger number of cases from a wider range of grades with the regularly assigned grade teachers and the regularly assigned grade pupils. Finds that pupils made progress under both methods of instruction, that no measurably significant differences were found in the results obtained from the investigations.


Finds reading ability related, on the whole, most to total achievement, then to English social studies, and arithmetic subjects; and that the ability to comprehend word meaning and paragraph meaning were important factors in scholastic achievement in the upper five grades of the elementary school.


Finds that the rate of reading of college students can be improved without loss in comprehension; that the individual-conference method, with specific training on difficulties found, is superior to the class method; that those students with an average intelligence of college students, but who are below the reading average of college students, improve the most in reading ability; that reading words instead of phrases and sentences, inability to get the essential meaning from a paragraph, poor attention span, and vocalization seemed to be the most prevalent difficulties.


HANDWRITING


Indicates that manuscript writing is suitable for adults, for the majority of the subjects in the study obtained better speed and quality in manuscript writing than in cursive writing; and that it is possible for adults with poor muscular activity to be more efficient in manuscript than in cursive writing.


Studies the history of the subject and courses of study and writing materials used in schools today. Finds that styles of writing have changed frequently; and that formerly writing stressed perfection of performance, now it stresses legibility.

803. Hill, Selma B. Comparison of cursive and manuscript writing as it affects language problems in the primary grades. Master’s, 1937. Iowa.


Compared the spelling achievement and total of writing used by children in the second and third grades of six New York City schools. Finds little difference in spelling achievement between children taught either manuscript or cursive writing.

**SPELLING**

807. Becker, Frances Ellen. Fifteen hundred most important words for a child to be able to spell at the end of grade four. Master's, 1937. Iowa.

*808. Cassano, Joseph. A spelling experiment to determine the effect the spelling load has on the ability of pupils to master spelling. Master's, 1937. Boston Univ. 203 p. ms.

Notes the amount of increase in perfect spellings resulting from limiting the spelling load to 2,000 words, using the second, third, fourth, fifth, and sixth grades in Watertown, Watertown, and Wakefield, Mass., public schools in the experiment.

809. Coulter, Mary H. Historical sketch of spelling trends in the elementary school as indicated by a critical analysis of studies on the subject. Master's, 1937. Temple. 296 p. ms.


Describes an experiment conducted with pupils in the third, fourth, fifth, and sixth grades in five different school systems in Pennsylvania, in which the progress of students taught by the pupil-self-study or pupil interest method was compared with that of students taught by the modern systematic or teacher directed method. Finds the pupil-self-study method preferable, and that it has great possibilities as a means of providing for individual differences and of varying and enriching the curriculum.


Describes an experiment conducted during the school year 1932–33 in the public schools of Lake Mills, Wisconsin, in an attempt to gather evidence on a more efficient method of maintaining ability to spell. Analyzes spelling results from 237 pupils in grades 2 to 8. Finds differences in the ability to spell between-pupils with IQ's below 90, from 90 to 110, and above 110. Indicates that for all ability groups two reviews are as effective in producing retention of the ability to spell as are three or more reviews; that the difficulty of learning a word, as measured by correct and incorrect spellings during the presentation week, is a much more accurate indicator of final test results than is the number of reviews; that there is a point of diminishing returns for repetitions of spellings; that for all ability groups the results for grade 2 are inferior to those for other grades; and that there is a small loss in ability to spell during the summer vacation.

814. Harder, Keith Cyril. The relative efficiency of the "separate" and "together" methods of teaching homonyms. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)
Attempts to determine which of two methods of arranging homonyms in spelling lessons would result in greater efficiency in learning to spell, and to discover the method by which each of the homonyms studied is spelled with greater accuracy. Finds that the "together" method resulted in greater immediate spelling accuracy, and the "separate" method resulted in greater accuracy in delayed recall in both the third and sixth grades.

Studies the spelling achievement of fourth, fifth and sixth-grade children in the Unicoi county, Tenn., elementary schools. Shows that intelligence is a factor of spelling ability, and that girls learn to spell more readily than boys.


Compares two methods of teaching spelling, the test-study method and the study-test method, using eight sections of fourth-grade pupils in the experiment which extended over a period of 12 weeks. Compares spelling achievement under each method.

Attempts to clarify some of the relationships between the process of learning to spell, the kinds of responses made, and factors associated with incorrect responses. Finds that conditions associated with spelling disability may be divided as to constitutional, academic-achievement, and study method factors. Finds a need for individual diagnosis of spelling disabilities, a thorough physical examination for pupils on entering school, definite training in word study, developing techniques for the mastery of words.


Analyzes records of spelling ability, relative intelligence, and units of high school stenography and typewriting for 811 freshmen and sophomore students at the University of Colorado. Concludes that intelligence is a most important factor, that the sex is important in group averages, but is not basic to individual spelling ability.

Constructs and standardizes a spelling scale for the use of high school seniors and college freshmen.

Attempts to determine whether students taking typewriting learn to spell any of the words in the exercises as they type; to compare the effect on spelling by copying in longhand and typewriting; and whether boys or girls rank higher on such spelling tests.


Reports a study with experimental and control groups comprising 347 tenth and eleventh grade pupils in commercial classes. Practice in writing alternately correct and incorrect forms of misspelled words increased the accuracy of spelling of these words and to some degree of words not practiced, and also resulted in increased spelling consciousness.

English Language

Grammar and Composition


Discusses five phases of English teaching in the secondary school.


835. Carsley, Celia. The social importance of certain comma usages. Master's, 1937. Iowa.


Checks 599 test papers covering 30 problems of punctuation and 171 problems of grammar to determine the number and kind of errors made on 599 college entrance examinations. English training tests, forms A and B.


Finds that practice in grading compositions of other children greatly improves the compositions of these children who do the grading.


*Analyzes the topical content of 12 workbooks used in the teaching of ninth grade grammar and composition, the plan of the books, and the relative distribution of the topics of study. Finds that the workbooks are divided into modifications of three general types: the general workbook, the specific workbook, and the combination workbook and textbook on.


841. Clifford, Timothy F. Methods and principles of teaching freshman English in the high school. Master's, 1937. Clark. 50 p. ms.


*Studies the vocabularies of high school students to determine the relation between vocabulary and such factors as sex, age, grade, IQ, teachers' marks, study of foreign languages spoken in the home, home entertainments, father's occupation, and type of community. Finds that vocabulary scores vary directly with general intelligence; pupils who rank high in scholarship rank high on the vocabulary test; there are no sex differences in the scores of boys and girls on vocabulary tests; pupils who have studied a foreign language show superiority in vocabulary over those who have not; there is slight relation between fathers' occupations and vocabulary of pupils; pupils from homes in which a foreign language is spoken make a lower vocabulary average than those who live in English-speaking homes.


*Analyzes the errors found in standardized examinations, and the errors found in written work of the students in the grade and high schools. Finds that the students have failed to master the mechanics of written English expression, and that spelling has been neglected, especially outside of the regular spelling and English classes.


*Presents a detailed course of study developed to meet the needs of a commercial vocational high school.


*Analyzes the presentation of language skills, grammar, punctuation, capitalization, dictionary work and spelling in the Arkansas, Kansas, Florida, Nevada, New York, North Carolina, North Dakota, Texas, and Utah courses of study in English published since 1934. The courses of study are for grades 7 to 12.

848. Dunn, Alice. The number of separate language errors attaching to an individual child. Master's, 1936. Boston, Univ. 108 p. ms.

*Describes an experiment conducted during the school year 1923-24 with 59 sixth grade children in the Wells school in Boston, to whom the three sections of Form I of the Wilson language error test were given in September, January and May as a means of determining the language errors of the individual children in the class. Studies the reduction of errors as shown in written composition work throughout the year. Shows that the task of reducing language errors requires intensive work on specific errors.
- Defines functional grammar. Examines the basic purposes of secondary education as a whole. Determines the grammatical principles which are most frequently violated. Presents teaching materials designed for use in any grade of the secondary school, depending upon the discovered language needs of particular groups of pupils.

- Finds that too much emphasis is placed on try-out work; teachers are not trained in the field of exploratory language work; there is great need of a pupil workbook; and a course dealing with the general language courses in the junior high schools should be given in the colleges and universities.


- Studies the relationship of content and objectives of oral language instruction as stated by authorities and courses of study; and the relationship of these to the content of language texts used in the intermediate grades of schools in the southern states. Finds that about 60 percent of the objectives are found both in authorities and in courses of study; that objectives mentioned by authorities imply learning through experience while those in courses of study stress drill exercises on correct procedure; that theme topics in language texts show a high correlation between various phases of language arts but a low correlation with other subjects; and that authorities believe in a more equitable distribution of effort or emphasis in teaching various subjects.


- Studies improvement in the use of prose composition techniques in the Granville, Ohio, high school.


- Compares the merits of the Cross English test, the Cooperative English test, and the American council on education psychological examination for predicting marks in freshman and sophomore English. Finds the Cooperative English test superior to the Cross English test for predicting English marks in both the freshman and the sophomore years; the Cooperative English test is somewhat superior to the American council on education test for predicting freshman English marks, but only equally as good for sophomore English. The American council on education test and the Cooperative English test combined are not superior to either alone in predicting English marks.
860. Hoorneman, Alfred C. Variations in punctuation skills in compositions as used by certain fourth grade pupils. Master's, 1937. Iowa.


864. Hunter, William H. A study of freshman English failures in Gallatin high school. Master's, 1937. Peabody. Finds that failures were due to poor study habits, poor training, and low intelligence.


867. Kemp, Kenneth F. Mastery of basic language and study skills by the one-room rural school teachers in an Iowa county. Master's, 1937. Iowa.


871. Laird, Caroline L. A study of freshman English as offered in the colleges and universities of the North central association. Doctor's, 1936. Oklahoma.

872. Langemo, Amanda O. The correlation of high school English with other subjects of instruction. Master's, 1937. Wisconsin.


Studies the work in English grammar and composition of an eighth grade class.

Shows that children learn to organize as they mature and that their ability to organize helps improve all phases of form.


Studies 487 students who entered the University of Kentucky as freshmen from Kentucky secondary schools in September, 1930. Divides the students into four groups and measures achievement by the increase in total points earned in the second semester over the points earned in the first semester.


Finds that most courses, as given in business English, are very narrow in scope, and should be greatly enriched.


Describes an experiment conducted in a second grade.


887. Paul, J. B. An experiment comparing the effectiveness of teaching English composition by two different methods. Cedar Falls, Iowa state teachers college, 1938. 7 p. ms. (Research report no. 28)

888. Pratt, George A. Variations from school to school in growth in pupil mastery of basic language skills during the year 1936-37. Master's, 1937. Iowa.

889. Rinsland, Henry D. and Moore, James H. The vocabulary of elementary school children: a preliminary report of the count of 2,818,014 words showing the 500 most frequently used words in grades 1 to 8. Norman, University of, Oklahoma, 1937. 30 p. ms.

Describes an experiment conducted as a WPA project in which 2,818,014 running words from compositions, themes, poems, examination papers were counted, and the 500 most frequently used words in each grade listed.


Attempts to determine the achievement status of English usage in each year; progress from year to year, in the achievement of English usage; extent of overlapping of the ability of one year on that of the other years; the mastery in each year of each phase of usage; which phases in each year require the greatest emphasis; and the extent to which the degrees of mastery of general principles vary with their specific applications. Analyzes the results of two English usage tests, each consisting of 75 items administered to 174 freshmen, 188 sophomores, 151 juniors, and 174 seniors.

893. Smith, Mary Esther. A study of the teaching of English composition by the journalistic method and a comparison with the usual textbook composition assignments. Master's, 1937. Maryland. 50 p. ms.


Studies English, speech, and dramatics in 105 public junior colleges and in 228 private junior colleges in the United States. Finds that courses in English cover the field of all the language arts; that English is definitely articulated with speech and dramatics, and interconnected with other subjects; that there is a tendency to extend the scope of reading to broad fields of knowledge and to guide students into habits of independent reading and thinking, sound judgment and accurate expression; and that efforts are made through experimental and activity features of courses to meet the vocational as well as the cultural needs of students.


Checks the written expression of a class of 46 students in junior English composition and social science for the kind and frequency of errors in punctuation, sentence structure, grammar, spelling, diction, and mechanics.


Shows that content and method of instruction must be adapted to low ability groups.


Presents a diary study of a twelfth-grade English class and the activities which grew out of this class.


Measures results of giving concerted drill to correct a series of specific, common usage errors, one each week for a half year, in six-year junior-senior high school. Indicates improvement in performance, especially by the less able groups.


Discusses the college English requirements in a number of colleges and universities throughout the United States.


LITERATURE


905. Brown, Eleanor Frances. Intensive study of poetry versus free reading as a teaching procedure in the senior high school. Master's, 1936. Syracuse. 146 p. ms. Describes a study conducted with 60 sophomores and 42 juniors in an English class in a senior high school. Data indicate that intensive study of poetry is preferable to free reading as a teaching procedure.

906. Carli, Armando Ralph. First courses in English literature in selected liberal colleges. Doctor's, 1937. Buffalo. 139 p. ms. Surveys and analyzes the aims, objectives, content, and methods of teaching first courses in literature in 185 selected liberal colleges. Reveals the predominance of the survey course in frequency of offering; shows that the survey course duplicates high school work with a resultant alienation of student interest, that it deals with too many authors and works, and that it uses the lecture method with a resultant substitution of the lecturer's point of view instead of an independent, student reaction to literature. Finds that the survey and authors and works courses have the same aims and that their teaching emphases are in practical agreement. Recommends that first courses in literature be constructed to fit the needs and aspirations of the students and also present the values of literary study.


911. Dallas, Neva. An experiment to determine the success of Professor Moll's Analysis of poetry and technique of teaching poetry appreciation when adapted to fourth and fifth grade level, and to select material suitable to these grades. Master's, 1937. Oregon.


Surveys the novels and short stories of Elizabeth C. Gaskell to determine her position on education and social morality. Shows that in her opinion education made possible for the individual a greater enjoyment and appreciation of life, and gave to society a higher and more intelligent morality.


Studies the methods of study and the outcomes of their study of literature of 320 pupils in the Peabody high school, Pittsburgh, by analyzing a generalized report of the method of study prepared by the pupils immediately after the conclusion of the study of a book, and by analyzing diaries kept by the pupils while studying The Merchant of Venice and Hamlet. Finds that vocabulary building as a purpose of study consistently ranked first in frequency of mention; improved power of comprehension ranked highest; pupils displayed keen interest in literature as a source of information about people, countries and events; and showed little interest in acquiring new ideas, or a better philosophy of life through the study of literature; that growth in power of comprehension was more diligently and more widely sought than any other power; that less successful pupils can be taught how to study literature more effectively through an integrated program of study, teaching and testing organized to focus attention on the large areas of thought and feeling that characterize the subject.


Seeks to determine the content and form of her poetry; the extent to which her poetry is used in schools; literary critics' evaluation of her poetry.


Shows that the religious nature and stern disciplinary methods of elementary education during the Middle Ages is evidenced in the dramatic children of the early plays; that these children act as miniature adults, are precocious, and have a tendency to argue and offer advice to their elders; that the child characters are too witty, precocious, verbose and revengeful to be natural in the plays of Shakespeare's immediate predecessors; that Shakespeare's dramatic children have general characteristics common to other Elizabethan stage characters, but that there are occasional flashes of true childish appeal.


Discusses briefly the historical background of disguise, and Shakespeare's use of it in As you like it, Merchant of Venice, Twelfth night, Measure for measure, Winter's tale, Two gentlemen of Verona, All's well that ends well, Hamlet, King Lear, Much ado about nothing, Love's labor lost, and Midsummer night's dream.


Describes an experiment planned to discover whether the much used method of intensive and directed teaching of history in connection with literature was preferable to a more casual presentation of history and biography and a more extensive program of reading.
Considers briefly the south's literary contributions prior to the current renaissance; estimates critically, and analyzes the works of 10 southern writers with special reference to their works of the past 10 years; and considers factors common to all these works from the standpoint of realism, romanticism, sociological treatment, historical treatment, character delineation, and universality of appeal. Attempts to establish reasons for the literary awakening in the south.

925. Kirchner, Sister Mary Joan. The biological terminology required for the intelligent reading of high school classics. Master's, 1936. Ind. St. T. C. 467 p. ms. (Abstract in: Teachers college journal, 8: 80-81, July 1937)
Attempts to determine the biological terms set by secondary school pupils in the study of the classics used in the English course, the extent to which typical biology texts use or explain these terms; to gather quotations from the classics containing biological terms; and to formulate a brief definition or explanation of these terms.


Studies the effects of poetry saturation upon the pupils of five classes of a public junior high school. Finds that there was increased liking of poetry, increased desire to read poetry, and an increase of creative writing among the saturated pupils; that there were many worthwhile concomitant effects; and that such effects can be accomplished with a minimum of class time.

Attempts to determine the suitability of Rose Fyleman's poetry for children, and finds that all of the volumes of poems listed as children's poetry were suitable for children.


Attempts to discover to what extent poetic vocabulary, allusions, sentence construction, figurative language, mood, and the poet's intention were elements of difficulty in comprehending poetry. Constructs and revises a multiple-choice test with short passages from poems recommended for the junior or senior high school curriculum, and distributes it to high school seniors in 14 villages and cities in different sections of Wisconsin, and administers it to 51 upperclassmen at the University of Wisconsin. Compares the results of the high school and college groups.


933. Sears, Gertrude. Some trends in the teaching of literature in the junior high school years as revealed in 13 state and 10 city courses of study published since 1927. Master's, 1937. Oregon.


Surveys the books read by high-school students in representative Texas high schools.


FOREIGN LANGUAGES

CLASICAL LANGUAGE


Shows that except for girls' schools, Latin was a universal feature of the schools, and the quality of Latin courses was high, and the teachers of Latin were men of strong personality and influence in the community; that books in Latin made up a considerable portion of the stock of the bookstores; and that family libraries contained copies of the Latin classics as a matter of course.

MODERN LANGUAGES


Investigates the theories and practices relative to the administration of French club activities in the secondary schools of New York state to ascertain their standing and presents recommendations for the improvement of the practices of these clubs.


CURRICULUM STUDIES

Compares ratings of actual recordings of French pronunciation of about 215 high school pupils with an objective test of phonetic accuracy in French. Indicates that a test of phonetic accuracy is a good index measurement of the ability to pronounce French, and has the advantages of being objective, and comparable, and within the reach of every teacher in so far as money and time are concerned.


Appraises the functional value of the selected courses in French which constitute a part of the teacher training curriculum. Presents a detailed reorganized program.


Compares first year French achievement in junior high school classes with achievement in senior high school classes, based on results of the cooperative tests; and finds that senior high schools show slightly, but probably not significantly, higher achievement; various schools differ widely in the parts of the tests in which strength and weakness are shown.


Attempts to give an impartial description of the decisions made by school administrators, teachers, and other educational leaders under the stress and strain of war on the teaching of the German language and the elimination of German propaganda. Shows that Dr. P. P. Claxton, Commissioner of education, advocated the teaching of German in the secondary schools, but that in spite of his recommendations, German was eliminated by state action in some states, by local action in others, by the refusal of students to study it. In some states there was little variation in enrollment in German classes during the period from 1914 through 1918. Finds that events took place with such rapidity, and hysterial excitement speed with such speed, that there was no opportunity for careful planning of the school's course of action; and that the "long range" view of history was the concern of only a minority of the educational, civic, and political leaders during the time of national crisis.


Reveals that the history of the development of the eclectic method of teaching French in the United States since 1875 is the history of the gradual development of the functional teaching of the language in all its aspects as a basis for making reading function in daily life.


Presents a syllabus for the study of ancient American civilizations to be used as supplementary material in the teaching of Spanish in the secondary schools of the United States.
Suggests methods of presentation and motivation. Describes the most important archaeological sites in Mexico and in the peninsula of Yucatan; describes important group and individual expeditions; enumerates the most important and significant discoveries.


Attempts to determine the feasibility of predicting success in beginning French in the eighth grade by means of the IQ, the average of course marks of the seventh grade, and the marks in English of the seventh grade, by experiments conducted with children in the John Quincy Adams school, Washington, D. C.


Attempts to determine the relative importance given to the cultural objective in recent state courses of study in French, and to determine the amount of cultural material to be found in representative high school texts.


Reveals a lack of close relationship between IQ's and marks earned in modern languages. Indicates that marks in English, whether in the placement test or in class marks, are likely to correspond rather closely with modern language grades.


Presents 18 French songs, words and melody, suitable for practical use in the first year of study of high school French.

MATHEMATICS


Attempts to determine the expressed values and outcomes of secondary school mathematics. Field educators generally agree that practical values of mathematics is confined to proficiency in handling of fundamentals of arithmetic; and that there is uniformity of opinion on the disciplinary aims of mathematics.


Recommends, on the basis of a survey of uses of graphic methods in many fields, that more attention be given these techniques in school curricula and activities.


Attempts to determine the distribution according to sex, of graduates of Murray state teachers college with majors' and minors in mathematics, the fields in which they are teaching and the extent of their training since graduation.


Attempts to determine the offerings in mathematics in state teachers colleges, and to evaluate the offerings according to valid principles.


Studies the basis on which the consistent tendency for regression appears in double entry tables, and the effect of such regression upon the results of experimental studies in the field of tests and measurements. Finds that the setting up of accurate tables equating IQs for all chronological ages is impossible.

Includes mathematics problems found in occupations commonly taught in industrial vocational education programs, and attempts to work out a satisfactory method for teaching related mathematics in high school. Includes problems for evening trade classes. Finds that industrial workers who have had abstract courses in mathematics are deficient in practical understanding and application of principles of mathematics to their daily work.

Attempts to determine what mathematics can be taught in combination with woodwork and sets up a proposed course of mathematics combining the required mathematics with the projects as taught in the shop.


Surveys junior high school textbooks, courses of study, and magazine articles on mathematics and finds a great opportunity for enlivening and increasing interest in mathematics.


Finds that the main contributions made by women in ancient times were to pure mathematics, whereas modern women have contributed through their teaching of the subject.


Attempts to determine the topics of mathematics needed by the trades and industries of Michigan City, Indiana.

Finds that in the 378 colleges studied, 37 different courses of study in mathematics were offered; there was considerable range in the semester hours credit per course; tremendous influence was exerted on the curriculum by accrediting agencies and senior colleges; and that the size of the college had a material influence on the number of different courses offered and the credit given.


Determines the principles of accounting for decedents' estates in New York state, and presents a definitive philosophy and system of accounts based on pertinent, controlling legal principles and authorities.


Analyzes and compares various methods of fitting curves of trend to statistical data which call for curve analysis, devises and evaluates modified procedures for curve fitting.


Attempts to determine the mathematics courses offered; the trend in selection of courses; enrollments in courses; length of class period; and how well prepared the teachers are to teach in the field. Finds that algebra and geometry rank first in registration; that there is a trend toward a more practical type of mathematics; that 52 percent of the teachers have a master's degree; and that science is taught more than any other subject by mathematics teachers.


ARITHMETIC


Investigates certain factors which impinge upon the teacher in daily professional and social situations and affect the pupil-teacher relationship in arithmetic.


Compares the records of 92 pupils assigned home work in arithmetic for 18 weeks, with those of 100 pupils who were assigned no home work during that period. Finds that home work assignment in the low seventh grade is unjustifiable.


Presents a case study in which the progress of 24 pupils was measured after a period of seven months diagnostic and remedial teaching. Finds that all but five of the 24 pupils reached an achievement level above that of their mental age.


Studies two groups equated on the basis of mental age, chronological age, and arithmetic ability to determine their growth in arithmetic during the seventh grade. Finds that in growth in computation, the elementary school group was distinctly superior to the junior high school group, and that in growth in problem solving there was no difference between the groups.


Attempts to determine whether problem solving ability is influenced more by reading comprehension or by computational ability; the effect that removal of the computation from a reasoning test would have on its correlations with reading comprehension and arithmetic computation; and the extent to which there would be agreement between the reasoning scores as measured by the conventional type of reasoning test and one from which all computation had been eliminated. Administers standardised tests in reading comprehension, arithmetic reasoning, arithmetic computation, and an arithmetic reasoning test in which the student simply indicates his choice of processes, to pupils in the fifth, sixth, seventh and eighth grades of the Penn avenue school in Turtle Creek, Pennsylvania. Finds a high correlation between arithmetic skills and the solution of problems; that in the higher grades at least, reading comprehension has a greater correlation with problem solving than does arithmetic computation; that the comparison between the ability to state the method to be used and the ability to get the correct answer was shown to be very high.


Analyses in detail the arithmetical principles and procedures needed for the operation of various adding and calculating machines and organises the findings for curricular purposes.


Analyses data obtained by administering the Clapp-Young mathematical computation test for grades 7, 8, and 9 to 97 pupils in the seventh grade, 98 pupils in the eighth grade, and 94 pupils in the ninth grade. Tabulates the percentage of error for each problem for each grade advancing from the seventh to the ninth.


Analyzes 20 outstanding courses of study published between 1927-1937, and constructs a tentative course of study for seventh-grade arithmetic.

1009. Heald, Ira Francis. A study of the reactions of pupils while working on multiplication of fractions. Doctor’s, 1937. Iowa. (Abstract in University of Iowa. Series on aims and progress of research. no. 52)

Studies the behavior of children enrolled in the fifth grade of the University elementary school during the school year 1935-36 while they were working on the multiplication of fractions. Indicates that the best progress in learning the multiplication of fractions depends upon pupil's mental and physical equipment, proper environmental control, previous mastery of the fundamentals, instructors' knowledge of the various types of problems and the application of the right psychology of learning; pupil's self-motivation through constant checking and diagnosing of results, and a proper maintenance program of drill work.


Attempts to determine how many methods of subtraction are used, how widely each method is used, whether each school in the school system studied is consistent, what methods are being taught in the various schools, whether the teachers are convinced of the efficacy of the method being taught, what confusions exist, how efficient are the methods being taught.


Analyzes the results of tests administered to 46 fourth-grade children in one of the Denver schools in which standardized arithmetic, reading, vocabulary, and intelligence tests were used. Test results showed that the children studied varied greatly as to chronological age, arithmetical ability, reading ability, intelligence, and knowledge of words. Concludes that by placing greater emphasis on the importance of reading and vocabulary children’s ability to solve computational and reasoning problems may be increased considerably.


Presents 16 units of work which may be helpful to the young teacher of little experience or training, and attempts to correlate arithmetic with the life activities of the child.


Investigates the use of stereotyped phrases or cues upon problem solving by administering to 500 fourth- to sixth-grade children three comparable sets of 16 problems each. In the first set cues were employed in their usual manner; in the second set no cues were

Describes two experiments performed with seventh year junior high school pupils to determine the relative value of drill in arithmetic fundamentals by means of ordinary examples in arithmetic and identical examples incorporated in verbal situations. Concludes that verbal examples are superior, but not significantly to abstract examples for drill in fundamentals, that verbal examples are of equal value to ordinary classroom drill in problems, but slightly superior to abstract examples; and that the transfer from fundamentals to problems, by means of abstract or verbal examples, streaming computation is negligible.


Attempts to determine to what degree there is a growth in the mastery of a certain group of mathematical concepts over a period of eight school months, by representative groups of pupils at the junior high school level, in a city with a population of 120,000 people, located in the metropolitan area of New York.


Constructs two forms of arithmetic tests, in one of which the elements of difficulty were present: administers the tests to 639 seventh- and eighth-grade pupils in 10 school systems near or adjacent to Denver, Colorado. Finds a relationship between the intellectual and problem solving abilities of the pupils tested, which favored the most able.


1028. Selberg, Ethel M. and Barnard, J. D. Teaching pupils the method for solving problems. Educational method, 26: 413-16, May 1937. (Colorado state college of education)


Evaluates the box technique, the equation technique and the conventional technique used by pupils in the solution of verbal problems in arithmetic. Describes an experi-
ment conducted with 10,627 children in 42 classes in 10 public elementary schools in four boroughs of New York City to evaluate these techniques. Finds that no one of the techniques is significantly superior to the other two techniques for the groups of pupils who participated in the study, but that there is a significant trend in favor of the use of the box technique by these pupils in the solution of verbal problems; that the pupils improved in ability to solve verbal problems.

1030. Stevens, Grace Adams. Investigation in the modern trends in the teaching of arithmetic in grades from the kindergarten through the sixth. Master's 1937. T. C., Col. Univ. 133 p. ms.


Analyzes arithmetic material in 124 surveys of city schools.

1032. Strickland, Ruth G. A study of the possibilities of graphs as means of instruction in the first four grades of the elementary school. Doctor's, 1937. T. C., Col. Univ.

Describes an experiment conducted in three suburban communities in the vicinity of Philadelphia, using 461 children in 16 classes, three first grades, four second grades, four third grades, and five fourth grades, as subjects. Finds that children in all four grades were interested in graphic presentation of subject matter.


Studies 10 general mathematics classes of Edwin Denby high school, Detroit, with enrollment of approximately 50 students each. Finds that the present content of textbooks is not selected to meet adequately the life needs of the general population; that the vocabulary used to state problems needs revision; that an attempt must be made to select material that appeals to interest as well as use; that homemakers must be taken into consideration in determining curricular content; that problems, purely mathematical in nature, have limited use value for the general population; and that there is a definite need for the revision of subject matter.


Describes an experiment in which seven groups of seventh-grade children in Detroit parochial schools were divided into experimental and control groups. During the first semester of the school year 1935-36, arithmetic class work was augmented by homework assignments in the experimental group, and the control group being limited to class work. For the work of the second semester the groups were rotated. Three series of standardized tests administered at semester intervals revealed gains decisively favoring the control group which indicates that achievement was not influenced by homework.


ALGEBRA, GEOMETRY


Finds that pupils need to be taught to read for greater comprehension and to think more clearly; reading ability may be improved upon in a brief period of time. Proves that reading is a potential factor in algebraic achievement.


Finds that algebra must be made more meaningful to the student and applicable to daily life if it is to be of value; that a more rational topic sequence is found in recent texts; and that greater emphasis is placed on the basic concepts of mathematics.


Justifies the teaching of demonstrative geometry in the secondary school on the ground that it teaches young people what it means to prove something; and acquaints them with the nature of deductive thought. Studies the methods and processes, and the content of the methods, through which students become familiar with postulational thinking and through which they gain some understanding of the nature of proof.


Determines the part played by health, vocational interests, home adjustments, study habits and facilities, and personality as contributing causes for failure in algebra of 50 secondary school pupils who had passed algebra, and of 50 pupils who had failed it. Finds that the average passing pupil is more content with and better adapted to his home environment and has better study habits than the average failing pupil. The attitude of the average failing pupil is one of dislike for algebra. The choice of a vocation has no effect on the student's work in algebra.


Finds that when students are taught specific mathematical concepts in algebra they grasp the concepts more than when not so taught, and their achievement in general algebra skills is also somewhat greater.


Compares the value of the socialized recitation with that of the teacher directed class exercises in beginning high school algebra in an experiment carried on in the Yale high school, Yale, Oklahoma, during the school year 1935-36. Finds that the socialized procedure tended to decrease the dispersion of class scores; and that work under the socialized plan appealed to the pupils more and may have been an instrument of motivation.


Analyzes textbooks and courses of study, and surveys books and magazine articles on the placement of the skills and concepts of algebra.


Describes an experiment conducted in the Vandergrift high school, Pennsylvania, during the second semester of the year 1936-37, using four groups of ninth-grade algebra students, two groups of whom were taught by the subject plan, and the other two groups were taught in the usual manner by the same instructor. Finds that both groups taught by the subject plan showed superior achievement.

1054. Kellar, Wylma B. A determination of the comprehension of algebraic vocabulary of first year high school students. Master's, 1937. Catholic Univ. 64 p. ms.

Compiles a representative vocabulary for first-year algebra and determines the degree of comprehension of this vocabulary prevalent among first-year high school students. Devises and administers group tests to 178 pupils. Finds that the average student understood only 58 percent of this vocabulary and that three-quarters of the children were familiar with less than 67 percent of these words. Wide variation was found in vocabulary content and in the difficulty of the terms studied among pupils in first-year high school.

1055. Lane, Ruth Onetta. The efficacy of pupil selection of graded originals in plane geometry. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Attempts to determine the efficacy of pupil selection of geometry originals when the work was organized to encourage intensive thinking instead of extensive thinking, as shown by tests, and by psychological effects connected with time, methods of approach, self-confidence, and indecision. Describes an experiment conducted with 598 pupils in nine different schools. Finds that pupil selection of graded originals in geometry is better for the superior pupil than the conventional method; that it is probably better for the average pupil; that it is no better and may be harmful for the slow pupil; and that the method can be used under ordinary classroom conditions in such a way as to minimize any possible disadvantages to the slow pupil.


Attempts to determine whether individualized instruction or supervised study is a better solution to the problems attending the teaching of algebra in Laceyville high school. Finds that supervised study is better for shy retiring students with little confidence in themselves than it is for sociable students who depend upon themselves. Individual instruction offers advantages to the self-confident student, but it is not as good as supervised study.

1057. Lazar, Nathan. The importance of certain concepts and laws of logic for the teaching of geometry. Doctor's, 1937. T. C., Col. Univ.

Examines 98 textbooks in geometry printed in the United States, Great Britain, Germany, and France to determine whether logical concepts and laws were used, in what manner they were used, and the way in which they were correlated with the text material; manuals in the teaching of mathematics to determine the prevailing opinion as to the nature of the aims and objectives of the teaching of geometry; and textbooks in symbolic logic and in general logic to determine the logical patterns of valid and invalid reasoning that are simple enough to be introduced into the secondary school course in geometry.


1067. Schaefer, Viola V. The correlation of mathematics with other subjects in high school. Master's, 1936. T. C., Col. Univ.


SCIENCE

GENERAL SCIENCE


1087. Gemmill, Anna M. An experimental study at New York state teachers college at Buffalo to determine a science program for the education of elementary classroom teachers. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 74 p. (Contributions to education, no. 715.)

Studies the science curriculum in 18 teachers colleges in different parts of the country. Finds that much of the science offered was biological in nature; that most of the science studied consisted of single courses one semester or less in length; that in half of the cases studied the students were graduated with only one course in science; that most of the students who studied one science had but one course in it; that practically no selection is being made from the mass of electives; and that it was possible for students to graduate from teacher training institutions without studying any science. Construct a program of training in science for elementary teachers consisting of an orientation course, science sequences, science teaching in grades 1 to 6, and a course for seniors in the materials and techniques of science.
Attempts to determine which of two types of method is better for the development of science laboratory resourcefulness as shown by 60 girls, divided into groups equated for age, intelligence, term in high school, amount of science studied, average of high school marks, and average of science marks. Finds that laboratory practice is a better means of developing resourcefulness than teacher demonstration.


1093. Ingraham, John R. Need for a vocabulary study in ninth-grade general science as revealed by a word-by-word investigation of a portion of a text. Master’s, 1937. Iowa.

Gives a list of the science vocabulary involved in science courses in the General college of the University of Minnesota.


1098. Langworthy, Bay Stanley. An experimental course in project teaching in general science. Master’s, 1937. Southern California.


Analyzes 25 outstanding science courses of study.

Studies the preparation of all of the social science teachers in Detroit, and finds that 50 percent have received their masters’ degrees, and that the percentage is increasing, and that enrollment in professional courses beyond their degrees has grown during the last seven years.


Compiles a teaching unit in world history on the development of science and medicine.
Analyses the physical and biological science program as it is provided for in the secondary schools of Nebraska and compares the administration of these sciences in the varying sized secondary schools.

Indicates that physical science is probably more effective in teaching scientific facts and information to pupils of equal native ability, as measured by an acceptable intelligence test, than is either chemistry or physics. In addition physical science is more effective in teaching facts and information to pupils for doing scientific thinking.

1106. Slotten, R. M. Course of study in general science for high schools in cities of 3,000 population or less. Master's, 1937. Drake. 164 p. ms.

Analyses current texts and courses of study to determine the amount and content of biological material incorporated in the general science course in the junior high school.


1109. Turner, Paul M. Trends in the selection of general science subject matter determined by an analysis of recent 1936 textbooks, and a comparison with the results of earlier analyses. Master's, 1937. Iowa.

Shows that more emphasis should be placed on the development of scientific attitudes and scientific thinking; and that emphasis should be placed on the acquisition of knowledge only as it is needed for a definite purpose in solving a problem, or gaining a concept; and that better unit organization is needed.

Describes an experiment conducted in the ninth grade general science class of the Raytown high school, Raytown, Missouri, during the school year, 1932-33, to determine whether the group using non-written reports showed greater achievement in high school general science at the end of each semester than did the group using written reports of laboratory experiments; whether the writing of the laboratory reports familiarize the pupils with scientific terms more than the non-written reports; whether the retention of scientific terms was greater in those who made written reports than it was in those who made non-written reports of the experiments; and whether there was a difference in the effectiveness of written and non-written reports as shown by the standardized tests.


NATURE STUDY, BIOLOGY, BOTANY

1114. Adams, Willis L. Teachers' training for nature study, elementary science, and general science teaching. Master's, 1936. Ind. St. T. C. 106 p. ms. (Abstract in: Teachers college journal, 8: 63-64, July 1937)
Analyses data secured from the inspection and study of theses, educational magazines, and research studies in the fields of nature study, elementary science, and general science.
and by examination of 167 teachers college and nine university catalogs. Finds that the training for these three sciences as offered by teachers colleges is inadequate for the training of teachers of science; and that the universities stress special methods courses, offer general science on a higher level than nature study, and the courses are balanced with reference to biological science and physical science content.


Includes list of available excursions for biology classes to free institutions of Philadelphia, with a description of the biological material contained.


Attempts to determine what materials are available for use in the high school biology class and the most satisfactory methods of using them. Deals with the making of equipment, use of the library, clubs and museums, and the collecting and use of plant and animal life. Finds that a great deal of satisfactory equipment may be made by the pupils at a minimum cost; that there is not much agreement among biology teachers as to subject matter, and the emphasis that it should be given; and that there is an abundance of plant and animal life available for study in the vicinity of the high schools.


Finds that human biology is the most important branch of biology found in general purpose magazines for the period studied; that animal biology is the next most important branch of biology, with plant biology the least important branch of the science; and that it would be justifiable to use such magazines as supplementary material in order to improve the biology course of study.


Compares biological terms to show the usefulness and the difficulty of the vocabulary employed in courses in high school biology.


Compares the achievement in senior high school biology of students who had had a course in general science in junior high school with that of pupils without such a course. Indicates that it is not necessary that the more able students should have had a general science course in order to do well in biology, in comparison with pupils of equal intelligence who have had such a course; and that for pupils whose general attainment in school is C or below the lack of the general science course appears to be a definite handicap, when they compete in a course in biology with pupils of equal ability, who have previously taken general science.


Studies 38 pupils in an eighth grade English class to show how oral and written English can be motivated. Finds that the pupils acquired an active, lasting interest in trees, and that the community took an active interest in the activity.


Analyses data on 134 check lists received from 34 states and the District of Columbia to show the use of biology in training high school students in the worthy use of leisure. Finds that only one-fourth of the schools have organized plans for leisure instruction as a part of the biology course, and that the majority of secondary school teachers including administrators and biology teachers do not fully appreciate the significance of leisure to society.

1131. Johnson, Palmer O. Biological science studies. Minneapolis, University of Minnesota, 1937.

Measures the effectiveness of the curriculum in the biological sciences in the General college of the University of Minnesota.


Attempts to determine the relative merits of two methods of teaching biology as shown by a study of 115 college students of biology. By means of tests and a questionnaire it was determined that use of the individual demonstration method results in a large increase over the use of the laboratory method in the amount of subject matter learned and retained.


Analyzes the content of first year biology texts and courses of study leading to the formulation of a series of units to constitute a year’s course in biology.


1140. Wilson, Eugene Welford. The effects of high school biology on moral and criminal tendencies as determined by attitudes tests given to 529 representative pupils. Master’s, 1937. Indiana. 123 p. ma.


1144. Brown, K. E. A study of the understandings in the field of electricity and magnetism that are needed to interpret the common experiences of life. Master’s, 1937. Colo. St. Coll. of Ed.


Includes personal observation of class lessons in physics and chemistry in France and Russia; inspection of foreign schools, especially their demonstration and laboratory equipment; visits to teacher training centers in Paris, Leningrad, and Moscow; conferences with school officials and teachers in three countries; visits to extracurricular science activity centers in Russia. Studies official programs, typical textbooks, supplementary reading materials, visual aids, and tests and examinations in their original language. Compares conditions in France and Russia with those in the United States. Reveals the absence of a clear-cut educational philosophy and definite objectives in American secondary education, while the French lycee aims at culture generale, and Russia at the polytechnical outcomes of education. Finds American methods of science teaching superior to foreign methods in originality, variety and adaptation to individual needs; that American extracurricular science work can profit by the Soviet experiment of integrating such work with the agricultural, industrial, and technological environment; and that France has little to contribute because of its continued emphasis on the conventional classroom science training.

*1148. Gillson, Margery Stewart. Developing a high school chemistry course adapted to the differentiated needs of boys and girls. Doctor’s, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 95 p. Contributions to education, no. 709)

Prepares, evaluates, and analyzes replies to a questionnaire sent to a representative group of men and women in different parts of the United States, dealing with the amount of chemistry which they had studied in high school or college, to determine what facts of chemistry are used by adults. Prepares and administers a questionnaire based on chemistry courses taught by the author, to former students of her courses. Develops a chemistry course from the functional viewpoint, offering different subjects for boys and girls, after the first semester.


Analyzes replies of 150 Louisiana teachers to a questionnaire rating the cultural, vocational, and college preparatory objectives in their teaching of chemistry. Finds that college preparatory objectives dominate, although the teachers feel that the cultural factor...
should be the chief objective. Suggests that high school chemistry teachers be allowed more choice in selecting subject matter in harmony with local requirements, and that steps be taken to encourage more high school students to take chemistry.


Provides an historical account of the evolution of instruction in physics, both with respect to content and methodology, in secondary schools of the United States.


Studies the curricula of 71 high schools in Colorado and finds a tendency to offer more course in chemistry but several that the schools should study the needs and interests of high school pupils and offer courses that will meet these needs.


Analyses recent enrollment trends in the United States and especially in Oklahoma in high school science courses, physics in particular, obtained from official records supplemented by questionnaire replies. Finds that generally the enrollments in high school physics have steadily declined. Biology and chemistry enrollments have gained accordingly. Texts and courses of study examined reflect a changed content and approach in physics and a tendency to combine with chemistry.

1158. Misuriello, Rocco A. The status of chemistry in the high schools of Essex county, New Jersey, as determined by personal interviews with all chemistry teachers during April-May, 1934. Master's, 1935. St. T. C., Upper Montclair. 69 p. ms.


Attempts to discover the effects of long and short laboratory periods upon achievement of pupils in high school physics and biology, using 165 cases in the experimentation which was conducted at Ashland senior high school, Ashland, Kentucky.


Finds that students enroll in the course to learn something of scientific interest, to learn something about their environment, and to prepare for college; that about 90 percent of the physics students are boys; and that a majority of high school students do not enroll in physics because of a lack of interest in the materials presented in the course and a belief of greater difficulty of the work as compared with other school subjects. Recommends a new physics course to meet the interests and needs of high school boys who are not going to college, and a physics course designed to meet the needs and interests of girls.

Analyses the results of an examination of 143 items administered to 454 students in 21 schools of nursing located in 10 states and the District of Columbia. Indicates the need for an analysis of achievement in the chemistry course through which it would be possible to determine the important divisions of subject matter which need special consideration in teaching the course.


Finds that secondary physics courses are expanding rapidly; that the authors of the new textbooks have tried to include the old and much of the new and have made the textbooks too bulky; that the teachers, in their effort to present all of the material to the students, have become confused and jump from one topic to another.

1173. Williams, James Morgan. Supplementary physics material found in rural communities. Master's, 1937. Alabama. 95 p. ms.


Surveys the social studies field to determine a basis for procedure. Suggests community surveys carried on by members and various groups of the community.


Finds a wide diversity of possible visits, and that more teachers should take advantage of them. Many of the agencies and persons questioned, especially industries and historical societies, were reluctant to allow visits because of poor conduct of previous classes.

1179. Cordier, R. W. Instruction in the social studies for the promotion of a new social order. Peabody reflector, 10: 15-17, January 1937. (Clarion state teachers college)

1180. ——— Social studies instruction in an evolving social order. Social education, 1: 539. November 1937. (Clarion state teachers college)

1181. ——— Social studies program in the elementary school. Social education, 1: 530-33, October 1937. (Clarion state teachers college)
Reviews the Bugg program of social studies.

1182. Donaldson, Mary Agnes. Selection and grade placement of social studies units in the intermediate grades. Master's, 1937. California, L. A.

1183. Frick, Herman Luther. The social studies program in the high schools of South Carolina. Master's, 1937. South Carolina. 61 p. ma.
Attempts to evaluate the social studies program in the high schools of South Carolina on the basis of its contribution toward the aims of secondary education.

1184. Godard, James M. and Kennedy, R. V. The integrating course for upperclassmen versus the survey course for beginners, a college experiment in the social studies. Southern association quarterly, August 1937. (Queens-Chicora college)
Reports an experiment conducted at Queens-Chicora college during the second semester of 1936-37 using a general science course, to determine the comparative efficacy of the course as an introductory survey course to underclassmen and as an integrating course to more mature upperclassmen. Finds that the course is more meaningful as an integrating course for students who have had various social sciences than as an introductory survey course for beginning students.

Studies the influence on social attitudes of pressure groups, social science textbooks, motion pictures, press and radio, and of the school.

Evaluates critically the separate, interrelated, and unified curriculum plans for teaching the social studies in the elementary grades. Finds that the separate subject plan is gradually losing ground, that the interrelated subject plan is used more than either of the other plans, while the unified curriculum is at the height of experimentation.
1187. Hodgkin, George W. A guide to newer methods in teaching the social studies. [Cambridge, Harvard university], 1936. 75 p. (National council for the social studies, bulletin no. 7)

Presents a general view of newer methods; general references; discusses the supervised study movement; the social studies laboratory; methods with visual and other aids; individualized instruction—the Dalton, and Winnetka plans and honors courses, class adjustment to individual needs; differentiated assignments; units and the Morrison plan and other aspects of unit plans, projects and activities; the progressive or new education; the problem method; socialized procedures; and new techniques for pupil discussions.

1188. Loeffler, Mrs. Marie Bertha. A fourth grade unit in the social studies. Master's, 1937, Texas.

1189. Martin, Anna Y. Advantages in the social studies to be derived from the Texas centennial by children of junior high school level. Master's, 1936. North Texas St. T. C. 203 p. ms.


1191. Nadol, Clement E. Improving the social studies course of study, in South Side school at Hartford. Doctor's, 1937. Wisconsin.


1193. Petersen, Fred L. Changes in the teaching of controversial issues in social studies in secondary education during the last 20 years with an analysis of causal factors. Master's, 1937. Southern California.

1194. Robertson, Ruth Margaret. A study of the type of units being carried out in the American epic plan of Los Angeles city schools. Master's, 1937. Southern California.


1197. Ramsey, Margaret. Units of work in the social studies for use in alternate years in a classroom that has third and fourth grades. Master's, 1937. Alabama. 155 p. ms.


1199. Scott, Harold Hardy. Social science terminology found in newspaper editorials. Master's, 1937. Iowa.


Evaluates the social science courses of study in fourth, fifth, and sixth grades in cities of 3,000 or more population in Oklahoma. Finds that only three of the 33 systems studied have their own printed course of study for intermediate social science; that course of study construction in these schools is limited; and that only one school system in Oklahoma has a true social science course of study. Shows that these courses of study rate higher on objectives and subject matter organisation than on adaptation to pupil needs and adaptation to teacher needs; and that 13 of the 19 Oklahoma courses were rated as inferior to selected out-of-state courses of study.


GEOGRAPHY

1205. Congdon, Nora A. Differences in the achievement in geography, civics and history, and general science of teachers college entrants from different sections of the country and from rural and urban populations. Journal of experimental education, 5: 274-77, March 1937. (Colorado state college of education)


Studies the geography taught in the Kentucky high schools, and the qualifications of the teachers of the subject. Finds that most of the teachers are poorly qualified to teach the subject.


Shows the way geographic materials of Houston county, Alabama, furnish educative materials for nine-year-old pupils.


Attempts to discover whether or not students show better results in economic geography by having directed study in the form of a sheet of questions for each lesson, than they do when they are merely assigned a topic for study and asked the questions during the recitation period, using 22 classes composed of 331 boys and 425 girls. Compares the results when the two methods were rotated within a single class, and when different classes used the same, or a different method. Finds that whether it was used the first half, the latter half, or rotated within the semester, that method in which a sheet of questions on the lesson was given daily to the students proved superior to the method in which no sheet of questions was furnished the students.


Attempts to determine whether backward readers can master the geographic concepts required of them in the fifth grade, when the concepts are translated into language on the
level of the pupils' tested reading ability, using 296 boys and girls in the fifth grade of a New York City elementary school as subjects. Studies the results of reading, intelligence, and geography achievement tests administered to them. Concludes that poor readers are not necessarily incapable of mastering geographic concepts; that poor readers can derive greater understanding and comprehension from texts with simplified vocabularies; that the reduction of the vocabulary load in geography textbooks enables children with meager vocabularies to acquire the concepts required of them; and that lightening the vocabulary burden in fifth grade geography texts would increase interest of poor readers in the subject.

Discusses the changed character of geographical content and tries to show how the geography and history of the Roman Empire can be so taught as to meet the requirements of modern education.

1215. Ownbey, Ethel B. A study of the procedures by which the value and effectiveness of geography teaching may be improved in the elementary grades of Collin county. Master's, 1936. North Texas St. T. C. 86 p. ms.
Find the present practices in the teaching of geography in Collin county inadequate; suggests wider use of free materials, reference books, geographical readers, charts, maps, and globes; wider variety of teaching procedures; use of large units of work; teachers with specific preparation for geography teaching; and a better understanding of the importance of geography on the part of school administrators and teachers.


Describes an experiment conducted to determine the value of stereographs in fifth grade geography instruction.

HISTORY

Analyzes three junior high school and three senior high school history textbooks, and finds 49 basic concepts to be taught in properly presenting a unit on the slavery controversy; that the textbooks vary in their treatment of the concepts; that the concepts vary in importance; and that the junior and senior high school history textbooks generally agree as to the most important concepts to be employed in properly presenting the unit.


Studies the vocabularies of modern history textbooks copyrighted since 1930, and chooses only those words not found in the first 3,000 words in Thorndike's list. Finds that the vocabulary burden of the modern history textbooks varied greatly with the different authors; that the great differences in the vocabulary burdens of the eight textbooks determine the average daily vocabulary load the pupil will have to bear in the use
of the different books; that a large percent of the modern history vocabulary is common to that of American history; that vocabulary ability tests given to students in the Jumetown senior high school show a great difference in the ability of the pupils to use the modern history vocabulary; that there is a relationship between ability to use the modern history vocabulary and intelligence, and scholastic ability; that drill in the vocabulary of modern history has little effect on improving the mastery of the subject matter.


Writes the history of Kansas City as a story for the junior high school.


1227. Livingston, Lee S. Some relationships between mental ability and scholastic achievement in American history. Master's, 1937. Kansas St. T. C., Pittsburg. 61 p. ms.

Attempts to determine whether there is any relationship between mental ability and achievement in American history in high school; whether the study of history motivates bright students in the same degree as it does students of lower mentality; and whether students of below average mentality make any material progress in an unselected group in American history.


Studies the civilization and characteristics of the Pueblos, Aztecs, Toltecs, Mayas, and Incas and shows how their civilizations have influenced modern America. Discusses the aims and objectives for teaching history; the achievements and contributions of the ancient Americans; the ancient Indians and modern America; the placing of the subject in the elementary, junior and senior high school, and presents a unit of work on the Indian civilizations.


Studies the textbook, lecture, topical, source, problem, and the project-unit methods of teaching history in the United States from 1834 to date. Shows that the textbook method has been a consistent method of teaching history during this entire period, and that the other methods were inaugurated in many cases to correct a real or imaginary defect in the textbook method.


Develops a series of nine units, sufficiently comprehensive to include the major elements in the entire course of American history, and uses them in teaching juniors and seniors in the Westwood, N. J., high school.


1241. Wiles, Minnie Lillian. The expansion of Europe as a unit of instruction in world history. Master's, 1937. Peabody. 48 p. ms.

CIVICS

1242. Burton, William H., Burton, Virginia N. and others. Children's civic information, 1924-1933. Los Angeles, University of Southern California press, 1. 36. 307 p. (Southern California education monographs, no. 7)

Attempts to determine the nature and amount of civic information possessed by American children of intermediate and junior high school levels; to determine what differences exist in the nature and amount of civic information possessed by certain regional, racial or national, and economic groups within the total group examined; to determine what differences exist between the sexes in civic information; the nature of growth in civic information from grade to grade; what changes took place in the fund of information possessed during the decade, 1924-1934; the general sources from which the pupils derive their information; and to explain and interpret the conditions revealed by the study.


Concludes that the project, which in this case consisted of the writing of a newspaper story concerning the city of Picher, Oklahoma, is applicable to the teaching of civics in the eighth grade.


Attempts to determine to what extent 11 selected public high schools of New Jersey and the Essex county boys vocational school in Newark, are interpreting the basic philosophy of vocational civics. Finds that vocational civics is being carried on to a greater or lesser degree in each of the school districts visited.


Formulates a philosophic basis for civic education in the American secondary school. Shows that our confusion as to the place of government in our social and economic life
is largely due to the failure of our habits of thinking to keep pace with changes that have occurred in the governmental situation. Sets forth a view of democracy as an individual's right to exercise some freedom of choice in the realm of social patterns, even though this freedom may result in the remaking of the social order, and that it is the chief business of democracy to provide for the continuous growth of the individual. Shows that the civics program should be based on the proposition that individuals learn through participation in social activities and ideas; that civics education should permeate the whole program of the school; that civics as a definite study should be made to deal with problems, the difficulty of the problems to become progressively greater as the student ascends the scale of grades; that pupils should be assisted in the endeavor to see the problems from an all-round point of view and to apply the principle of democracy to the present governmental situation.


Studies the nature of advanced civics courses offered in high schools of the various states. Offers outline of a proposed course in civics for Texas high schools.


ECONOMICS


Surveys the rise of the social science subjects in the various parts of the United States; the status and trend of economics as taught in the senior high schools of Massachusetts; textbooks to determine how fully they meet the demands of economic democracy; apparent needs in the present teaching of economics. develops a functional course in economics.

*1251. McCarthy, Mary Katherine. Vitalizing the dismal science (non-textbook reading materials for the development of certain basic economics concepts) Master's, 1937. Boston Univ. 92 p. ms.

Studies the need for the teaching of economics in the senior high school; the status of economics in the senior high schools of Massachusetts; evidence that economics and politico-economic concepts are not presented in the schools in a way to develop interest and understandings; selection of concepts to be developed by reading materials; treatment of concepts selected in present day economics course;and pamphlet and periodical reading references to develop an understanding of the concepts of capitalism, democracy, fascism, socialism, communism, economic planning, social security, agricultural problems.


Develops a course of study in the survey of economics based on the newspaper as the sole text and designed for secondary school students who are not preparing for college, for college students whose time is taken up with other studies, and for adults who have returned to school.


1254. Robbins, Irving. A democratic purpose for higher education with its implications for an elementary course in economics. Master's, 1937. Ohio State.

1255. Schalk, John E. A course of study in high school economics illustrating correlation with other subjects. Master's, 1937. Iowa.


CURRICULUM STUDIES

Concludes that the high school student who has completed a course in American history has a wider comprehension of economic problems; and that the degree of progress in economic achievement is not affected by the size of the school, the sex of the pupil, or the training and interests of the instructor.

POLITICAL SCIENCE


Traces the beginnings of instruction in political science in colleges and universities of the United States and the final emergence of political science as an independent discipline.


Attempts to answer the questions: do adults object to high school boys and girls being taught about the principles of government that adults do not accept; do women differ from men in what should be taught about issues in American government; how do men and women enrolled as graduate students differ from other groups in their attitudes toward teaching certain controversial issues; and should teachers of government be franker with their analysis and treatment of controversial questions? Shows that many people are swayed by propaganda of organized groups; that it is a difficult problem to prepare a suitable curriculum for the teaching of American government in the schools; and reveals the necessity for seeking scientifically specific information on habits, attitudes, and ideals that should be taught in a course in American government.


Attempts to determine what subject matter should be included in a high school American government course; what subject matter should be stressed in teaching government; and what value the subject matter has. Shows that teaching for good citizenship should be the ultimate aim of an American government course; that social interests and problems should be given emphasis in teaching; that there is a close relationship between the teaching stress and the practical value of all subject matter; that the functioning of the government should be stressed more than the structure; that the opinion of non-students, or older groups, and of men and women runs parallel with that of the students.


Discusses the rise of the Prohibition, Socialist, Populist, and the Progressive parties in the United States, and adapts it to the interests of a high school class in political science.


Provides guide material for the teacher of political science in high school.

Presents a concept of democracy, and shows the need for a progressive examination of the concept in the social sciences. Shows the need for evaluating institutions or civilizations in terms of their methods of coordinating human endeavor. Recommends the reorganization of the social studies to present a study of human institutions with an evaluation of their purpose and accomplishments in the seventh, eighth and ninth grades; an evaluation and comparison of the outstanding civilizations and periods of change which man has brought about to be taught in the tenth and eleventh years; and beginning in the twelfth year, an intensive study of the political developments and changes that have characterized America's concept of democracy since colonial days.

**PSYCHOLOGY**


Attempts to find the effects of the operation of a pursuitemeter for 70 minutes, on accuracy of performance; on oxygen consumption, on interest and attentiveness, and on feelings of pleasantness, strain, irritation and fatigue; and the effects of adding for 90 minutes pairs of six-place numbers, one of the pair being always the same; and taking a series of five higher forms of the Otis self-administering tests for 90 minutes, on oxygen consumption, blood pressure, heart rate, work output, reports of interested-bored, irritated-pleased, peppy-fatigued, relaxed-stained, attentive-inattentive, sleepy-awake, estimation of time and the percent of time spent in daydreaming.


Describes an experiment conducted with 30 normal college or graduate students, 28 dementia pракox cases, and 24 psychoneurotics.


Reports two experiments, each with control and experimental groups, on the effects of practice upon variability in performance. The major experimental factor was change in the character and intensity of motivation. Code writing and addition were the functions studied, using 190 students in a state teachers college and a municipal university as subjects. Finds that in general, practice tended to reduce variability within the groups studied, but the degree of change in variability is a function of the character of the motivation provided, the activity practiced, and the distribution of the practice.


Records brain potentials of 15 complete families, comprising 73 people; compares parents and children to determine whether relationships existed. Concludes that children show no definite relations to either parent. Studies the brain potential patterns of 67 men and women at the extremes of introversion and extroversion. Indicates that persons with the extroverted type of personality had the dominant and subdominant type of alpha rhythm a reliably greater percentage of the time than they had the mixed or rare type of alpha rhythm.

1293. Halkyard, Jane Marie. An investigation to discover the influence of home conditions on changes in mental ability. Master's, 1937. Chicago. 34 p. ms.


Studies reminiscence in 865 children, ages 8 to 14, at 4-, 24-, 48-, and two 72-hour intervals, in which children were read once to the children and a completion test given after the reading and again after the specified interval. The delayed recall at all intervals for all age-groups was greater than the immediate recall. The 24-hour recall at all ages was superior to the 4-hour, both in percentage of reminiscence and of Ss reminiscing, but not consistently superior to the 48-hour recall. No relation was found between age and reminiscence. An itemized analysis of the 11-year group at all intervals showed an inverse relation between reminiscence and forgetting.


Attempts to determine factors responsible for change in the memory trace with the passing of time.


Studies 282 orphanage children, ranging in age from 8 to 15 years inclusive, to ascertain the degree of retention of un-connected material over day and night intervals of 24 hours each. The control and experimental groups were subdivided into recall and recognition groups. Concludes that recall, by children of serial lists after a 24-hour interval is hindered more by day's waking activities than by an equal period of rest; the greater retention when rest follows learning is due partly to an increased tendency to reminisce and partly to a decreased tendency to forget; rest neither significantly promotes nor inhibits reminiscence when retention is measured by the recognition method. Provides further proof that forgetting is a result of interference rather than mere disuse.


Attempts to measure specific muscular tension in normal and psychopathic men and women, to determine the effect upon this tension of the introduction of mental tasks, and to study the variability in these tensions.


Attempts to determine the comparative effect of sleep and waking on the retention of a story by children after an interval of 24 hours by the methods of recall and recognition, using 173 boys, ranging in age from 11 to 16, as subjects. Indicates that retention as measured by recall is greater when asleep rather than a day of waking activity immediately following the presentation of the story. Supports the hypothesis that forgetting is due, not to disuse, but to the disrupting influence of subsequent impressions on those that precede.


Demonstrates that under certain conditions, stimuli oppose each other in such a way that a weak stimulus preceding a strong one is judged weaker than it is, and vice versa.


Compares the rate of forgetting of unconnected material by the methods of reproduction and recognition over two periods of 10.5 hours, of which one was occupied with waking activities and the other devoted mostly to sleep. Uses in the two groups 64 graduate students, divided into four equivalent groups; a night and day group, for the reproduction tests and two similar groups for the recognition tests.

1297. McGarvey, John W. Aspects of change in students' behavior resulting from the study of introductory psychology. Doctor's, 1937. Yale.


Describes an experiment in which an achievement test in psychology, based on an analysis of two textbooks used by most of the schools in the study, was administered to 400 students enrolled in 18 different nursing schools in various sections of the country. Finds practically no relation between average attainment of the class and either class size or age of the student; finds a positive correlation between achievement and the number of formal class hours devoted to class instruction, and between achievement and intelligence of the students.


Contents: (1) Children's attitude toward law as influenced by pupil self-government, by Sister Fridiana Peters and Sister M. Rosanna Peters, p. 15-28; (2) Relationship of pupil attitudes toward social topics before and after studying the subjects, by Richard M. Bate-


Reports observations of 366 pairs of twins with mental deficiency in one or both twins of each pair. Suggests a classification of the etiologic factors of mental deficiency. Presents case records of 126 pairs of monozygotic twins. Concludes that mental deficiency and some of its complicating conditions are more common in the male than in the female sex; that the sex distribution of intelligence is unequal; that about one-fifth to one-fourth of the difference between the sexes is attributable to sex-linked genetic factors of intelligence; and that the remainder of the difference is attributable to the relatively greater cerebral vulnerability of male fetuses which renders males more liable to develop relative or absolute mental deficiency as a result of cerebral birth trauma.


Analyzes data secured from 1,556 high school seniors in 14 high schools in New Jersey, and from 336 college students who had completed a college course in introductory psychology. Constructs a psychological test which was administered to the high school and college groups. Data indicate that the high school seniors who had not had courses in psychology had knowledge of psychology. Suggests that students be given a test to determine their knowledge of psychology at the beginning of their college course in psychology, and that the results of the test be used in determining the contents of the course.
Reports an experiment on transfer of training with experimental and control groups comprising 90 boys aged 12 to 16 years. Results in part substantiate, and in part deny the theory of transfer by generalization as conventionally phrased.


Tests the conditioned reflex theory as applied to the learning of digits. Finds that training is more important to the total process than is variation in stimuli.


Describes and gives the results of an experiment conducted to compare the amounts of retention of meaningful material, a paragraph of prose, during sleep and waking, to see whether more was forgotten after a waking interval of 10½ hours than after the same interval of sleep. The subjects were 64 graduate students, divided into four equivalent groups: a night and a day group for the recognition tests and two similar groups for the recall tests. Shows that more of what was originally learned is retained after a period of sleep than after equal period of waking and mental activity. This is reliably true for the recall tests, but in the case of the recognition tests no such definite conclusion may be drawn.


Evaluates Gestalt psychology as a theoretical basis for classroom procedure in the teaching of plane geometry in the secondary schools of New York City. Shows that greater stress should be placed upon the orientation of the learner; the ascendency of assignment over activity pattern should be proportional to the maturation of the learner; a survey providing a first view of the course, should lead to natural units appropriately spaced, and each unit by preview and exploration should lead to specific activities; the thinking technique should be streamlined, proceeding from general to geometrical situations; solid geometry can effectively precede or parallel plane geometry; required theorems should be a minimum, constituting an organic system; teaching should consider analytical and synthesical learning attitudes; and new organizations of original exercises are needed.

MUSIC EDUCATION


Finds that of the 140 students reporting, 18 used one method of memorizing, 39 used a combination of two methods, 43 used a combination of three methods, and 49 used a combination of four methods.


Reports favorable results from the administration of simple drills to 19 monotoines aged 6 to 9 years.


Studies the history, composition and status of bands and orchestras in the public schools of New Jersey. Finds that the majority of schools investigated have had orchestras since 1926; that the average enrollment of bands is 45; orchestras 44; instrumental classes 8; average number of rehearsals is 2 a week.


Formulates a course of study to be used as a guide in the general music classes, elective music classes, and music clubs at Parkland junior high school, Louisville, Ky.


Reveals a lack of uniformity in aims, procedures, and content of music in vocational schools.


Describes the music courses and the amount of credit offered for each course, the musical extracurricular activities, the physical equipment of the college which aid in the teaching of music, size of classes in relation to the size of the college, opportunities for practice teaching and observation, and the needs and opportunities for instrumental and applied music in the state teachers colleges of Massachusetts. Compares the data with a proposed program for the training of elementary teachers in music for grades 1 to 6.

1328. Funk, Mary Pauline. An analysis and evaluation of basic parallels common to music and visual art. Master’s, 1937. Southern California.


Studies music in relation to the dance, and finds a need for physical education teachers to have a knowledge of music.


Reports data on range of voices of 970 boys in grades 10, 11, and 12, and on tonal range required by songs used in the music programs at these grades, showing marked discrepancies between the abilities of the boys and what is expected of them.


Finds little relationship between music grades and music talent except in the two highest capacity groups. Prepares three programs to meet the needs of individual pupils, two of which are planned for the pupils of the lowest talent group, and the other for pupils in the highest talent group.


Finds that applied music study in the public schools of Ohio has been ineffective due to inefficient organization and administration.


1337. Holtzclaw, Dovie V. A study of the relationship between intelligence and the ability to sing in tune as judged by classroom teachers. Master's, 1937. Syracuse. 60 p. ma.

Measures the relationship between the ability to sing in tune as judged by 270 classroom teachers, with intelligence scores earned by 2,690 school children in grades 2 through 7, in public schools of San Antonio, Waco, Dallas, and Fort Worth and from the demonstration schools of three Texas state teachers colleges located at Denton, San Marcos and Canyon. Finds a definite relationship between intelligence and the ability to sing in tune.


1345. McCarthy, Alice V. Teaching problems in junior high school vocal music. Master's, 1937. Iowa.


Finds that the Greeks contributed to the scientific and artistic development of music; that music was an integral part of every phase of Greek life; and that their conception
CURRICULUM STUDIES

of music and their use of it merited the opinion of eminent Greek philosophers to the effect that an intelligent, non-technical knowledge of music was essential to the citizenship of an ideal commonwealth. Suggests that music be taught to the American layman as a literature.


Analyzes critically the present practice in the education of school music teachers, and evaluates it by criteria validated by a jury of superior educators of school music teachers, and by the expressed professional needs of school music teachers in the field.

Sets up a provisional program for the education of school music teachers.


Compares courses of study in music education in Detroit and in Pittsburgh.

1350. Moor, A. P. The library-museum of music and dance: a study of needs and resources, leading to suggestions for an educational program. Doctor's, 1937. T. C., Col. Univ. New York. Teachers college, Columbia university, 1938. 186 p. (Contributions to education, no. 760)

Provides an historical and theoretical basis for a museum of musical arts; attempts to discover the needs in America's musical life which such a museum could help to meet, and to discover the practical techniques available for its educational program. Discusses music education, public performance and practice, composition, musical literature, research, publication and musical trades, promotional organizations, the philosophy of music, international exchange of ideas, exhibits, and personnel. Opera in English, and decentralization of music.

1351. Munro, Kathleen. The role of music in the development of educational thought among the early classical Greeks. Doctor's, 1937. Washington. 190 p. ms.


Intends that the compositions be used as collateral materials for junior, intermediate, and conservatory levels of study, in conjunction with recognized texts. Discusses the history of the cornet, and materials for the instrument.


Attempts to determine which of two methods of teaching piano is the more effective with equivalent groups of 32 beginning piano students. Indicates that scales and finger exercises retard the progress of children beginning piano study, and a larger percentage of pupils would continue lessons during the first year of study if technical material was omitted from the lesson assignments.

1354. Palmer, Hugh E. Some problems and procedures in teaching the bassoon in the secondary schools. Master's, 1937. Western St. Coll. 69 p. ms.

Studies reports from 40 different school systems in the United States. Finds that there are many problems in the teaching of the bassoon; that fingering charts are not uniform; that the instruments are not uniform; that pupils have to find out for themselves how to play the reeds, as few people know how to do it; and that few people know where to obtain the music for the bassoon.


"Contrasts four methods of learning memorizing piano music used by 24 adult music students, ranging in age from 17-54, whose formal piano instruction ranged from 4-16 years. Finds that analytical study of musical material before keyboard practice produces learning markedly more economical than learning directly at the keyboard.


"Studies the music interests of 100 boys of 12, 13, and 14 years of age in selected playgrounds of Newark, N. J.


Administers a questionnaire on singing experience and training to 934 high school students, 337 college students, and 533 adult musicians from church choirs and municipal vocal organizations. Finds that solmization was rated fourth as a contributory factor in music reading by high-school students, and fifth by college and adult singing groups.


Includes a history of the nursery school movement in Europe and the United States; and principles guiding the procedure with little children; trends toward music in the first years. Studies the influence of training on the musical ability of young children. Shows that children grow musically; individual differences in the nursery school child are just as great as for the older children; music interest grows through stimulation offered by a musical environment combined with freedom to choose; music should be chosen from the child's standpoint and not the adult's; it should come from the child's activities and interests; a simple approach to the teaching of music in the nursery school would be from the singing of many songs, listening to much music, and rhythmic games and songs.


Shows that all the diatonic modes used by the Greeks and the church of the Middle Ages have survived and are in use today although with changed concepts. Finds that the practice has become so because it is so well organized that it may be reduced to theory.


ART EDUCATION


Discusses experimentation in art, psychology and philosophy in art; presents a philosophy of art, discussing man, the artist, the aesthetic experience, and beauty. Shows that art appreciation teaching must be philosophical in spirit, must use a flexible formula to avoid too much emphasis upon precise rules for analyzing elements in works of art. Applies the philosophy of art to education by presenting an analysis in art appreciation, history in art appreciation, procedures in art appreciation, and art appreciation in the school and community. Presents guides which will be useful in setting up an art appreciation curriculum.


1379. Foust, Lyman C. A survey to find the preferences and probable art needs of the sixth grade child in Indiana. Master's, 1936. Ind. St. T. C. 12: 76 p. ms. (Abstract in: Teachers college journal, 8: 76, July 1937)

Studies more than 650 sixth grade pupils in 15 Indiana schools. Shows that sixth grade pupils have preferences and needs in their art work which they have never been allowed to carry on, that most of the pupils enjoy their art work and their parents think it a worth while subject in school.


Develops a teaching device for the preparation, orientation, expansion, illustration, review, and testing of instrumental drawing.


Analyzes 100 units of work which had been developed in the North Carolina public schools. Shows that nature, printed material, sewing and weaving materials, and pictures were the greatest source of art material; that the largest number of art experiences occurred in the lower elementary grades; that there was a decided emphasis on creative
art experiences; and that there was an unequal distribution of functional and appreciational art experiences.


Finds art departments ranging from the most progressive to the most conservative types. Studies the number of art instructors, their professorial rank and training, the institutions offering a major in art and requirements for this major, the distribution of hours between history and appreciation of art and the practical or applied studio work.


Attempts to determine the carry over value of a school art program to the improvement of homes of children in grades 1 to 6. Shows that the art experiences of children in school function in their daily life out of school; that the principles of art taught in relation to the child's needs and experiences have raised his standards of taste in the selection of materials; and that a continuous program of art based on the needs of art in every day life will cause a great advance in the standards of good taste in a community.


Finds that art education can be effective only when based on the esthetic experiences of children.


Surveys Raphael's life and works, and traces briefly the history of criticisms of the artist from his own times through the present day to show how the tone of the evaluations has changed, and to present opinions of later authorities concerning those of earlier years.


Attempts to determine a color preference scale for 500 college students and to establish a rational basis explaining these preferences, using paired groups of 250 art students and an equal number having had no art training. The material studied on the questionnaire included questions concerning the ranking by choice of seven colors from most to least preferred; associations with color; emotional responses to the same; and concepts of color symbolism.

1395. Snyder, M. Enola. An art activity program for grades one to six for the teacher untrained in the field of art. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 103)

Presents the art activity program under the topics: illustration, design, paper cutting, marionettes, and puppets.

1396. Walker, Mrs. Margaret McClung. A comparison of the use versus non-use of competitive marking and of formal versus child-centered methods of teaching in the field of public school art: conclusions drawn from a set of experimental units in art conducted in the sixth and seventh grades of the laboratory school of Southwest Texas state teachers college, San Marcos, Texas. Master's, 1937. Southwest Texas St. T. C. 188 p. ms.

Finds that child-centered, non-competitive marking methods of presenting art units were superior to teacher-directed competitive methods of presenting them.


Presents subject matter intended for a semester course as a part of the regular curriculum, and attempts to develop an appreciation of good pictures as well as a mastery of the techniques of photography.

DRAMATICS


Studies replies to questionnaires of 80 sponsors of high school dramatic clubs in Indiana. Finds that 42 percent of the high schools have dramatic clubs, which appeal more to junior and senior pupils than to the younger students, and more to girls than to boys; that the work in the dramatic clubs is fairly well standardized.


 Discusses curricular materials and activities and classifies them by grade level; gives practical hints, glossary and references of value to teachers of dramatic activities in the appendix.

1402. Cunningham, Oza. Analysis of student participation in plays at the University of Iowa. Master's, 1937. Iowa.


1407. Helmers, Evelyn E. Dramatics for English teachers: a required course in dramatics should be given in teachers' colleges for prospective junior

Studies the ethical and social values of selected one-act plays related to the projects of the program for Christian youth building a new world. Finds a decided lack of plays to fit into these areas.


Discusses the need for national drama in Ireland during the nineteenth century, the founding of the Irish theater, the Abbey players in America, Lady Gregory's comedies, a one-act tragedy, and the folk-history plays.


1415. White, Lillian L. The movies as a branch of the drama in the high school. Master's, 1937. Colo. St. Coll. of Ed.

SPEECH EDUCATION


1420. Conkling, Burton Luther. The speech needs and abilities of freshman students in the College of engineering at the State University of Iowa. Master's, 1937. Iowa.


Administers a specially prepared consonant articulation test to 392 children at the Wisconsin home for dependent and neglected children to determine the status of consonant articulation of institutional preschool children; the relationship between articulatory efficiency and the grade level attained; preschool children without any school training being studied with the school grades; age at admission to the institution; and age at the time of testing, and intelligence. Indicates that institutional children are greatly handicapped in their development of consonant articulation.


Finds that more than one-fourth of the pupils in the elementary schools of Denton county have some speech defect; a scientific speech program for the elementary grades of Denton county is imperative if the pupils are to receive training that will increase their own happiness and charge their usefulness and contributions to their respective social groups.


Attempts to determine the speech defects found in high schools of Denton county, Texas, and the corrective measures best adapted to their correction. Finds a distinct need for special correction work in the county and the need for special teachers.


1435. Lumpkin, J. Howard. A series of progressive assignments for a course in speech in Waco high school, Waco, Texas. Master's, 1937. Iowa.

1436. McGuire, Marion. A fundamental therapy for developing speech in a backward child. Master's, 1937. Southern California. Explains the theory and application of a method of muscular training that has been successfully used at the Hill Young school of speech in Los Angeles, to stimulate speech development in children of normal intelligence who had been delayed in speech.


Describes an experiment conducted with 200 students at Purdue university to determine the effectiveness of the Purdue speech rating chart. Finds that the students agree practically perfectly on the order of importance assigned to the traits of the rating chart with respect to judging effectiveness of a public speech.


Examines three devices by which individual differences in the general effect of public speeches upon the opinions of auditors might be objectively measured, and the validity and reliability of these differences determined; determines the differences between effective and ineffective speakers as these differences are reflected by the reported observations of their auditors; and determines the number and identity of the independent variables, or factors, which exist in the auditor's impressions of the speaker's behavior, and the relative importance of these variables upon the shift of opinion produced in the auditor and upon his judgment of the speaker's effectiveness.


Evaluates nine studies comparing child achievement under phonic versus non-phonics methods. Finds that the conclusions of all the experiments are not in agreement, but the tendency seems to be toward an admission that phonics, if used judiciously, are valuable in reading as one method of meeting new words; that many of the studies conclude that the teaching of phonics is a matter of individual need and is a supplementary or remedial status. Finds that phonics is of greater value if introduced in the latter part of the primary grades.


Gives a brief history of the English language; classifies and describes speech defects; gives methods of procedure for the correction of speech defects; discusses stuttering at length; describes the teaching of language through story telling, dramatics, and the international phonetic system.

Studies the adequacy of the speaking performance of 283 students, the majority of whom were college seniors, enrolled in a course of laboratory practice in high school during the school year 1936-37.

JOURNALISM


Defines creative writing and discusses the school program in creative writing; providing experiences for writing; creative writing as a school course; opportunities in the school; the problems of publication, of writing careers for students, and of temperament; and analyzes student verse and prose.


Analyzes replies to a questionnaire received from 881 women experienced in journalistic pursuits in 45 states and the District of Columbia, in an attempt to determine how they obtained work; the kinds of jobs they obtained; their initial, advanced and maximum earnings; education and professional training they have found most desirable; the personal adjustments they found it imperative to make in journalistic occupations; the effect marriage exerted on their work; and the arrangements they found most satisfactory for home management and the care of children.


Analyzes 20 replies to a questionnaire sent to 44 superintendents of schools, and 174 replies to questionnaires sent to 830 other interested persons, and examines 450 school newspapers of below high school level from Alaska and Hawaii, as well as from the United States. Shows a close correlation of the school newspapers and the good citizenship program; that children were assuming more and more responsibility for the newspapers; that the paper is a vital school organ; that good citizenship and English motivation outranked the other benefits derived from the use of school newspapers; that the school newspaper can be used to good advantage in developing leadership.
Traces the history of secondary school journalism; discusses the objections and justifications of the course, the course content, and methods of teaching the subject.


THRIFT EDUCATION


SAFETY EDUCATION


Studies the accident problem of the Oshkosh public schools for the period from 1931-1936. Finds that through a system of safety education the number of accidents has been reduced from 148 a year to 64 a year. Indicates that Oshkosh has safety problems similar to those of the average city in the United States. Gives safety suggestions that have reduced the accidents in Oshkosh, and should prove helpful to teachers in formulating a course of safety instruction for their own needs.


Traces the development of the idea of teaching fire prevention and presents materials and suggestions for teaching it in public elementary schools.

HEALTH EDUCATION


Studies the results of dental examinations of 53 students enrolled in the Peabody demonstration school from 1932-1937.


Describes analyses made of the various euthenics units in the General college at the University of Minnesota, offered during 1932–1935; cites changes in teaching practices; explains techniques of evaluation used and improvements in discriminating power, reliability, and validity of tests developed; and shows how emphasis shifted from reproduction of facts to the application of knowledge in specific situations, and to appreciation.


(Abstract in: Teachers college journal, 8: 61–62, July 1937)

Gives the standard requirements in health instruction for colleges and teacher training institutions, and standard health requirements for teachers. Finds that the 182 Class A teachers colleges studied are trying to meet the standards for health instruction courses; and that the present legal health requirements for the health status of teachers in the various states are not advancing toward meeting the requirements set up by public authorities for the health of teachers.


Studies the health knowledge of 400 Peabody students as shown by their scores on health knowledge tests. Finds a lack of health knowledge, especially of knowledge based on current health literature.


Investigates the nature and scope of health instruction given at the bedside to 500 medical patients by student nurses, in 30 states and the District of Columbia. Studies health teaching incidence in relation to the pathological conditions, sex groups, and
children; and also studies teaching opportunities missed and the reasons given for lack of teaching.


Describes an experiment conducted during November and December, 1935, by the biology class in the Cumberland county high school, Crossville, Tennessee, to determine what practical demonstration materials could be used successfully in teaching the nutritional aspects of health in rural Tennessee high schools. The materials used supplemented the everyday experiences of the children and gave them actual practice in feeding animals different diets, checking their own diets, studying food composition, and planning diets.

1486. Kilander, H. F. Health knowledge of high school and college students. Research quarterly, 8: 3-32, October 1937. (Panzer college of physical education.)

Studies more than 6,000 high school and college students and adults by means of a 100 multiple choice test. Finds that persons making high scores have studied more courses with health content, have higher intelligence, and a more favorable home environment than do persons making low scores on the test. Finds that a general peak of average scores is reached in the junior year in high school, that science courses on the college level contribute less than on the high school level, to an increase in health information, and that many intelligent, educated people hold health misconceptions and health superstitions. Recommends that health education be given a more important place in the schools than it now holds, and that other subjects be analyzed to determine whether they contribute to health education to the extent that can reasonably be expected.


Studies the sleep characteristics of 25 men and 11 women, ranging in age from 19 to 55, and in health conditions from good to fair. Studies the effects of taking food, warm or cold water, warm or cold milk, and two drugs, as well as of weather conditions, physical condition, activity during the day and just prior to going to bed on ease of going to sleep, motility during sleep, sleeping continuously, dreaming, duration of sleep, and feeling on awakening in the morning. Finds considerable variation from subject to subject, and in the same individual from night to night with respect to every sleep characteristic.


1492. Orner, Ralph G. Dental hygiene as a problem of the public schools. Master's, 1937. Temple. 120 p. ms.


Analyses data from 17 Negro and 23 white colleges. Indicates that the health program for women students is adequate in not more than 25 percent of the southern colleges.


Studies the effects of a 100 multiple choice test. Finds that persons making high scores have studied more courses with health content, have higher intelligence, and a more favorable home environment than do persons making low scores on the test. Finds that a general peak of average scores is reached in the junior year in high school, that science courses on the college level contribute less than on the high school level, to an increase in health information, and that many intelligent, educated people hold health misconceptions and health superstitions. Recommends that health education be given a more important place in the schools than it now holds, and that other subjects be analyzed to determine whether they contribute to health education to the extent that can reasonably be expected.


Analyzes data from 435 children of varying intelligence. Indicates that the health program for women students is adequate in not more than 25 percent of the southern colleges.


Studies the health work carried on in the school, the relation between home and school, and the follow-up work carried on. Shows that in the Indianapolis public schools approximately one pupil in every four was examined; that the parent-teacher relationship with the school was emphasized more in the Indianapolis schools than in the others studied; and that the facilities for follow-up work in the Indianapolis schools were such that there was a more extensive follow-up program carried on throughout the year than in other schools studied. Presents a report of the Vigo county health program conducted by the Emergency relief administration nursing service, and shows that the nurse had to teach hygienic principles to the family in the home, and had to be persistent in making calls back to check on the effectiveness of the teaching.


Attempts to determine how effectively the schools are meeting the needs of children in regard to personal and social adjustments in matters directly or indirectly related to sex. Finds that there is a rather complete sequence in the field of social hygiene through the elementary, junior and senior high school levels, but that it is possible for a child to go through the 12 grades of the schools without receiving any definite sex education regarding human beings, and that while courses on social hygiene are elective or offered to girls, there is very meager provision for sex education for boys in either junior or senior high schools.


Compares the energy metabolism of nine to 11 year old boys sitting quietly at play and during bicycle riding with their basal energy metabolism. Uses six normal boys selected from a foundling home in New York City as subjects.


Studies the incidence and possible correlates of ringworm of the feet in intermediate children in the Tappan schools during the first semester of the year 1936-37. Finds that older children are more inclined to infection; that intelligence plays a very small part, if any; that socio-economic status has little or no relation to incidence; that there is a decreasing incidence and intensity as the result of this study; and that a solution used for foot bath is instrumental in lowering the incidence.


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MENTAL HYGIENE AND PSYCHIATRY


Finds that the case study and corrective treatment given five nervous adolescents during the incipient stages of their troubles were so successful that it is recommended that teachers become better informed as to nervous disorders and attempt to give more assistance to their correction.


Surveys the different types of mental hygiene work in Protestant churches, and considers the methods, qualifications and preparation of workers. Shows that many experts recognize the definite need of mental hygiene clinics in the Protestant churches, that work has been done successfully in some churches, that there are no obstacles which cannot be overcome in time, and that the churches would reinforce oneself strength through the establishment of clinics.


PHYSICAL EDUCATION


1514. Burley, Pearl Bacon. The relative behavior emphases of school children at different age levels, as related to physical education activities. Master's, 1937. Iowa.


Purposes establishing an adequate program of physical education for boys in secondary schools of 150 students or less in Colorado, covering safety education, physical hygiene, with the establishing of definite health habits, and mental hygiene. Presents a well-rounded physical activity program giving abundant opportunity for individual self-expression together with definite stressing of the worthwhile and far-reaching incidental learnings; and recreational outlets with the development of skills, appreciations, attitudes, and creative outlets.
1517. Cooper, William A. An analysis of 12 courses of study in physical education for junior and senior high school boys. Master's, 1936. North Texas St T. C. 119 p. ms


Studies the physical education activities in the rural schools of Michigan, and finds that the degree of conformity to established criteria is low, but that the county committees and teachers are anxious to improve the program.


Attempts to determine what the layman considers important as objectives, what the Y. M. C. A. secretary and physical director consider important as objectives, and the reasons for the difference in opinion of these groups. Finds that the professional staff emphasized the discovery, training and utilizing of volunteer leadership, the giving of friendly advice and counsel, the learning and practice of desirable traits of character. Shows more agreement between the professional and lay workers on the objectives of least importance, than on those of higher ranking.


Shows that Arkansas has done very little in the field of physical education for junior high school boys.


1525. Haas, Frank Louis. A comparative analysis of traits and qualifications of students in, and graduates from, the Division of physical education, at Purdue university. Master's, 1937. Purdue. 20 p. ms.

Describes an experiment conducted with 94 undergraduates, and 44 alumni of the Division of physical education. Finds that the physical education groups tended to be well above the Purdue undergraduate's average in physical education marks, below the undergraduate's average in academic marks; showed emotional stability; were variable as compared with college men's average scores for self-sufficiency; below the average college men's norm for introversion-extroversion; more dominant as compared with the average college men's norm; and below the Purdue students' norm for orientation scores of intelligence and achievement.


Analyzes replies to a questionnaire received from 46 schools in different sections of the United States. Develops two objective comprehensive tests as instruments to measure the knowledge of professional subject matter.


Observes, records, and interprets the effects of athletic training in football, basketball, and track upon the differential white-cell counts of subjects whose total white-cell counts...
RESEARCH STUDIES IN EDUCATION

remain within the bounds of normality previous to, during, and after the respective periods of training and competition. Concludes that regular training and physical conditioning in athletic sports under competent and expert supervision and leadership stimulates the functional activity of the blood cell forming organs.


Studies the history of physical education for women in colleges, and presents an intensive history of the development of physical education departments in Smith and Vassar colleges, the Universities of California at Los Angeles and Berkeley, Texas, Washington, and Stanford.

1531. Irwin, Leslie W. A study of the relationship of dominance to the performance of physical education activities. Doctor’s, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Studies the unilateral organization of 238 elementary and high school boys ranging in age from 6 to 16 years, as shown by tests administered to them. Shows that many subjects perform physical education activities right-handed, but are inherently ambidextrous; shows that the majority of the subjects are ambidextrous; and that when dominance as between the arms and feet exists, it is in favor of the arms, although there are a large number of subjects in which no dominance is exhibited.


Finds that physical education owes much of its progress and widespread acceptance to the various organizations which provided for and educated the public and the school world to the benefits to be derived from wholesome physical activity. Shows that the World War revelations compelled the schools to institute a system of physical education with the health aspect uppermost in importance; that state control made for better organized programs, trained and qualified teachers, and the recognition of the subject as a part of general education.

1533. Lewis, James W. A survey of the organization and content of the required program of physical education in the high schools of the state of Illinois. Master’s, 1937. Iowa.


Finds that physical education came to be recognized as a necessary part of the school curriculum; the underlying principles were defined according to general educational principles; the program was constantly increasing in scope and content; the requirements for instructors of physical education were gradually increased and the standards of work demanded were raised; and the trends in physical education were more apparent to members of the profession as the number of articles in professional publications increased.


1538. Reemsnyder, David E. The space and facilities now used in teaching physical education in West Virginia high schools. Master’s, 1937. Ohio State. 88 p. ms.

Surveys the space, facilities and equipment used in the teaching of physical education in 185 West Virginia high schools, and finds that many schools have inadequate sized...
gymnasium, playground, and dressing rooms, and that few schools have the facilities for playing minor sports.


1540. Schulmeyer, Louise M. A four year curriculum for women physical education majors. Indianapolis, Butler University, 1937.


Studies 10 general descriptive items for each of 13 high schools and 13 colleges which require all of their students to labor, and six groups of data describing the physical education program in each school. Finds no relationship between the number of hours the students are required to labor and the type of physical education program offered.


Finds that male teachers of physical education were far below the standards set by experts in skill teaching, and that female teachers followed more closely the methods of teaching outlined by experts; that the non-coach does a better job of teaching mass physical education than the coach; that practically all schools have a seasonal program; and all schools have the necessary facilities for carrying on a physical education program.


Attempts to determine the characteristic traits of physical education majors and to find whether the traits possessed by them are similar to those found among students preparing to teach and other groups preparing for professions other than teaching, in order that educators may direct into the teaching field those students who exhibit the qualities essential to this profession and discourage those whose success is doubtful.

1548. Weeks, Pearl M. Survey of available reading material for classes in physiology at the secondary school level. Master's, 1937. Southern California.

1549. Whitaker, Versie M. Physical education for girls, grades 1-12 in Purcell, Okla. Master's, 1937. Oklahoma. 120 p. ms.

ATHLETICS


1552. ———. Teaching speedball to beginners. Journal of health and physical education, 8: 490-91, October 1937. (Clarion state teachers college)


1557. Canine, Henry E. The adaptation of the discus event to the high school athlete. Master's, 1937. Iowa.


Covers wrestling from the period when it was first recorded, 2500-3000 B.C., to the present day. Discusses methods of teaching the sport, and prevention and treatment of injuries.


Compares the effectiveness of three commonly used methods of instruction in the coaching of wrestling. Indicates that the individual execution method of instruction obtains the best results for all grade and intelligence levels tested; that the demonstration method was quite satisfactory and the most practical method for instructing a large group where time is very limited; and that the verbal method obtained good results only in the college group with high intelligence. Shows that the ability to comprehend the information taught by each method tended to be in direct proportion with the intelligence level, grade level, and age of the subjects. Reveals the lack of definite scientific information pertaining to the coaching of wrestling.


Studies the opinions of high school students, their parents, high school athletes, and high school teachers in Montgomery county, Indiana, as to the athletics and physical education programs of the schools. Finds that all of them favor continuance of the present type of athletics and other physical education; that most of the students said that they had learned activities in physical education that would be useful for leisure time activities in later life; that students ranked physical education and athletics as first and second choices respectively among a group of six special subjects; that parents and teachers feel that physical education improves health, develops personality, and teaches control of emotions; that little, if any, school time is used for athletics; that the home fails to supply time and equipment for all children to have the privilege of play; and that few cases of illness or injury can be traced to athletics or physical education.


Attempts to trace the development of wrestling in several countries from the earliest known bout to the present time, and to describe some of the objectives of wrestling today. Points out that the values and objectives of wrestling should not be overlooked in establishing a worthwhile physical education program in modern schools.

1563. Drake, George Kermit. An analysis of the difference in general athletic ability of elementary school boys in different economic social levels. Master's, 1937. Southern California.
Applies educational principles to the specific problems of golf instruction and presents a manual of golf instruction.


Describes an experiment conducted with men students in physical education at New York university; to whom an original reaction time test and Cozens' Wet weather, indoor test, battery no. 12 were administered. Shows that the students who were ranked lowest in the reaction time test had the least skill in their physical activities course.

Surveys practices in athletic finances, staff, facilities, program, eligibility, schedules and awards in 100 teachers' colleges. Finds that practices recommended for large colleges and universities are not followed by the small colleges, and presents a plan for the use of small colleges.

Compares and evaluates the academic standing of athletes engaging in particular sports, with the academic standing of the general student body; and shows the relationship in scholarship of athletes who engage in more than one sport to that of the general student average. Finds the academic rating of the fall athletes below that of the general student average and below the athletic group as a whole; the rating of the spring athletes higher than the non-athletes; and the rating of two sport athletes lower than that of either the athletes or the non-athletes.

Studies the height-weight ratios of 738 Philadelphia junior high school boys in relation to their capacity in various track and field events. Finds that height and weight are more important factors than age in determining performance between the ages of 14 and 16.


Studies the different types of visual aid materials used in coaching high school sports, along with illustrations of the various types for each sport. Finds that visual aids are of a definite value in the coaching of athletic sports; that motion pictures are the most popular type of visual aid used by coaches (slow motion); that material in this field is difficult to locate; that many coaches would like to use the motion picture, but the cost is prohibitive; and that only a few universities are willing to lend their sport films to high schools.


Finds that the present age limit of 20 years is too high; baseball is affected by team age more than any other sport; that the 19 year old athlete is causing unfair competition within and between schools; that the more mature athlete probably causes undue injuries in bodily
contact games; that the present age limit is placing a premium on poor scholarship as far as athletics is concerned; that enthusiasm, strikes on certain sports, facilities and coaching ability contribute to the position in league standing of certain schools in certain sports; that championships are won on higher age and intelligence with emphasis on age; that teams of certain schools are consistently old while others are consistently young.


Analyzes the results of the Rogers' physical fitness test administered to 200 high school boys. Finds that athletes have a significantly higher average physical fitness index than the non-athletes, although many non-athletes scored higher than the average for the athletic group.


1576. Miller, Leonard. Comparison of academic achievement and the intelligence test scores of the participants and nonparticipants in intramural athletics at the University of Kentucky. Master's, 1937. Kentucky. 29 p. ms.


Attempts to construct a scientific plan for transmuting pupil performance records in selected athletic events into achievement scores using data on boys in one secondary school on grade, age, height, weight, and on the athletic events pull-up, bar vault, high jump, 100 yard dash, broad jump, 8 pound shot put, and basket ball throw for goal.


1580. Parsons, Orville A. An investigation of the current practices in interschool athletics of the four year high schools of Colorado. Master's, 1937. Western St. Coll. 51 p. ms.

Studies 76 high schools of Colorado.


Finds that a coach may teach three or four different subjects in addition to his athletic coaching. Physical education is an important subject in all but the smallest high schools, that while the coaches must meet the requirements of the North central association in the subject fields in which they are teaching, the schools do not require, and the accrediting associations have no standard for the training of the coach as such.

1582. Polster, Raymond G. Regulation of high school athletics by state associations with recommendations for improving the regulations for Missouri. Master's, 1937. Missouri. 82 p. ms.

Analyzes replies to a questionnaire sent to the state high school athletic associations of the 48 states in the state of the different sports.


1584. Rarick, Lawrence. An analysis of the speed factor in simple athletic activities. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Indicates that normal individuals with a high degree of motor ability and an average amount of strength cannot increase their speed of muscular performance to any appreciable extent.


1587. Rubicam, Clifton L. Variations in pulse rate and blood pressure induced in boys aged 10 to 18 years by specific athletic events and standard work conditions. Master's, 1937. Temple.


Attempts to determine which institutions in the United States are outstanding for the effective manner in which they conduct their track and field meets; to ascertain what methods and materials of organization and conduct are responsible for the desirably effective outcomes; and applies principles for the establishment of a track and field guide.


Attempts to determine the most popular practices in schools throughout the United States in intramural athletics. Finds that most of the schools have intramural and varsity athletics in their school programs.
1600. Wilsy, Myron C. An investigation of achievement records in decathlon events for boys in the senior high school. Master's, 1937. Southern California.


PLAY AND RECREATION


Studies recreation in 24 male state adult reformatories in the United States, and finds that there is none with ideal facilities and few with adequate facilities to meet the need of a well-rounded program of physical education and recreation. Finds that the salaries paid to recreation workers would not induce the well-trained recreation leader to enter prison work; that the program of physical education follows the general pattern of collegiate athletics and that prison athletic publicity is a sensitive issue with penal administrators.


Deals with the work of the summer health camps operated by voluntary associations, specifically for health purposes, and in particular those operated by tuberculosis and health associations. Attempts to show how fully the health instruction of the summer camp is carried over into the home, and how much influence the follow-up after camp has on the daily habits of each child, as shown by a study of 37 children who had attended the Sunshine camp during the summer of 1936. Finds that in all but five cases, the families and the children tried to follow the camp routine in the homes and accepted suggestions given.


Studies the attitudes of 220 high school, and 585 college students toward social dancing. Finds that it is a common recreational activity of these students.


1608. Fowler, Hazel Del C. A study of the attitudes of parents and teachers toward play days as organized and administered in the rural elementary schools of central California. Master's, 1937. Southern California.


Discusses the origin, history, classification, and significance of the dance; and the influence of the Spanish dance on art forms.


Finds that playgrounds are relatively safe places for play; that accidents which happened in connection with playground apparatus formed too high a percentage of the total accidents and caused too many serious injuries; that a low percentage of accidents was due to games and handwork activities; that many of the accidents are due to the fact that the schoolyards were not originally built for playgrounds.

Finds a lack of a city program for recreation, few recreational facilities for girls and women, and no physical education program in the school curricula.


Investigates the games played by 3,216 school children from the sixth to the twelfth grades, inclusive, of the Beaver county schools. Finds that these children had devised 113 new games when they were not supervised; that they made up names for standard games when they did not know their accepted names; that they changed the rules and techniques of many standard games in order to adapt these games to their physical and social environment; that children play the types of games which are generally recognized as typical of the different play periods in the life of the child; that the children of Beaver county who live in the industrial districts devise more games than the children living in the residential city districts; that children living in industrial districts play in larger groups than do children living in the residential city districts and in rural districts; and that the largest number of new games were devised by children in the eleventh grades.


Attempts to determine the nature and amount of out-of-school activities of a representative group of secondary school classroom teachers in Nebraska; to determine whether an opportunity is provided by the school for teacher recreation. Suggests a plan for a program of organized teacher recreation.


Discusses the growth and significance of the camping movement; the interests of the younger boys; finding and meeting boys' interests through the camp program; the staff's role in individual guidance; sketches of the interests, activities, and guidance of individual campers, and outstanding problems related to individual guidance in the summer camp.


Attempts to determine whether or not, in the minds of camp directors, various types of camp-leadership training courses as offered by colleges, universities and other agencies, are valuable. Studies the university or college camp, university or college course for camp counselors, the organization of leadership training courses in camping, the pre-camp counselor training course, the counselor-in-training course, and the special skills course adapted to the camping situation.

1622. Schlee, Frances Evelyn Loop. Problems relating to girls' play days in the high schools of California. Master's, 1937. Southern California.

1624. Staff, Sara Elsie. The value of the summer camp to health and education. Master's, 1937. Stetson. 95 p. ms.

Finds that the camp is a valuable instrumentality in developing the child naturally in ways that the public school cannot. Summer camps will increase greatly when this value is understood.


COMMERCIAL EDUCATION


Finds that most of the 104 schools studied in 29 states, did not distinguish between students taking commercial subjects for general value or vocational purposes, or make a distinction in the type of work offered; that they agreed a distinction should be made, but that because of administrative difficulties they did not favor segregation; that 63 favored a double standard and 29 were already using a double standard; that guidance was not practiced extensively, and that few worthwhile attempts at readjustment were being made.


Attempts to determine present objectives, curriculum offerings, and contemplated changes in the program of business education.


Constructs lists of words and two-lists of phrases occurring most frequently in medical correspondence and in court testimony, for the use, in particular, of advanced secretarial students specializing in court reporting or in the medical dictation of general practitioners.

Finds that stop-watch timing had, through the creation of interest, a motivating effect on accuracy and speed of transcription. Finds a great fluctuation in individual pupil accuracy and speed from time to time; and that syllabic intensity played a great part in accuracy and speed of transcription.


Describes an experiment conducted at the North Dakota school of forestry, during the three school years, 1922–33, 1933–34, and 1934–35, in the cost approach to elementary bookkeeping and accounting. Divides the class in two parts, and uses the 20th century college edition accounting, with one half of the class, and the cost approach idea with the other group for a quarter of the year, after which the class is reunited and is taught Streightoff's Elementary accounting. Finds that the group taught by the cost approach method was better able to handle advanced work than was the group taught by the other method.


Attempts to determine adequate objectives for a high school law course; to find out what teaching technique is used and what results; and to analyze the content of accepted aims and objectives of education.


Formulates a basis for selecting and training salespeople for work in the distributive field from the results of questionnaires filled out by employers, tests in personality and intelligence given salespeople, and the ranking of clerks who took the tests by their employers. The questionnaires determined the things salespeople need to know and do in the performance of their tasks. Personality tests measured such traits as neurotic tendency, confidence, introversion–extraversion, dominance, self-sufficiency, and sociability. The rank given clerks by their employers made it possible to associate and isolate the characteristics common to success. This information was used to set up a course for the training of retail salesclerks in the vocational school.


Attempts to discover the extent to which equipment, textbooks, and supplementary materials are used; the status of teaching personnel in terms of such factors as educational background, teaching experience, and business experience; and the status of commercial education in institutions of higher learning in Nebraska. Finds that 19 of the 22 colleges offer at least one commercial subject which is usually taught by a specialist in the field; that the average size of classes is 22 students; that 58 percent of those taking commerce are enrolled in typewriting, shorthand, and accounting classes, while the remaining 42 percent are enrolled in other commercial subjects; that three recitations of 52 minutes


Attempts to determine what divisions of the law are being taught in the public high schools of Colorado; to find out whether the content of the course, as it is now being taught, is meeting the needs of students or whether the content should be changed in order to better meet their needs. Finds 18 divisions of the law common in the six texts in use.

1649. Hanson, Carrie M. Practical ideas for the two year typing course. Master's, 1937. North Dakota.


Analyzes equipment used by 2,342 office workers with reference to implications for curricula and guidance in vocational schools.


Studies the history and development of business education in Texas state teachers colleges, and the number and kind of courses that have been added to the curriculum within the past 10 years.


Finds achievement in shorthand for a year to be superior in a class using new materials based upon vocabulary studies to that in a class using conventional materials; grades were equated for age, IQ, and shorthand prognosis scores.

1656. Klos, George. A testing program to diagnose the difficulties of beginning second-year high school bookkeeping students. Master's, 1937. Iowa.

1657. Lane, Fred H. Analysis of texts and courses of study in high school bookkeeping. Master's, 1937. Oklahoma. 113 p. ms.

Makes an analytical comparison of courses of study of 10 states and two cities, to determine inclusion, placement, and emphasis on various phases of elementary bookkeeping. Compares seven texts used in high schools. Finds that most courses of study contained good lists of objectives, were prepared to be used with a variety of texts, and left much to the initiative of the teacher and to adaptation to local and class needs.


Compares the differences in the professional careers of secretaries entering Y. M. C. A. service under the fellowship training plan—an apprenticeship plan—and secretaries who did not have this experience. Compares tenure, stability, salary and position attained by the fellowship men with the same items for the control group. Finds the fellowship and control groups similar except for the fellowship experience, and that the fellowship man was superior as the result of training on the job. Suggests a combination of particular selection, careful placement, and practical training with special college preparation for the training of secretaries.


Surveys 30 institutions offering secretarial curriculums, with a detailed comparison of a typical private business college and a typical state-supported academic college.


Finds that the objectives of commercial education are still largely commercial; that there is a trend toward the emphasis of the non-vocational objectives of commercial education.


1673. Osiek, Alvina Marie. A study to determine the values that may be derived through cooperative courses in the secretarial curricula. Master's, 1937. Southern California.


Analyzes data received from the commercial graduates of San Jacinto high school, reports their business achievements, and information received from the personnel directors of representative business firms as to the commercial curriculum now in use. Suggests changes in the curriculum to meet the present economic conditions. Recommends the purchase of additional equipment in order to afford the proper facilities for the training of students preparing for work in a modern office, and recommends the addition of commercial courses for the commercial department and the elimination of certain academic subjects, as the three years in high school do not enable the students to fulfill the academic requirements and specialize in commercial subjects.


Discusses the development of professional training in business at Southern Methodist university with special emphasis to the work taken in the College of arts and sciences by students who received the Bachelor of Science degree in commerce.


Studies the historical development of business education, entrance requirements of members of the American association of collegiate schools of business, requirements for bachelors' degrees, and requirements for graduate degrees.


Compares scholarship attainments in certain required high school subjects by students in the four major fields indicated at the George Washington high school, Los Angeles, during the year, 1933-34. Finds that the academic students ranked first, commercial students second, home economics students third, and students of industrial arts fourth.


1687. Robertson, Donald James. A study of the degree of student's reading comprehension while typewriting. Master's, 1937. Southern California.

Attempts to determine the lines of work being pursued by graduates of the commercial course, how well the courses studied fit in with the work done, the shortages in the high school commercial courses which are revealed by the pupils' opinions of the requirements of the job, sources of the pupils' vocational guidance, whether the graduates are satisfied with the curriculum pursued, and to offer constructive remedial suggestions. Finds that 154 of the 177 students used in this study, were located in positions requiring the use of their commercial training; that the training was adequate for them to pursue their work efficiently except for those in selling positions and those operating simple office machines, that their vocational choices were influenced by their relatives, the pupils' own desires, and their friends. Recommends the addition of a course in selling, and practice in the use of more machinery; and that part-time work be secured for the commercial pupils all through high school.


Attempts to determine the activities of a general business nature most frequently experienced by people in agricultural communities in Kansas with the view to planning commercial work in small high schools.


Shows that the commercial teacher training institution should train teachers in technical skills, consumer-business, and social-business subjects. Survey the status of commercial teachers in secondary schools and colleges. Finds a dearth of efficiently trained commercial teachers, that they are not as well trained as teachers in other fields, that their certification requirements are lower, and that many of the teachers have neither majors nor minors in commercial education. Sets up programs for the certification of commercial teachers, entrance requirements for commercial teacher training institutions, degrees to be granted, curricula, business experience, practice teaching, training in supervision of extracurricular activities, publicity, placement of commercial teachers, finances of the department of commercial teacher training, and duties and responsibilities of administrators of such departments.


1996. Smith, Russell Dean. Fitting the commercial curriculum to the needs of a particular community. Master's, 1937. Kansas.


Attempts to understand present commercial doctrines of educators by surveying those of the past. Finds that much trial and error can be eliminated by studying recognized authorities; that there is a growing discontent with commercial education; that remedial methods vary greatly; and that more cooperation between leaders in this field is necessary.
RESEARCH STUDIES IN EDUCATION


Shows that there is a need for office machine training in medium size and large high schools; and that there is a demand for workers with training in operating office machines.

1701. Thompson, J. C. Adaptation of junior business training to the needs of Blair, Nebraska. Master's, 1937. Col. St. Coll. of Ed.


Studies the relation between the duties of 602 office and clerical workers and their education. Finds that the amount of education corresponded roughly with the importance of the position held. The subjects directly useful to most employees in their first positions were typewriting, penmanship, bookkeeping, business arithmetic, and business English.


Tries to test empirically the assumptions relating to vocabulary frequency, syllable count, stroke count, and length of sentences as determinants of stenographic difficulty. Develops two batteries of tests which were administered in regular classroom situations to 445 students in 13 high schools and colleges in Maryland, Nebraska, New Jersey, New York, Ohio, Virginia, and the Canal Zone. Shows that competent evaluation of dictation materials cannot be made by counting the number of words, number of syllables, number of shorthand strokes, and number of occurrences of ranked word-forms.


Finds that an analysis of replies from a selected group of attorneys and their secretaries and stenographers indicates that there is a definite need for enriching materials by supplementing the present training with that type of experience which will be encountered by the stenographer in an actual law office. Each office has its own peculiar types of work and methods, but there is a general fund of information needed by every stenographer. Proposes materials for such a course.

1711. Wilson, Gladys Florence. An experimental investigation in the use of "tiny books" as a means of motivating slow classes in shorthand. Master's, 1937. Southern California.


INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS


Attempts to determine how the industrial arts department of the Columbus high school could best meet the needs of industry.


Discusses the early history of the fishing industry, and the education of the children in the fishing and whaling town where boys often were apprentices at the age of 10.


Analyzes 135 replies to a questionnaire on the length of periods, ways of administering related teaching, and teachers' opinions of relative values of certain materials in teaching woodwork.


Appraises the New York state "General shop" course of study in the light of modern educational theory and current practice of curriculum construction, with the idea of adapting it to the situation in Webster, N. Y.


Traces early Colonial developments, indentured industrial education under industrial servitude, aspects of the transition between industrial education under the system of servitude and institutional forms of industrial education, institutional forms of growth of institutions of vocational education, and industrial education in the public schools to 1917. Discusses the origin of the Philadelphia trade school which opened in 1906, and was the first school of its kind in the country.


Studies the school and placement records of over 3,000 boys enrolled at the Connellley trade school, Pittsburgh, during the period of September, 1930 to September, 1935, to determine what factors have prognostic value for selecting applicants to the school. Constructs formulae for selecting boys for the trade school, based on the averages of former school teachers’ marks in shop work; average marks in the combined subjects of English, mathematics, and science; and intelligence ratings. Finds that length of training in the trade school and the shop teachers’ marks predict the level of employment and earnings; and that there is agreement between the shop teachers’ marks and the ratings given the boy by the employer.


Investigates the desirability and feasibility of a part-time cooperative program set up in the Chicago high schools in connection with industry for the purpose of training workers for the skilled trades of the metal trades industry. Finds a need of training to meet shortage of skilled workers and to meet changing conditions in industry and that a part-time cooperative plan is not only feasible but is a desirable plan to train workers in the skilled trades of the metal trades industry.


Shows that Berea college, in an effort to preserve the crafts of Appalachian America, has sought world authorities and experts to raise the art quality of student products.

1740. Janke, George W. A study of the professional demands on the industrial arts instructors of South Dakota for the purpose of establishing the most effective useful professional library for such instructors. Master’s, 1937. Colo St. Coll.


Attempts to determine the effectiveness of teaching related information in general metal work by means of written information sheets as compared to the lecture method. Finds that informational material related to general metal work may be more effectively presented through the use of written information sheets than by the lecture method.

1744. Lamb, Jack Julius. To determine the use which should be made of art metal work in the junior high school as indicated by the seventh grade of the demonstration school, 1935-36, and by an analysis of the field. Master's, 1936. North Texas St. T. C. 91 p. ms.

Indicates that strictly art metal projects are preferred to those projects which embody other forms of shop experience.


Gives a short history of pewter, a bibliography of books and magazine articles on pewter, sources from which material and supplies for pewter work may be obtained, an outline of techniques used in this work, a description of techniques in order of outline, design, and problems in pewter for home and school.


Presents a nationwide survey of departmental offerings, requirements, purposes, services and trends in four-year curricula.


Presents a brief history of the development of trade and industrial education in Memphis and Shelby county; a summary of the present program of industrial arts and vocational trade and industrial training of the city and county; and statistics on employment conditions in the city and county. Presents definite evidence showing the need for additional pre-employment trade and industrial training on an all-day unit trade basis in the high schools of Memphis and Shelby county.


Determines the need of a vocational school for cooks in California, and prepares a tentative outline of proposed courses.


1752. Martin, Marion E. Vocations in the laboratory. Master's, 1937. T. C., Col. Univ. 80-p. ms.

Surveys 500 laboratory technicians in New York state as to their earnings, education, training, regulation and employment conditions.
RESEARCH STUDIES IN EDUCATION


Attempts to determine the amount of in-service training of printing teachers in the Michigan schools. Finds that 50 percent of printing teachers started teaching the subject upon graduation; that many attended special schools; that printing education in the schools dates back 25 years; that 61 percent of the Michigan printing teachers have had trade experience; that there is a definite need for printing education in this country; that the industry is facing a definite shortage of skilled labor; and that printing education begins in the junior high school.


Selects and ranks instruction units and data on instructors and departments in Minnesota public schools.


Covers some 100 odd schools, and finds no indication that the state course of study is being followed in the schools generally.


Finds that a general shop is practical, economical, and adaptable to any size school in a city or a rural school system.


Analyzes over 25,000 jobs done about homes by Negro boys in a Louisville junior high school, and by their parents, as an indication of needs for industrial arts training. Presents data on vocational possibilities for boys in this school.


Shows in detail the development and curricular progress of the work accomplished by the vocational department of the school system.


Analyzes completed questionnaires received from 47 technicians in California laboratories, completed questionnaires received from 170 technicians in laboratories in all sections of the United States, partially completed questionnaires and letters from about 50 technicians in the United States, information on the high school careers of about 100 technicians received from their high school officers, ratings on personal traits needed by technicians as received from the directors of 25 training schools for technicians, in-

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Curriculum Studies

Interviews with technicians and visits to laboratories in California and New England: Studies the socio-economic status of the technicians, their higher education, the necessary personality traits, their salaries in their first laboratory positions, the number of hours of work per week, working conditions, their vocational aims, and the ways of entering the profession. Finds that the vocation is increasing in importance to the medical profession. It is setting its course toward higher standards in personnel, technique and physical conditions in laboratories, and aims to be recognized as a profession.

1764. Rice, Vern James. A study to determine the technical information about carpentry and cabinet-making possessed by high school students. Master's, 1937. Southern California.


Traces the history of the occupations course in the curriculum, compares current courses of study in occupations to determine what is being taught and to note shortages, and presents a block of work which can be used in grade nine to overcome some of these weaknesses.


Illustrates for the trade of maintenance electrician, a method of trade analysis that can be used by a teacher beginning instruction in a mechanical trade.

1770. Schuck, Myrna I. An aviation unit as developed by a Terman group at Speyer school (P. S. 500) Manhattan. Master's, 1937. T. C., Col. Univ. 38 p. ms.

Studies the history and development of aviation from the Greek myths to the present day.


Studies children aged 14 and 17 and employed children aged 14 to 17 as measures of educational burden; enrollment in public secondary and vocational education; pupils attending school aged 14 to 17 years, inclusive; number of pupils enrolled per teacher and per unit; cost of vocational education; wealth and income per child enrolled in vocational education; federal, state and local expenditures; and the support accorded agriculture, trade and industrial, and home economics education federally aided.
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1785. Baulch, Nelson Howard. The teaching of vocational agriculture in the 

Westmoreland-community, Sumner county, Tennessee, from July 1, 1931 to June 


Finds that the changes made in the farming program of the community over the five year period were in line with the teachings of the department; that the more years a boy studied vocational agriculture during his high school course, the more he was able to earn per year from his supervised farm practice work; and that the better the class of supervised farm practice program he conducted, the more he earned.


1789. Crowe, M. Isobel. An evaluation of the program offered to rural youth people by the Agricultural extension service of Iowa state college. Master's, 1937. Iowa State.

Finds that the program had, to a considerable extent, provided the educational and social activities to meet their interests and had developed increased appreciation of available opportunities and confidence in themselves; that homemaking interests and needs had not been adequately met; and that more encouragement was needed for community service activities.


1792. Hill, McKinley T. A study to determine the effect of previous farm experience on the status of farm skills upon entrance and upon achievements during vocational instruction of agriculture students in a typical West Virginia high school. Master's, 1936. West Virginia. 59 p. ms.

Studies data secured from 32 farm boys in Tyler county, West Virginia, to determine what the boy may be expected to know at the time he enters high school, of the farm skills and knowledges that will qualify him to learn to farm; to discover relationships of the acquired skills and knowledges of the boy at the stated age with organization of the farm on which he has been living; and to find out the extent and rate of progress in such skills and knowledges while receiving instruction in vocational agriculture as they might be affected by the original possession of skills before entering training. Indicates that boys are apt to be permitted to perform the skills of the minor enterprises of the farm, rather than the more important skills of the major farm enterprise; that under instruction boys have a better opportunity to acquire the skills of a particular farm enterprise on a farm where that enterprise is the leading farm business; and that farm boys master numerically more of the farm skills before coming to the high school for vocational instruction than they master during that instruction.


Attempts to determine to what extent and by what means former all-day students of vocational agriculture in Ohio have succeeded in establishing themselves in farming; what rates they have advanced in farming status; and what the situations of present all-day students of vocational agriculture indicate concerning the problems they will face in becoming established in farming and in advancing in farming status.


Analyzes the 54 jobs involved in poultry production; and works out methods of teaching the various phases of poultry production.


Determines the functions of supervised farm practice; surveys the practice in Puerto Rico; and develops a program for its improvement.


Analyzes replies to a questionnaire sent to the 328 high schools of Iowa. Finds that of the 303 schools whose replies were received in time for use, 661 offer courses in agriculture, and 129 do not; that 120 offer courses in vocational agriculture and 360 do not; and that the Iowa state college trains 88 percent of the teachers of vocational agriculture, and the Iowa state teachers college trains a larger percentage of the teachers of general agriculture than any other college in the state.


Indicates that the farmers of the three communities studied were interested in meeting with a teacher of vocational agriculture for study and discussion of their soil problems. Shows that farmers need help in interpreting experimental data so that it will help them.


Studies 2,070 cases from 45 departments of agriculture. Finds that the percent of students going into farming increased consistently with each year of vocational agriculture; considering the four year period, 1922-26, the percent going into farming decreased consistently for those who were out of school from four to six years.


Analyzes replies to a questionnaire received from 97 boys who had taken at least one year of vocational agriculture, and who had been out of school at least one year. Finds that the majority of the boys enrolled in the classes because of a vital interest in agriculture; that the majority of the boys were farming or because they wish to do so; that many of the boys expect to make agriculture their permanent vocation; that the teaching of vocational agriculture trains the student so that he is better able to earn a living in his chosen vocation; that there is a need for better equipment and opportunities for the teaching of the subject.


1808. Bailey, Charlotte O. Demonstration versus discussion in teaching laboratory techniques in food preparation at the junior high school level. Master’s, 1937. Iowa State. 67 p. ms.

Describes an experiment conducted in the junior high school, Webster Groves, Missouri, to determine whether the demonstration method was superior to the discussion method in teaching laboratory techniques of food preparation to seventh grade pupils with no previous instruction in the subject. Indicates that the demonstration method was superior to the discussion method for acquainting pupils with fundamental techniques and manipulative processes.

1809. Bennett, Ruth E. Ives. The measurement of achievement in home economics. Master’s, 1937. California, L. A.


Develops and evaluates, as the result of two years of experimental work, score cards for more than 40 common food products. Finds that the score cards have high coefficients of reliability and are effective devices for self-evaluation. Requires a minimum time for scoring products, and their use enables students to recognize desirable food standards and to attain them more quickly than when such devices are not utilized. Indicates that the score cards can be used by secondary school as well as college students.


Attempts to construct a home mechanics course especially designed to meet the needs of girls or women as the result of three surveys conducted on the mechanical equipment in 300 Enid homes, types of mechanical work done by 150 housewives, and types of industrial arts courses offered in 200 city schools. Indicates that women do much of the mechanical work about the home; that few of the 200 city schools offer home mechanics to girls; and that the subject should be a part of the education of all girls.


Studies the content, time allotment and administration of the home economics curricula in the southern state schools for the deaf, considering briefly the extracurricular activities sponsored by the home economics department. Finds the terminology obsolete and lacking in uniformity; the teachers handicapped by the lack of a comprehensive course of study; the omission of courses on family relations or consumer education from some of the courses of study; the grouping together of students without regard to age, ability or previous training; training for leisure was incidental rather than planned. Recommends that obsolete terminology be discarded; that the curriculum be revised and brought up to date; that more attention be given to consumer education, family relations, and extracurricular activities.


Attempts to determine the effectiveness of high school food courses in stimulating the habitual following of good food practices under the unsupervised conditions of the individual's own homes and in producing continuing interest in food problems. Compares dietary and food buying practices of 50 homemakers, graduates of the Lanark county high school between 1917 and 1936, with and without high school foods training. Indicates that the foods courses had probably improved to some extent the dietary and buying practices and had stimulated slightly more active interest in food problems. Suggests the need for more functional food courses.

Attempts to determine what printed materials are of direct help to women consumer buyers of varying years of experience in homemaking, as shown by 125 replies to a questionnaire, personal interviews with a number of women consumer buyers, letters from homemakers, and correspondence with consumer divisions of some large stores.


Analyzes records of living expenses kept by members of the household buying class at Watkins Institute School for adults in Nashville, Tennessee during the school year 1935-36.


Studies six selected summer project programs in Texas to determine the method of organization and supervision employed and evaluates the programs.


Finds that enrollment in home economics increased from 91 to 187; laboratory work decreased; food preparation prior to 1936-37 was based largely on the preparation of single foods; meal preparation increased from an average of 5.65 meals per section in 1933-34 to 7.07 in 1936-37; cost per pupil per lesson decreased from $0.052 in 1933-34 to $0.027 in 1936-37. Indicates that the primary factor in decreasing per capita cost was the organization of the laboratory work on the meal planning basis.


Studies three of the Tennessee state home economics tests and the results when given to 112 students at Young high school, Knoxville, Tenn. Estimates the relative efficiency of the types of tests used as a measure of pupil growth and pupil accomplishment; and compares the emphasis placed upon various phases of subject matter upon the basis of the frequency with which they appear in the test. Reveals that some of the subject matter was practical for a housewife, but not for a high school girl; that the greatest percentage of improvement was made on items requiring general information; that the test results in some instances reveal little relationship between knowledge of principles and ability to apply them.


Provides a classified list of sources of information on housing: a source of objectives of housing education in terms of habits, skills, attitudes, and understandings; compiles summaries of the economic processes involved in supplying the country with housing; lists suggested remedies for housing deficiencies; and provides a course of study in housing.


Studies the relationship between electing homemaking courses and grade, age, parent's occupation, size of family, amount and kind of work done at home, electives available, schedule, administrator's influence, and extracurricular activities.

1823. Finley, Chloe Hope. A comparison of home economics in the private junior colleges of Tennessee with that in the University of Tennessee junior college. Master's, 1937. Tennessee. 189 p. ms.

Investigates home economics at the junior college level in the six private junior colleges of Tennessee (white) offering instruction in home economics during the school year 1936-37.
CURRICULUM STUDIES

Finds the private junior colleges to be similar to the University of Tennessee junior college in regard to the length of the school year, the unit of credit, college entrance requirements, graduation requirements, teacher preparation, and in the phases of home economics offered. The private junior colleges were shown to be significantly different from the University junior college in regard to provision for spring and summer enrollment, connection with elementary and high schools and senior colleges, location of the home economics plant, number of students enrolled in home economics, number transferred to the State university, curricula for home economics, content of courses, and the number of credit hours allowed.


Attempts to develop a practical method for conducting animal feeding experiments in teaching nutrition in secondary schools.


Analyzes case studies made of 24 undergraduates and 12 alumni, equally divided as to sex, who had no home economics training. Finds many inadequacies in the personal development, social and family relationships of the individuals studied for which home economics could have made a contribution. Contributes a usable technique for studying student needs as a basis for curriculum planning.


Surveys Meridian, Mississippi, with particular respect to the problems which would have a bearing on courses in home economics to be offered in the newly created Meridian junior college, by means of a questionnaire filled out by 360 homemakers, including all the homes represented in the home economics department of the Meridian high school. Recommends courses in: income management, individual and household buying, selecting and maintaining a home, human development and personal adjustment, clothing for the family, food for family efficiency, and selected home problems.


Analyzes replies to a questionnaire sent to 90 young women, former home economics students, to determine the effectiveness of the teaching of foods and nutrition in two Oklahoma City high schools. Concludes that there was some carry over and use of the high-school training in foods and nutrition.


Analyzes replies to a questionnaire on clothing received from 650 girls, representative of schools from all parts of the state. Indicates an increasing interest in home sewing from the ninth to the twelfth grades. Shows a need for broader clothing courses with major emphasis placed on personal appearance, clothing selection, use of clothing, and management of money.


Studies of the problems growing out of the return of merchandise to stores, based on interviews of merchants and buyers. Finds that improved selling methods, customer's knowledge of quality in merchandise and informative labels would help to decrease the volume of returned merchandise. Organizes a study outline for women, designed to help them with buying problems and to develop a sympathetic understanding of the merchants' problems.


Finds that the growth in the number of schools offering home economics, the number of teachers and the number of pupils enrolled in home economics classes is great; discusses changes in objectives in home economics from the perfecting of skill, habit formation and techniques to appreciations, attitudes, knowledge and understanding; and finds that the subject of home economics is dynamic and is constantly being changed to meet the present and future needs of the girl.


Attempts to find out what was being done in the field of education for better home and family living during the last 10 years in Canada, England, Ireland, Palestine, Germany, Denmark, Norway, Finland, Switzerland, Holland, Belgium, France, Poland, Czechoslovakia, Lithuania, and Rumania. Finds that degrees in home economics are given in Canada and England; other countries give diplomas or certificates. Elementary schools in North America and Europe generally offer some sort of home economics instruction. Adult education is promoted in Europe by housewives' schools, extension courses and itinerant teachers, as well as by exhibits. In Asia and Europe most girls taking advanced work live at the school and do their own food preparation and housekeeping, while in the north and central Europe they care for domestic animals, bees, poultry, gardens, orchards, and even farms.


Attempts to determine the content, emphasis, and placement of courses in clothing, textiles, and related art in the junior colleges of Texas. Finds that home economics received greater consideration in the state controlled junior colleges than in independent junior colleges; that there was uniformity in granting credit in terms of semester hours and that more emphasis was placed on clothing selection and appreciation than upon construction.


Indicates that factors which determine costs; information which increases consumer's ability to judge quality should be given a major position in teaching for better consumption; and that consciousness should be developed in students as to the influence which consumer activities have in bringing about improved buying conditions.


Attempts to determine what subject matter is being taught in junior high school classes in home economics in the field of money management; studies and analyzes home economics textbooks to determine their method of handling family and personal money management, clothing and food economics; studies duplication between home economics and the social studies; the ways pupil's needs are being met; and the economic vocabulary of junior high school pupils.


Finds that the development of home economics in the colleges of the South was closely associated with the education of women in the southern states; that during the early
CURRICULUM STUDIES

Development of home economics. Emphasis was placed on skills and practical training; later, on scientific principles applied to home problems; and still later, on family life including such phases as child development and family and social relationships; that home economics curricula developed from a core of a few subjects to courses looking to various specializations such as general homemaking, teaching, dietetics, foods and nutrition, clothing and textiles, institutional work, and home demonstration work, and that coordinate with increases in enrollment of students there have been increases in types of equipment, separate home economics buildings, home management houses or apartments, and in numbers of faculty members.


Finds that the average home economics department in vocational schools in Tennessee during the 1930-1935 period was located on the first floor, composed of two rooms and staffed by one teacher, that pupils enrolled for one year, that there was a definite decrease in the amount of money budgeted by the county school boards for the operating expenses of home economics in the successive years, 1930 to 1935; that a few books were added to the home economics library each year and a few magazines were purchased; that illustrative material or equipment was purchased for clothing and foods laboratories almost exclusively; and that the teacher was paid $1,000 a year.


Compares the IQ's and achievement in home economics of 281 students in Shortridge high school, Indianapolis, Indiana. Finds a marked relation between intelligence and home economics, but not sufficient to use the IQ as a basis for accurate prognosis.

1842. Murphy, Clara May. Study of Spanish home life in relation to its place in home economics. Master's, 1937. T. C., Col. Univ. 23 p. ms.

Studies family life in Latin America.


Attempts to determine what freshman girls considered leisure time; to study some of their attitudes towards it; to determine the part previous planning has had in the wise use of their leisure time; to discover the factors which freshman home economics students consider important for satisfactory use of leisure; and to determine whether these girls use the facilities available for their use in leisure time activities. Indicates a need for more thorough training and education for freshman girls in obtaining and using leisure time for their best interests.

1845. Pate, Rebecca Elyon. Variations in time expenditures of home economics student teachers. Master's, 1937. Iowa State.

Finds that a majority of the students spent more than the amount of time generally expected of courses of corresponding credit value. Recommends the increase of credit hours for the course, improved transportation facilities, lightening the credit hour load during the teaching period, and more adequate subject matter preparation for the units taught as means of reducing relative time expenditures.


Analyzes clothing and house furnishing advertisements in the Sunday issues of the Pittsburgh Sun-Telegraph from June 3, 1934, to May 25, 1935. Indicates that there is considerable material in the newspaper advertisements which should have possibilities for use as aid to the study of home decoration and clothing in high school art.


Finds that a large majority of the graduates came from the homes of laborers and farmers; more than half of the graduates spent 4 years in high school and entered North Texas state teachers college with 16 or more entrance credit units; 64.4 percent of the total number of graduates entered North Texas state teachers college as freshmen; 35.8 percent entered as seniors; 2.6 percent entered as special students; that the range of entrance ran from 14 to 50 years for special groups, 16 to 24 years for the industrial education graduates, and 16 to 35 years for the home economics group.


Compares the teaching practices and the current practices in clothing construction and selection in Arkansas, Oklahoma, Texas, Kansas, and Missouri.


Studies the occupations filled by the 25 women textile graduates, the personality and educational requirements for these positions, salaries, hours of work, leave and sick leave, and the courses which they had in college which were of the most value to them, and courses which would have been of value had they been taught in college.

1851. Segner, Esther F. An evaluation of student achievement in one aspect of the proposed home economics course of study in Wisconsin. Master's, 1936. Minnesota. 72 p. ms.

Describes an experiment conducted with 323 junior high school girls in Wisconsin schools, to whom tests which checked upon knowledge of food composition, cookery, marketing, menu planning, and meal service were administered before and after the period of instruction in foods; and in which the food they ate was checked. Finds that while most groups made satisfactory gains on the pencil and paper tests, there was little relationship between what they knew about food values and their dietary habits, which in many cases were poor and did not improve during the foods unit, except in a few schools.

1852. Sholkoff, M. S. Formulation of a course of study in family relationships. Master's, 1937. Oregon.


Describes experiments conducted with elementary school children and college students to determine the extent, efficiency and economy with which their attitudes toward present practices in the manufacture and sale of proprietary preparations may be influenced by introduction to critical literature, by lecture, silent reading, or a combination of the two methods.


Attempts to determine the needs of a group of high school boys in Knoxville, Tenn., in family and social relationships, in order to plan a unit of work that will help the boy to meet his needs in family and social relationships. Recommends that the course of study include a unit on personality development, on family relationships, clothing, foods, and on social relationships.


Surveys the home project program in Oklahoma; and deals with the development of the program and the various methods used in carrying it out. Shows that home projects are a regular part of the class procedures in homemaking in a large percent of the high
schools studied; that the project program has increased to a marked degree in the last 2 years; that more home supervision is necessary for a more efficient program; that the home project method of teaching provides for individual differences; that home projects should be evaluated by teacher, parent, and pupil; that cooperation of the parents throughout the entire program is essential for the best work; and that pupils should be guided in selection of projects.


1940. Vaughn, M. B. A comparison of the ability to select clothing of girls who have had two years of home economics in high school with those who have had no home economics. Master's, 1936. Kentucky.

Finds that girls with home economics training selected more becoming and appropriate clothes than did the others and gave better reasons for their choices.


Studies 188 articles which appeared in current magazines from May 1935 to December 1936 to determine the advisability of using these articles as supplementary reading material and as basic material for class discussions in the teaching of social and family relationships in high school home economics classes. Concludes that articles from current magazines can be successfully used as basic and supplementary material in teaching social and family relationships in the high school.

1943. Winkelhake, M. E. An evaluation of advertising from the standpoint of the consumer, with special reference to advertising booklets used by teachers of home economics in Missouri. Master's, 1936. Missouri.

Evaluates the educational advertising material in use or recommended for use in home economics work in Missouri, based on information furnished by high school and junior college teachers, county home demonstration agents, state extension specialists, city and state supervisors, teachers of city and town adult groups, and one teacher trainer. Indicates that the use of material designed to create a preference for specific brands is unnecessary and probably undesirable.


Compares the food purchasing practices of college and high school trained homemakers with the practices in college home management houses. Finds poor transfer of training from the home management course directly or indirectly to the home.

CHARACTER EDUCATION


Analyzes statements by 194 girls, aged 10 to 17 years, as to the basis for their answers to questions on a new moral judgment test. Finds that home rates first in influence, with experience and the school following in order, and friends mentioned but seldom. Finds that many answers indicate inability to state a definite basis for their answer.


Finds that well chosen literature, presented with a view to character training by a trained and interested teacher may go a long way toward developing desirable habits of thought and action leading to the building of good character traits and attitudes without priggishness or affectation.


Seeks to discover what 153 senior high school students thought their problems were; to see how they felt about these problems; to discover some of the solutions at which they arrived; and to get from them a description of methods used in dealing with a select number of these problems.


Discusses the religious quality of character and the Christian orientation of character.


Analyzes the concepts of 2,188 Iowa and Texas students, ranging in age from 10 to 29 years, in the fifth through the twelfth grades, on lost-and-found property rights. Shows that Iowa students’ judgments were in closer correspondence with court decisions than were the judgments of Texas students; and that the judgments of white students were in closer correspondence with court decisions than were the judgments of colored students.


Attempts to ascertain the effect of motivation on the tendency of school children to be dishonest as shown by their cheating. Uses a duplicating technique to detect dishonest behavior, in which the tests were fair and the situation normal. Shows that a combination of good natural motivation and supernatural motivation prompts the pupils to do better work and to be more honest. The children in the motivated group were more honest than the children in the non-motivated group.


Examines the factors involved in the formation of character and the procedure by which it is modified; points out some of the important and necessary factors involved in these procedures in an effective program for the development of character; and shows the part played by the church in the producing of character.


Shows that the Knighthood of youth program was adopted in 1931 from the National child welfare association of New York City, advancing character education in the first eight grades; that the high schools have been slow to adopt a plan for character education, most of them using the indirect method; that the State department of public instruction recommends a club activities program to develop character and citizenship; and that secondary school men favor an organized character education program.


(Appendix in: University of Iowa. Series on aims and progress of research, 1937, 52)

Analyzes ratings made on 200 sixth grade boys by 21 teachers for each of 55 selected character traits. Isolates and identifies eight unitary factors. Suggests that transfer might be more easily and effectively made if educators devoted their attention to general factors rather than to specific traits, as has been the practice in the past.


Describes an experiment conducted on the moral value judgments of 369 American children of six to 12 years in the schools of Montclair, N. J., based on informally conducted interviews with children from contrasting socio-economic areas. Indicates the presence of different constraint or superego areas in terms of differential adult pressure in contrasting socio-economic areas; and that the conception of parental role and the sense of imminent punishment appear to represent a relatively direct gauge of differential parental pressure as such.


Analyzes 42 cases of maladjusted students found in the public schools, and finds that the schools contribute to the aims of moral education.


Analyzes the plans used by character training organizations. Hartshorne's analysis of the programs of various character training organizations, the writings of leading authorities in the field, and the results of two questionnaires sent out by the Committee on character education.


1889. Slater, Pauline Loyola. The development of desirable character traits through leisure time activities of the creative type. Master's, 1937. Southern California.


Suggests that religion is an indispensable factor in achieving character and should be explored more fully by church and school.


- Defines character; shows the need for character education; discusses the present status of character education in the public schools, the objectives of character education, the handicaps in character development and methods of developing it, agencies in character education, the curriculum as a means in character development, special plans and activities in character development, and tests and measurements in character development.

1892. Strong, Curtis McKay. The status of high school pupils with reference to their knowledge of certain laws. Master's, 1937. Nebraska. 58 p. ms.

Covers the laws relating to operation of motor vehicles, hunting, trapping and fishing, public parks and public property, health and sanitation, and fires. Finds the lack of knowledge of the laws deplorable, and that boys were slightly better informed than girls.


Attempts to determine the emphasis given to character education problems by writers of character education courses of study in secondary schools; to determine the frequency of occurrence of behavior problems in the high schools; and to ascertain the treatment procedure used by high school administrators in dealing with these problems. Analyzes character education courses of study to determine the frequency of mention of behavior problems; prepares a check list of 100 behavior problems, and sends the check list to 250 principals of high schools in the eastern part of the United States, for checking; analyzes the replies. Finds a need for a more uniform descriptive treatment of behavior problem terms by writers of character education courses of study; that differences in the actual occurrence of problems in the school and in courses of study should guide curricular writers in setting up character education courses; and that while there is considerable agreement in the emphasis given to some problems by principals and their frequency of occurrence in the life of the school, the differences should guide principals in determining the treatment to be given these problems.

RELIGIOUS EDUCATION


Analyzes the background, experiences, and needs of the Assyrian Presbyterian church in Chicago with a view toward building a more adequate religious education program. Finds a lack of trained leadership in the church; that the program of religious education is not of high standard; that the Sunday school enrollment has decreased while the church enrollment has increased.


Attempts to discover the extent to which the most recent trends in curriculum theory in religious education have influenced types of curricula used in the primary field by the Protestant churches which perpetuate the more traditional views of religious education.

Gives the history of the vernacular mass, the effects of its use, and literature for teaching its use.


Finds that during the period from 1920 to 1930 there was a decline in religious interest and a movement away from religion, and indifference and some opposition to religious ideas and to religious institutions; that after 1930 there was a continuation of indifference, but an increasing curiosity and readiness to respond to religion; that there have been marked changes in the institutional channels through which religious experience and leadership have been provided; that cooperation and joint planning between Christian associations, church groups, and administration leaders has increased in local campus situations.


Analyses and compares the many conceptions of religion which have been stated or implied by men and women writing in the field of religious education.


Analyzes the teaching procedures in 24 Sunday school classes in 11 neighborhood houses, one institutional church, with an average attendance of 7.3 per class. Finds that neighborhood houses may become “experimental stations.” In progressive education and in world friendship-education because of the type of leadership and because of the nationalities represented.

1913. Douty, Mary Alice. The director of religious education facing his job. Master’s, 1936. Columbia.


Tells the story of the development of interdenominational work with young people as it was fostered by the International council of religious education from the time of its formation until the second Christian youth council of North America in June, 1934.


Finds that a jury of experts approved of 100 topics as deserving a place in the curriculum of high school religion; that there was considerable difference of opinion on many other topics, which at times are stressed by some teachers and not treated lightly by others.


Analyses 60 replies to a questionnaire sent to the rural Churches of Christ (Disciples) in Indiana to determine the education and career of the ministers, the activities of the churches, Sunday schools, other church organizations, attendance, income, growth, and relations with rural social organizations. Shows that full-time ministers give better results.
in terms of organization than part-time ministries; that church and Sunday school attendance declined between 1927 and 1933; and that training is necessary for success in the ministry.


Shows that religious education is a necessity in meeting the need for complete education; that it cannot be given satisfactorily in Sunday schools, public schools, or after school church classes; that religious education and complete education can be given in parochial schools and in Catholic private schools; that parochial schools for boys and young men and Catholic private schools can best be taught by teaching brothers, of whom there is an insufficient number; and that vocational guidance may overcome this need.

1921. Knape, Junie Laurida. How the religious educational director may help the present day home. Master's, 1936. Southwestern Baptist. 80 p. ms.

Finds that with the exception of the Methodist Episcopal church, South, denominations are doing very little.


1923. Landon, Brother C. Andrew. A study of the struggle to maintain religion in education in Massachusetts during the years 1820-1850. Master's, 1937. Fordham. 76 p. ms.


Attempts to determine what the Bible is, what its possibilities are for realizing the objectives of Christian education, and what its place is in the educational process.


Attempts to determine to what extent boys and girls of high school age, who have attended classes in various religious organizations, have acquired knowledge of the Bible in comparison with boys and girls of high school age who have not attended these various classes; compares the various religious sects, denominations, sex of pupils, and pupils who have attended Sunday school camps with those not attending camps. Analyzes results of a test of 35 items administered to 444 junior students in Altoona, Pa. senior high school. Finds that the pupils who attended Sunday school had more Biblical knowledge than did those who did not attend; and that most of the pupils attended Sunday school. Recommends that the Bible and its study be restored to the schools.


Presents a description and compares the pronouncements and activities of the International council of religious education with respect to the major social problems of American life.


Studies the use of paintings, photographs and their reproductions in Christian education of children from 9 to 12 years of age. Defines visual instruction and points out its relationship to the dynamic teaching method. Discusses the specific use of pictures in Christian education.


Tests 125 people of different ages and of different religious backgrounds by means of the Bernreuter personality inventory, and the Kelly-Remmers scale for measuring attitude toward any institution. Finds that the more religious group was more sociable and scored higher in the religious attitude scale, the less religious group scored higher in the traits of self-sufficiency and self-confidence.


Evaluates children's sermons as a technique in religious education, and attempts to determine what type of material is best retained by the children when they hear a sermon and how many of the key statements are recognized immediately after a sermon is presented to them. Tests 20 sermons with 1,918 children of the fifth, sixth, and seventh grades. Finds that sermons in which only one theme is used rank highest in the scoring of the children; that illustrations taken from history appear to be the type of material easiest to retain; that scores were not affected by the length of the sermons; that the amount of Bible for non-Biblical material had no effect on the scoring of the sermons by the children; that low ranking sermons judge freely in the use of serious advice and moralizing; that more serious attention should be given to the task of preparing sermons for children; and that the sermons are too difficult for children to understand.


Attempts to determine the degree of conservatism or liberalism of young people of college age on the thought, forms of religious concepts, and on the recognition of the responsibility which the church should assume in social reconstruction. Finds that the majority of the groups studied agree on few items in both religious beliefs and in religious social attitudes.


Studies Presbyterian churches in Chicago to determine the kinds of lay talent and experience needed, the most important and hopeful sources of supply, the best ways of prospecting and discovering potential lay workers, ways of establishing most favorable contacts, means of liberating hidden powers, and outlets for the expression of emotions and convictions.
PRESCHOOL EDUCATION


Concludes that children make little distinction between types of belief in God; that they have not been stimulated to independent and creative thought; that traditional dogma and liberal views are equally impressed upon them in home and church school.


1944. Williams, John Paul. The adjustment of the Methodist Episcopal church to the changing needs of its constituency illustrated by a survey of the opinions of Methodists living in and near Springfield, Massachusetts. Doctor's, 1937. T. C. Col. Univ.

Attempts to determine what maladjustments, if any, exist between the institutional structure of the church and the needs of the constituency of the church in the area in and near Springfield. Analyzes interviews with 151 members of official boards and 38 ministers, and questionnaires checked by 233 members of Methodist churches and 114 Methodist college students. Finds the need for the church to adopt a policy of self-examination and of continuous change of its institutional structure.


PRESCHOOL EDUCATION


Studies 85 recorded observations of modified behavior of five year old children in the Peabody-demonstration school. Shows that the activity period in which there are fewest restrictions on behavior yields the greatest number of desirable modified responses; and a multiplicity of interactions of emotional and social relationships.


Shows that the values derived from the nursery school training at the Oklahoma college for women at Chickasha, warrant the existence of a nursery school in every teacher training institution as the development of the students in training for professional and private life, and for the development of subject matter and methods of presentation.


Observes, describes and analyzes the various techniques used by teachers during the nursery school luncheon period and evaluates these techniques in terms of their effect upon the children. Studies six teachers and 27 children at the nursery school of the Child development institute. Teachers college; and four teachers and 21 children at one of the Federal emergency nursery schools. Shows the need for care in selecting teachers who have had specific nursery school training and experience, and who have certain personality characteristics that elicit desirable responses from the children.


Analyzes 82 records of resistant behavior as observed among children of Peabody nursery school to gain understanding of negative behavior in the young child as regards its natural development, factors in the social environment which encourage it, and desirable methods of dealing with it.

Develops systematic techniques for observing and recording child behavior patterns during situations involving music; constructs a rating scale based on recorded evidence of children's responsiveness to markedly rhythmic music; selects and evaluates markedly rhythmic music with reference to criteria of suitability for use with children. Studies individual and age differences in two and three year old children in Manhattanville nursery school, in 25 four and five year old children in Manhattanville nursery kindergarten, and in 30 children enrolled in the first grade class of a public school. Indicates that experiencing music experimentally and creatively through bodily rhythmic movement is one of the most important phases of the young child's musical development.


Compares some social behavior traits in the Iowa state college nursery school and the Ames emergency nursery school children. Finds highly significant differences in the occupational status of the parents of the two groups; that the college nursery school group compared with the emergency nursery school group had higher IQ rating on the Merrill Palmer Scale, lived in homes which were quite superior, and were significantly higher in language development.


Finds that there are 12 WPA nursery schools and 14 others in the state; that there is room for improvement in housing and equipment; that except in the WPA nursery school the three day is the most popular; that average enrollment of the WPA schools is 31.5, for the other schools 19.6 percent of the population of that age; and that there are no state regulations to insure adequately trained teachers for nursery schools.


Uses four groups of high school girls in Waxahachie, Texas, high school, in a comparative investigation of two methods of nursery school observation. Two groups made observation without previous discussion, while two other groups preceded observation with reading assignment and formulation of a guide for observation. Finds both methods effective in learning.


56 p. ms.

Observes 54 nursery school children ranging in age from 2 to 5 years during 988 meals, to determine some of the factors affecting the length of time taken for eating lunch. Finds that the kind of food, the method of preparation, and the frequency of serving affected the length of time taken for eating; boys ate more quickly than girls; regardless of sex, 2-year-old children required more time for eating than any other age group, the temperature of the room, weather conditions, the length of nursery school attendance, the number of children present for lunch, and the number of observers present seemed to affect the time spent in eating.


Compares sociable and unsociable children during a daily play period, in order to determine causes of unsociableness, to test techniques developed for stimulating companionship, and to discover relative values of different types of toys in facilitating cooperative play. Finds that unsociable children improved in sociability and became more friendly and talkative.


Attempts to determine what ideas children of 3, 4, and 5 years of age have concerning time. Finds that age and mental age are closely related to ideas of time.


Studies the history of synodical educational policies and administration from 1818 to the present. Shows that the elementary schools of the Lutheran church have never constituted a single or definitely organized system, but have individual units, and that spiritual and civic development are their primary objectives.


Describes an experiment conducted in the Harrisburg elementary school, the Deady junior high school, and the Milby senior high school of Houston, Texas, to compare the
academic achievement of two experimental groups of pupils who had been taught and an integrated curriculum, and a control group composed of pupils who had followed the regular course of study.


Studies 50 pupils of high mentality in grade 6A in seven schools, to determine whether they are held back needlessly and what enrichment they are getting. Finds considerable variation between report card marks and test results whether expressed in grade or relative scores; shows a decided trend away from the practice of skipping grades; that the vast majority are taking special measures to provide enrichment at their regular grade; that enrichment was provided by more detailed study, creation of new units, different methods of presentation, clubs, problem assignments, and projects. Advises revising the courses of study to provide more differentiation in minimum requirements for different ability groups.


Discusses the social and educational implications of the democratic, Fascist and Communist philosophies. Points out that the elementary school must seek to develop in children the ideal of creating a better way of life through the experiences they live. The children must practice cooperative living in group situations in order that they may progressively grow to understand how personality and society develop hand in hand.


Attempts to determine the conditions existing in 26 Seventh-Day Adventist church schools in the state of Colorado matched with an equal number of public schools selected entirely from third-class districts in the state, having grades 1 to 8. Compares buildings, school session, average daily attendance, experience of the teachers, teacher preparation, certification, and salaries, total cost of operation, and cost per pupil. Finds that there is no significant difference between the two types of schools except in expenditure of money, and that the extra money used in the public schools was spent largely for teachers' salaries.


Attempts to discover a few characteristics relative to the creative power of children, and to determine to what extent these characteristics are criteria of child creative power. Analyzes 27 criteria on a check list applied by Denver public-school teachers to 100 children adjudged creative and to 100 children regarded noncreative, ages 9 to 10. Finds a close association between the presence of the criteria in 100 creative cases, and the absence of the criteria in 100 non-creative cases. Concludes that the results are sufficiently worth while to arouse an interest in the characteristics of creative children, and to satisfy, in a very limited manner, the need for definite studies in the field of creativity.


Attempts to show how the achievement of the fifth grade pupils in Craig county was affected by the number of teachers, the accreditation of the schools, the teachers' qualifications, tenure, and salary. Finds that achievement of pupils increases with the number of teachers, and with the accreditation of schools, but not in relation to the scholastic preparation, experience, tenure, and salary of teachers.

Appraises a school reorganization from a platonic type to a remedial type organization in terms of the change, development, or growth of the children who attend the school. Studies the Shakespeare elementary school in Pittsburgh for the 2 years, 1934-35, and 1935-36. Finds that the remedial group plan of organization was superior in that maladjusted children achieved more than under the standard platonic plan of organization; that personality adjustment shifted from the dominance of negative traits to a gradual development of positive traits through a functional activity program; and that enriched opportunities for normal children grew out of the removal and segregation of slow-learning pupils under the remedial group plan.


Investigates age-grade distribution, mental age, chronological age, and achievement scores in many subjects among 130 pupils of a small community, with particular attention being given to individual differences. Finds that in this school 56 percent of the pupils were retarded in mental age; 76 percent were retarded in chronological age; a wide range in achievement in each grade; and great overlapping among the grades.


Attempts to ascertain the effects of courses in psychology and mental hygiene and the number of years of teaching experience on the reaction of teachers toward these problems. Administers a questionnaire and rating scale used by E. K. Wickman in his study of teachers' attitudes, to 60 public elementary school and 30 private elementary school teachers in New York City. The public school teachers considered as most serious problems of sex and honesty and problems related to class-room teaching and management. The private school teachers considered the personal problems of the introvert child as most significant. In general, the ratings of the private progressive school teachers more closely approached those of clinicans than did the ratings of the public school teachers. The questionnaire revealed that of the two factors, courses in psychology and length of teaching experience, the former is more effective in developing an understanding of children's behavior problems.

1982. Engstrom, G. E. A study of the effectiveness of the learning of 50 fifth and sixth-grade pupils, under a departmental plan of organization compared with 50 pupils of the same grades under the traditional grade organization, as measured by certain achievement tests. Master's, 1937. Penn. State. 21 p. ms.

Finds that there is nothing inherent in the departmental plan that makes for either better or worse results in so far as it affects pupil achievement: pupils and teachers favor it over the traditional plan; expert opinion favors it; and it is more economical to administer.

1983. Gardiner, C. S. A mental and achievement survey of grades 4, 5, 6, and 7 in Floresville, Texas, public schools. Austin, University of Texas, 1937.


Administers achievement tests to pupils in rural schools, in a small town school, and in several small cities, and compares the results. Finds that the pupils of the small town school did as well as those of the small cities, and better than the pupils of the rural schools in every subject tested.


Studies questions asked by 45 first grade children over a period of nine months. Finds that first grade children are primarily interested in people; that they are more interested in children than in adults; and that they are especially interested in their immediate environment.


Discusses the answers of parents in Weatherford, Oklahoma to 125 questions on local schools. Finds that some of the most striking agreements of the parents were that: the school should provide a yearly physical examination for each child; no child should be allowed to attend school when he has a contagious disease; teachers should not be hired who do not particularly like to teach; most children like school and see definite value in regular attendance; and the parents feel some responsibility for the child's school life.


Studies 35 new pupils who entered the Niles school system during the school year 1935-36, and finds that their problems are similar to those of the regular pupils, but may be intensified by transfer.


Compares learning outcomes of eighth and ninth grade pupils left to direct their own responses in a controlled environment, and guided formally by authoritatively determined values. Shows no statistically significant differences in any one of 24 group experiments, including 804 instances of pupil response.


Discusses aims and practices in auditorium work in a 6-year elementary school with 628 pupils, with leadership by an auditorium teacher.


Finds that in percentage of gains in all subjects, the normal pupils ranked first, the retarded pupils second, and the accelerated third; in percentage of pupils gaining, the accelerated pupils, ranked first, the normal pupils second, and the retarded pupils third.

Studies enrollment trends in grades 1 to 8 of the regular day schools in the United States, based upon data for tax supported and Catholic schools selected from broad geographical divisions. Shows a steadily decreasing enrollment in grades 1 to 5 in all the schools, and an increasing enrollment in grades 6 to 8 of the urban schools.


Analyzes expressions of opinion from 97 of the 105 county superintendents in Kansas as to whether they would abolish the present system of promotion, the faults of the present system, ways in which the system could be improved, the justification for the present system, plans used in other states, opinions of state superintendents and elementary school supervisors of neighboring states, opinions of prominent administrators of Kansas, the certification and number of college credit hours of teachers in Sumner county, and the average number of years of experience of teachers in Sumner county. Compares the work, as judged by failures in the examination, between rural and village schools; gives samples of tests. Finds that 38 county superintendents recommend abolishing the county diploma examination, and 56 recommend the retention of the present county examination. Recommends that teacher qualifications be raised by an act of the legislature; consolidation of many of the rural schools; that achievement tests be given in lieu of county examinations; that county superintendents allow the head of any grade school to promote as he sees fit; and that the county examination be abolished as soon as the educational qualifications of the teachers are raised.


Analyzes data on the physical, mental and social characteristics of children, their achievement status, the qualifications and quality of teaching of their instructors, and the home and community background of the children.


Develops techniques to determine the effectiveness of the educational program of the Neptune elementary schools. Describes the special class; regarding alteration of the reading curriculum; revision of the English and science curricula; the use of new type report cards; changes in promotion methods; organization, individual instruction, the use of permanent record cards as the results of operating a cumulative program of standardized tests and measurements.


Finds that many accidents occur in the school yard, and during recess and noon periods; that falls are responsible for the greater number of accidents.
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Attempts to determine whether or not the creation of a scholarship society in an elementary school would affect the educational achievement of relatively superior children, and the extent to which it would affect it. Describes an experiment conducted with selected pupils in the fifth, sixth, seventh, and eighth grades of one elementary school. Finds that a scholarship society stressing scholarship, honor and service stimulates the scholarship of relatively brighter elementary school children of the middle and upper grades, that it stimulates interest in the social studies, literature and language, and that its stimulus was felt in almost equal measure by all grades included in the study.

2007. Overman, A. The possible relation of economic status to the physical condition of Lincoln school children, as indicated by their heights and weights and gains in height and weight. Master's, 1937. Nebraska.

Studies the heights and weights of 187 Lincoln school children 8 to 10 years of age from relief families and of 434 children of the same age group from non-relief families, to ascertain the possible effect of economic status on physical condition. Finds that average gains in the relief groups were more rapid than average gains in the low income non-relief group; that weight gains of relief children varied directly with the length of time the chief breadwinner had been unemployed.


Surveys the school organization, school transportation facilities, sources of school revenue, present methods employed by school districts of payment of tuition and isolation grants for children who are too remote from the established schools to attend them. Finds that elementary schools are much more available to the children than are secondary schools; that existing school laws should be revised to allow the county authorities to assume some of the responsibility of caring for the isolated children. Suggests consolidation of certain districts, a state fund for subsidizing districts that maintain bus routes, and correspondence courses prepared for students who are too remote from any school to attend.


Studies the educational achievement, social status, health and physical condition, and special abilities of 58 children, 10 years of age, with IQ's ranging between 90 and 105. Finds that no child varied less than 17 rank positions among the various measures used, and that no child was even placed in the same grade in all school subjects, by standard tests.


Deals with the philosophy and theory of elementary education, and the curriculum in action.


Indicates that the most generally accepted plan of teaching in Oklahoma is the use of longer units of work. The length of units is determined by the nature of the subject matter, and that there is not a set time period for units. The subject matter of units is selected principally by the teacher. In planning a unit, the questions to study, reference materials, and activities are selected by both the teacher and the pupils about equally. Few teachers in Oklahoma are combining, fusing, or integrating subjects. Geography, history, and civics are most frequently combined into one course.


Analyzes results of intelligence and achievement tests given in the upper five grades in the Lafayette school system. Indicates that achievement is fairly uniform; that pupils on the whole are achieving up to capacity; grade classification is irregular; and teaching emphasis is greatest in English and reading.


Attempts to determine the extent to which a broken home situation is measurably associated with the character and personality development of the children exposed to it; and to ascertain the incidence of broken homes among the elementary school population. Finds a total of over 17 percent of broken home children in the public schools; that on the whole, children from broken homes are retarded in school grade when compared with normal home children; that broken home children have a lower socio-economic status; that a broken home status seems to be more disadvantageous to boys than to girls.


Investigates briefly methods of appraisal which have been used in elementary schools, and tries to select the one most appropriate for appraising certain observable behavior exhibited by children in science classes in selected elementary schools; studies teaching practices in several school situations; and adapts the selected technique to these situations. Studies the behavior of pupils in grades 3 and 5 of one school, and in grade 6B of another school by the controlled observation technique.


Treats the history of primary and secondary education in Colorado as it was influenced by external conditions and internal developments, from 1859 to 1900.

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2023. Ageng, Nella S. A comparative study of two groups of graduates of Garfield high school over a period of years, 1924 to 1934. Master’s, 1936.

77285-38—13
Attempts to discover whether students having high scholastic standing succeed better in life than the students of average scholastic ability; to find out if honor society students are the ones who continue in education beyond high school; to determine whether the group with high scholastic rating experienced illnesses of such nature as might be the result of overwork in study; and to discover whether the parents of honor society students are better educated than the parents of the random group. Analyzed replies to letters sent to 221 students who comprised members of the National honor society, and to a random group of 221 graduates of the high school. Finds that the honor society group continued in scholastic work beyond high school, as did many of the other graduates; the random group were less active in extracurricular activities; fewer chances in occupations were made by the men and women in the honor group; members of both groups are found in most of the occupations named, and are equally successful financially.


2025. Bair, William A. Pupil progress under regular teachers and under student teachers and a study of the attitude of high school pupils toward student teachers. Doctor's, 1937. Southern California.

Investigates 31 regular teachers, 41 student teachers, and 2,600 pupils in nine different high schools, to determine the relative progress made by high school pupils under regular teachers and under student teachers, and the attitude of pupils toward student teachers. Indicates no statistically significant difference in pupil progress and no unfavorable reactions toward student teachers on the part of high school pupils.


Studies the educational and vocational experiences of 641 graduates of six parochial high schools in Detroit. Finds that the percentage of high school graduates continuing their education beyond the twelfth grade is too small to justify over emphasis of the college preparatory course in the high schools; that the collegiate value of high school subjects has been over estimated by faculty members, especially in the case of mathematics and Latin; that the courses pursued by the majority of the 169 graduates who continued beyond the twelfth grade are: stenographic, liberal arts, business administration, and secretarial science; that the occupations chosen by the graduates in the order of their importance are: general office work, salesmanship, teaching, industrial labor, stenography, secretarial work and nursing; that less than 35 percent of 203 alumni have held one position since graduation. Indicates that proper classification of students enrolling in high school is essential and a suitable curriculum must be offered.


Indicates that successful achievement in the intermediate school is likely to be followed by successful achievement in the senior high school.


Attempts to determine whether those who ranked high in scholarship in high school have been more or less successful in the years which followed graduation than those of low scholarship. Finds that the men and women of the upper quartile excel those of the lower quartile in annual income, occupational rank, advanced training, vocational adjustment, and membership in organizations; that college men in the upper quartile have been more successful financially than non-graduates; for the lower quartile the opposite is true.


Presents a questionnaire study of 25 school activities found in 157 four year and six year high schools in Ohio. Finds that some schools schedule music and forensic activities as regular classes on the school schedule and allow credit leading to graduation for participation, and hold all other school activities before or after classes are over; that some schools schedule music and forensic activities as regular classes, and hold all other school activities during a special activities period; and that some schools offer most school activities as regular classes, or as a part of the regular classes on the school schedule.


Finds that 38 percent of school news space was given to extracurricular activities in the newspapers analyzed, pupil progress and achievement 19 percent, methods of instruction 6 percent, health of pupils 2 percent, courses of study 1 percent, board of education and administration 8 percent, miscellaneous 7 percent, school buildings and building programs, 5 percent, teachers and school officers 5 percent, parent-teacher association 3 percent, business management and finance 1 percent, attendance, 1 percent, and value of education, discipline and behavior of pupils less than 1 percent each. Shows that in some schools an attempt is being made to give an interesting, selective account of contemporary school life.


Analyzes replies to a questionnaire received from 278 of the 461 graduates of three Iowa high schools for the years, 1932-1936, inclusive. Indicates that the subjects of greatest value are English, mathematics, typing, physics, chemistry, and shorthand; that vocational guidance should be a part of the school curriculum; that 44 percent of the boys, and 66 percent of the girls are following vocations of their choice; and that graduates tend to follow the same type of recreations after graduation which they engaged in while in high school.


Examines the theory that there is a notable improvement in the fundamentals for the ninth grade, due to the nature of the subjects taught, and that the improvement would be greater if this fact were taken advantage of and made an objective by the teacher. Compares the eighth and ninth grades of McAlester, Oklahoma, on the results of two forms of the New Stanford achievement tests given them at the beginning and at the end of the school year. Finds improvement in both grades, but the ninth grade showed a more notable amount. The ninth grade showed improvement in all four subjects studied, while the eighth grade lost in arithmetic and spelling, which are the two in which the ninth made its greatest gains.


Finds that the elementary school preparation of these pupils was unbalanced in the emphasis placed upon such drill subjects as English, arithmetic fundamentals, and spelling to the neglect of the content subjects; and that scores made on reading indicate that much emphasis should be placed upon the instruction in this subject. Indicates that such items as teachers' training and experience, condition of the elementary school building, and social traits of pupils have affected very little the scholastic success of the pupils entering high school.


Studies the records of 734 students who graduated from Watertown senior high school from 1932 to 1937, and compares their IQ's, average percentile ranks on standard achievement tests, absences in days, distances from school, teacher ratings on personal traits, and tardiness. Finds that tardiness is an individual trait found in all type of pupils. Recommends several ways of lowering the tardiness records of the pupils, and suggests that students be encouraged to assume personal responsibility and offer true reasons for tardiness rather than excuses.


Surveys the activities of the high school alumni associations in 113 southern cities to determine the scope of their activities and their value to their respective schools. Indicates that the associations carry on a wide range of activities that are valuable to the school, the community, and to their membership.

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...comparative study of the persistence of leadership in girl graduates of the Lindblom high school, Chicago. Master's, 1937. Chicago. 94 p. ms.


Evaluates prizes and rewards to determine whether or not schools are justified in using them as a type of award; analyzes the methods of awarding letters in various schools. Finds that schools are justified in using rewards of no intrinsic value; that most letters are awarded to pupils in the 41 Ohio high schools studied for participation in athletic activities of various kinds. Describes a point system used in the Madison high school of Trotwood, Ohio, as a basis for awarding school letters.


Attempts to determine the effects on scholarship of the loss of a parent by death or separation, of unemployment of the father, and of the mother working out on 900 students. Finds that unemployment of the father caused the greatest difference in home conditions, and that the mother being employed caused the smallest difference in home conditions. Indicates that these conditions may be important causal factors for failure.


2057. Deininger, Lena Carolyn. The economic status of the high school graduates of Stromsburg for the years 1917 to 1922. Master's, 1937. Nebraska. 88 p. ms.

Finds that scholastic success in high school has a close relationship with the occupational history of the graduate after he leaves high school. Graduates with high scholastic ability, in general, receive a higher salary, have more permanent jobs, more frequently own a business, and more frequently enter the professions. Graduates with low scholastic ability more frequently choose farming, clerking, or mechanics as an occupation. Indicates that schools of the smaller communities spend their time in teaching for general values rather than for specific values because of the uncertainty of the graduate in his choice of occupation.


Analyzes replies to a questionnaire submitted to 556 tenth and eleventh grade pupils in the Schenley high school of Pittsburgh, and their IQ records from the office of the school. Finds that the correlation between IQs of high school friends is lower than might be expected, and that qualities other than intelligence influence friendships.


Attempts to obtain a factual picture of the major physiological, physical, social, and personal characteristics of adolescent boys; to ascertain as accurately as possible the specific changes or developments that take place in certain phases of life during the...
adolescent years; to determine the extent to which the developments that take place during adolescence seem to follow or accompany the physiological changes associated with puberty. Studies 200 boys, 12 to 14 years of age at the beginning of the study, for two years.


Describes an experiment conducted with two groups of high school classes each of which was used as an experimental group and the other as a control group. Indicates that the classroom teacher can not, in the regular course of his work, even with the aid of an observational and rating technique, such as was worked out for this study, estimate to any appreciable degree of accuracy, the intelligence and industry of his pupils, reveals substantial and fruitful relationships between early classroom estimates of intelligence and industry, and achievement and final marks.


Describes an experiment in which 30 qualified secondary schools, including public, private, and demonstration schools, were released from conventional college entrance requirements for an eight year period beginning 1933 to permit them to revise their curricula and programs to better meet the needs, interests, and abilities of pupils, and at the same time to prepare pupils more adequately for college. Finds some similarity in the experimental curricula of the schools, that there is more continuity of subject matter, curricula are organized around a core content in many cases, subject matter have been generally broken down, and more provision is given for individual creative self expression, study and investigation, and emphasis is placed on developing a better sense of responsibility in the social group.

2065. Engle, Thelburn L. A study of the effects of school acceleration upon the personality and social adjustments of high school and university students. Doctor's, 1937. Indiana.


Studies the aims, ambitions, interests, intelligence, and abilities of 610 boys, and the correlation between the size of the high schools and the individuals' accomplishments. Shows that most of the boys studied were regular church-goers. Indicates that the guidance programs in the high schools are not very helpful, and that even in depression years, boys wanting to attend college make a college education possible for themselves.


Compares intelligence and achievement of 284 Intermediate pupils with their achievement in senior high school. Finds that intelligence is the most decisive factor in scholastic achievement; that some failure in high Intelligence groups points to influence of factors other than Intelligence; that intermediate achievement usually predicts success or failure in high schools that most dropping out occurs in first and second years of high school; and that subject failures decrease as graduation approaches.

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Evals education in selected privately endowed or privately owned secondary schools for girls in various parts of the United States, and compares their aims and methods with British practice. Discusses public secondary education in the United States. Finds that there is more democratic individualism in the American private school than in the British counterpart, and less disciplinary structure with the graduated scale of privilege and responsibility; more freedom in choice of intellectual pursuit and less intensive intellectual character training; more liberty in all forms of aesthetic expression, and less anchorage to the emotional-religious experiences to be gained in group participation.

GARRETT, C. W. Comparative achievements of non-transferred and transferred pupils in a small high school. Master's, 1937. Oklahoma. 98 p. ms.

Finds little difference in the achievement of the two groups, the advantage being in favor of the non-transferred group.

GATES, DALE WAYNE. A study of innovations in Ohio's North central association high schools as reported November 1, 1936. Master's, 1937. Ohio State.

Finds that a wide variety of innovations were reported, some of which had been in fairly common practice in other schools for several years.

GINGERICH, MELVA RAE. The history and legal status of Center high school, Kalona, Iowa. Master's, 1937. Iowa.

GORMAN, RAYMOND F. The relation of intelligence to subjects pursued and success in them, in a high school population. Master's, 1937. Iowa.


Compares 312 seniors in rural high school as to their intelligence and hobbies, and finds no significant correlation between intelligence and hobbies.


Studies records of students from the graduating classes of February and June, 1934 and 1936, and February, 1936. Finds that students achieved higher grades in their majors than in their total college record, with the exception of mathematics and science majors. Students who secure a high rating in the American council test tend to elect mathematics and Latin as majors subjects.


Analyzes replies to questionnaires and health information tests given to 483 senior high school students in three high schools, and finds that the majority of high school students like the study of health; that lack of interest is due primarily to poor teaching methods; that the health information of the students is average or better; that they have fairly good health habits; and that there is sufficient belief in health superstitions to make it a problem which should be considered in health teaching.


Examines 150 student handbooks, and surveys the available literature in the field. Finds that a student handbook is one of the best means of orientating a new student to his environment.

   Evaluates the efficiency of the commercial department of the Grand Island high school. Attempts to discover existing weaknesses, and to determine changes which should be effected, using as criteria positions secured by graduates during the first year after their graduation, rapidity of promotion in these positions, and amount of unemployment. Analyzes data secured from graduates of the classes 1931-1935, inclusive. Determines the courses taken and the commercial subjects studied as shown by their school records.


2082. Hatfield, S. Ward. The effect of different levels of intelligence on the subjects elected by high school students. Master's, 1937. Iowa.


2087. Hickman, Ray L. Supervised correspondence study as a means of enriching the curriculum of the small high schools of Colorado. Master's, 1937. Western St. Coll. 70 p. ms.

   Finds that supervised correspondence study enriches the curricula of the small high schools and gives the pupils an opportunity to select subjects in which they are interested.


   Attempts to determine trends in organization, buildings and grounds, pupils, plant, teacher status, administration, and program of studies for the period.


   Finds that the society is national in scope, and that it has justified itself.


   Finds that the society is national in scope, and that it has justified itself.


   Studies the social background of the pupils of the Hastings-on-Hudson, N. Y. schools. Volume 1 describes the community, population and nationalities, economic conditions, occupations, and mobility; Volume 2 deals with health and welfare, village government, education religion, recreation and community forces and processes; Volume 3 discusses community processes, social disorganization and social organization and summarizes the forces and influences, bearing upon education.


Analyzes catalogs from over 500 private secondary schools to determine the objectives, courses, cost of attendance in both the boarding and day schools. Concludes that these schools feel and are attempting to formulate a democratic philosophy of education; that they do not make use of their unique opportunity to develop and test new educational means for reaching the democratic objective in education. Shows that the private schools need to recognize their opportunities for experimentation and make use of the advantages of small classes, small student bodies, freedom from political control and extensive pupil-teacher contacts for advancing educational technique.


Analyzes the problem presented by students in a high school located in the northeastern part of Pennsylvania during the school year, 1935-36, and by students in a junior-senior high school in the southern district of Pennsylvania during the following school year. Shows that despite the difference in occupational, educational and social backgrounds of the pupils in the two districts, the problems were similar. Finds that the greatest number of problems were of a vocational, scholarship, educational, or personal guidance nature, a large number of which had no solution.


Finds that in general the problems experienced and the confidants selected were similar among all of the groups studied.


Measures the effectiveness of problem solving in stimulating scientific thinking at the high school level. Finds that problem solving is much more effective in stimulating scientific thinking than is the traditional lecture recitation method.


2104. Lehmann, E. S. Comparative scholastic success of high school pupils from various eighth grade sources. Master's, 1937. Washington Univ. 41 p. ms.

2105. Leonhardy, Alma. An experimental study in social adjustment of a selected number of high school students. Master's, 1937. Southern California.


Attempts to discover tests or batteries of tests which will serve as specific determiners of success in subjects of instruction in the first year of senior high school. Describes an experiment conducted at three high schools in San Francisco, and covers English, algebra, Spanish, French, and social science. Indicates that pupils who enter high school younger.
by virtue of a superior ability, have the better chance for success; that educational age has a higher predictive value than mental age in most of the cases; that it is possible to predict success in English or the social sciences relatively early in the academic career of the pupil on the basis of existing achievement tests; that tests affording the best prediction of success in algebra have arithmetic or algebraic content; that tests of early prediction are ineffective as determiners of success in modern languages; and that there is a need for more reliable predictive factors for academic subjects than those which are now available.


Studies the relation between school achievement and family income, number of children in family, distance from school, number of schools attended, and number of hours devoted to employment. Finds that the wealthier student has an environmental advantage which enhances his academic performance; the student who has attended more than three schools before entering high school will perform below his ability as measured by IQ; a family larger than four seems to be an environmental disadvantage to the high school student; a student living a great distance from the school does not perform up to his ability; and a student working outside of school does not perform up to his ability.


Discusses college preparation, vocational education, correspondence study, and extension education as objectives of secondary education in the small high school. Indicates a method whereby the correspondence study and secondary school extension ideas may be developed to eliminate some of the inequalities between the educational opportunities of rural and urban pupils.


2111. Mercer, Thomas J. A study of high school commencement programs in 250 second and third class cities and rural high schools in Kansas during the years 1931 to 1935 inclusive. Master's, 1937. Kansas.


Studies the operation of social activities offered in 249 high schools in Wisconsin.


2118. Nylander, Joseph H. Subject combinations prevalent in the teaching programs of teachers in New Mexico high schools. Master's, 1937. New Mexico. 65 p. ms.
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Compares pupil achievement in a small high school of 199 pupils, 127 of whom are transfer or rural pupils, and 72 are non-transfer or town pupils. Finds that the transfer pupils are inferior in achievement to the non-transfer pupils.

Studies the complete four year records of students who graduated from the Montrose and Susquehanna high schools from 1929 to 1936, inclusive. Finds that in neither high school did there appear a definite trend between failure in school subjects and participation in extracurricular activities among the graduates studied; and indicates that within the limits of common sense participation in extracurricular activities can be recommended in these schools for the pupils who are able to graduate from high school.


Shows that a total of 9,260 students received aid; that most of the principals thought that the National youth administration was an asset to the individuals who participated; that the money earned was spent for the intended purposes; and that they intended to have it another year.

Finds that Shelton academy has provided a well-rounded high school training for better living and greater service, and is keeping pace with present day needs; and that it emphasizes partial self support and character development.


2127. Prucnal, Joseph A. An orientation course to aid in the communication of a Catholic mind and culture to high school students. Master's, 1937. Loyola. 123 p. ms.
Deals with the reasons an orientation course in Catholic culture is necessary if high school students are to integrate their course work and reading effectively. Finds it essential that the Catholic high school graduate develop attitudes based on Catholic principles, if the most benefit possible were to be secured from educational work.


Gives 1,381 individual tests in May and in the following September in grades 3 to 8 inclusive, and computes the gains and losses of each pupil who took the tests both in May and September. Finds that in the 1,381 individual tests there were 559 cases of gain, 588 cases of loss, and 224 cases of neither gain nor loss.
2131. Reid, Irene Mae. An analysis of data concerning pupil personnel procedures in the senior high schools of Los Angeles. Master's, 1937. Southern California.


Finds that the most extensive problem in vocational choice is the identification of a life purpose; that more than 50 percent of the group felt that vocational choice should be definite by the time one leaves high school; that 74 percent of the students felt that girls should prepare for vocations to the same extent as boys; that 82 percent felt that religion neither helped or hindered them in the selection of a vocation.


Attempts to establish the major causes of maladjustment and failure in school subjects; to set up remedial procedures designed to remove the causes of such maladjustment and failure; and to determine the effectiveness of the remedial procedure in removing these causes. Finds the remedial procedure effective in uncovering major causes of incomplete work and subject failure, in removing or adjusting these causes, and it has eliminated as major causes of subject failure an active participation in athletics, carrying too heavy a credit load and working outside of school through economic necessity.


Analyzes data collected by questionnaires from 229 boys and girls of the 325 who had graduated from 1913 to 1936. Finds that subjects desired but not offered to earlier graduates were all commercial studies, home economics, and chemistry, and to later graduates were shorthand, home economics, and chemistry; that approximately 50 percent of the graduates favor a change in the grading system; that interschool basketball is thought desirable for boys by 90 percent of the graduates, while only 55 percent think it desirable for girls.


Discusses the skeleton organization in the junior high school; the effects of size upon the organization of instruction, the composition of the teaching staff, the admission and promotion of students, the program of studies, supervision of instruction, guidance, and extracurricular activities in the junior high school; articulation of the junior high school with the elementary and the senior high schools; the skeleton organization of the senior high school; the effects of size upon the organization of instruction, the composition of the teaching staff, admission and promotion of students, program of studies, supervision of instruction, guidance and extracurricular activities of the senior high school.


Gives the history of Science Hill high school, from 1867 to 1936 inclusive; considers the type of work the graduates enter after leaving school, and the initial and present weekly wage. Finds that more than 80 percent of the girls included in the study were employed in either homemaking or professional service; that the number of girls graduating exceeded the number of boys by 21.9 percent over a five year period; that more than 78 percent of the boys included in this study were employed in trade, manufacturing and mechanical industry, and professional service; that English was listed as the most useful high school subject by 42.9 percent of the graduates and that the initial and present weekly wage of the college graduate was higher than that of the non-college group.


Studies the geographic distribution, economic and vocational status, religious, educational and social status of the high school graduates of Wayne county.


Presents a picture of the activities and opportunities of boys in Omaha along with some practical plans for improving and enlarging them in the future. Every boy should have within his reach activities and opportunities that will enable him to develop into a strong character and a man of usefulness. Plans are presented as recommendations for meeting the deficiencies along these lines in the life of our boys.

2145. Sullivan, Sister Mary Corona. Some factors related to the vocabularies of high school students. Master's, 1936. Ind. St. T. C. 76 p. ms. (Abstract in: Teachers college journal, 8: 77-78, July 1937)

Attempts to show that the vocabularies of high school students are related to intelligence, average school grades, courses pursued, bilingual background, occupations of parents, and general environment, by administering a matching columns test to 2,025 students of four high schools differing as to locality and type of student enrolled. Finds the test used a reliable means of ascertaining size of vocabulary; that general environment affects vocabulary, that vocabulary and intelligence are related less than other investigations indicate; that vocabulary and school grades show slight relationship; that study of foreign languages seems to produce larger vocabularies; that foreign language spoken in the home is detrimental to the vocabularies of high school students; and that parental occupation influences the vocabulary of high school students.


Finds that 68 percent of the academic graduates attended college and 19 percent entered a nurses' training school; that only 25 percent of the general graduates continued their schooling at college; that 19.3 percent of all graduates attended non-collegiate day schools.

2148. Toalson, Frank B. Discipline as reported by teachers in a senior high school of Kansas. Master's, 1937. Kansas. 73 p. ms.

Attempts to determine the behavior difficulties in Dodge City senior high school; the relation of these problems to the general administration of the school; differences in the handling of discipline cases by the various teachers; devices used by the disciplinary officers in the treatment of behavior difficulties; the incidence of behavior difficulties in the school; the relationship of sex and number of behavior difficulties; and the relationship of the age of the pupil and the number of times he is reported for behavior difficulties. Shows that about 44 percent of the students were reported for behavior difficulties during...
the school year 1936–37, and that the major portion of the cases were committed by 11 percent of the enrollment; that most of the behavior difficulties were caused by boys; that behavior difficulties reported by teachers were numerous; that most of the behavior difficulties were due to misdirected energy, a desire to show off, and to resentment of control.


Contents: (1) New standards for judging the worth of secondary schools, by R. D. Grizzell, p. 5-12; (2) A vitalized high school library program, by Ellen Fletcher, p. 13-18; (3) What can and should be done to improve the small high school, by A. M. Jarman, p. 19-24; (4) The role and program of high school publicity, by H. L. Willet, p. 25-30; (5) The role and program of the Cooperative education association for the modern high school, p. 31-35; (6) Have standard tests on school subjects a place in the curriculum of the modern high school, by E. S. Kiracofe, p. 36-40; (7) Problems of the division, superintendent that result from the administration of the modern program of secondary education, by J. L. Manahan, p. 41-42; (8) Innovations in literature courses, by Richard A. Meade, p. 43-48; (9) Role and program of extracurriculum activities in the modern high school, by Harrison C. Lyseth, p. 49-52; (10) Present status of the laws of learning, by Frank A. Geldard, p. 53-59; (11) Educational program of the CCC camps, by Howard W. Oxley, p. 60-65; (12) Applications of high school plane geometry, by F. G. Lankford, Jr., p. 66-68; (13) Progress report on the use of revised curriculum materials in the high schools of Virginia, by J. L. Blair Buck, p. 69-72; (14) New curriculum in operation in the Newport News high school, by Lamar R. Stanley, p. 73-75; (15) Vocational education in Virginia, by B. H. VanOot, p. 76-85; (16) Role and program of physical education in the modern high school, by E. V. Graves, p. 86-90; (17) Modern concept of secondary education, by E. D. Grizzell, p. 91-94.

†2152. ———. New issues in secondary education. Charlottesville, University of Virginia, 1936. 63 p. (University of Virginia record, vol. 21, no. 5. Secondary education in Virginia, no. 28)

Contents: (1) How a good high school may become a better high school, by John D. Riddick, p. 7-14; (2) New standards for accrediting secondary schools, by Edward Alvey, Jr., p. 15-19; (3) An appraisal of current practices in secondary education in terms of educational theory, by A. M. Jarman, p. 20-26; (4) Problem of evaluation in improving the worth of the high school, by F. G. Lankford, Jr., p. 27-30; (5) The extracurriculum, a part of the regular curriculum of the high school, by R. E. Swindler, p. 31-38; (6) School library as a means of instruction, by Richard A. Meade, p. 37-41; (7) A vitalized commencement program for the small high school, by Roy Heims, p. 42-48; (8) Will consolidation solve the problems of the small high school?, by F. R. Noffsinger, p. 49-58; (9) Next step in secondary education in Virginia, by J. L. Blair Buck, p. 59-63.


Studies the resources, population, school enrollments, and educational facilities necessary to a sound and progressive development of secondary schools in Bergen county. Recommends a change from the present township unit to the county unit form of administrative and financial organization.


Attempts to determine the age groups from which high school students are drawn, from what types of previous schools they were admitted, whether size of family or order
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of birth make any difference in the opportunities of children for high school education, whether the mortality of the parents influence educational opportunities, what influence the nativity backgrounds of the children have on their education, from what occupational backgrounds the children come, and from what cultural backgrounds the students are drawn.


Compares 40 high school handbooks, most of them from Texas and Oklahoma.

2156. Whittlesey, Mother Theodosia. Attitudes expressed by girls in Catholic schools and colleges toward the unselfishness desirable for successful homemaking. Doctor's, 1937. Loyola. 464 p. ms.

Attempts, by means as objective as possible, to learn what elements go to make up the young Catholic girl's concept of the unselfishness on the part of a wife which is necessary for successful home life. Finds the presence of a wide range in the extent to which subjects express willingness to make sacrifices in the interest of successful homemaking; the presence of more homogeneity in the older groups; and the steady increase in the median score as chronological age advances.


2158. Woodruff, Charles F. Attitudes of high school pupils toward their chosen vocations and their relation to certain other factors. Master's, 1937. Purdue. 38 p. ms.

Attempts to determine what vocations high school pupils tend to choose for a life work, and how the attitudes of high school pupils toward their chosen vocations are affected by the general shop course and the vocational information courses which are given in high school.


JUNIOR HIGH SCHOOLS


Studies cases brought to a counselor in a Philadelphia junior high school between September 1931 and June 1934. Finds that of 948 cases brought to the counselor, 854 showed definite improvement; 90 of the cases came from broken homes; 457 came from good homes, 491 from poor homes.


Attempts to determine the relationships between the interests and certain personality traits of eighth and ninth grade boys enrolled in the two junior high schools of Boulder, Colorado.


Shows a need for part time homemaking education and for household employment training in Fort Collins.


Trace the development of the junior high school in West Virginia; describes its present status, its specific functions, and prospects for future development.


Describes an experiment conducted in the seventh grade of a consolidated rural school in North Carolina. Finds that news stories, pictures and comics were the parts of the newspaper most often used by the pupils and that newspaper material contributed to practically all phases of school work.


Traces the historical development of the junior high school movement in the public schools of Washington, D. C., beginning in 1919 with the introduction of the first junior high school, to February, 1937. Shows that in this period of time, complete reorganization of the system from the 8-4 plan in 1919 to the 6-3-3 plan now prevailing, was attained.


Presents factual material to 449 eighth grade pupils in seven junior high schools. Uses a public address system to present the material to half of the students, while the balance listen to the speaker in person. Tests immediate and delayed retention by true-false tests; finds immediate retention better after presentation directly by the speaker, and finds no significant differences on two tests of delayed retention.


Studies the 1933 summer vacation activities of 906 pupils of the school. Recommends that greater effort be made in the teaching of reading and literature so that reading may become a permanently satisfying and valuable leisure time activity; that radio be recognized as a cultural medium and information given the pupils as to worth while radio programs; that the school develop standards and cultivate taste in motion pictures; that school and community work for the provision of improved playground facilities and opportunities for genuine play values for all children; and that in June a concerted and vigorous plan for affecting the use of summer vacation leisure be initiated.


Studies the graduates of Hollywood junior high school, Memphis, Tenn., for the period from 1926-1936, inclusive. Finds that 78.5 percent of the boys, and 76 percent of the girls entered high school; 45.5 percent of the boys and 39.1 percent of the girls graduated from senior high school; 2.2 percent of the boys, and .51 percent of the girls entered college, and 1.6 percent of the boys and .51 percent of the girls graduated from college.


Measures the progress of 325 pupils in grades 7 and 8 for a period of 9 months using student tests in five subjects.

Deals with the origin of the junior high school, the psychological basis for solving educational problems, prepubescence, postpubescence, the aims and functions of the junior high school, the program of studies, oral and written expression, reading and literature, mathematics, science, social studies, history, foreign languages, industrial arts, home economics, extracurricular activities, and the challenge to teachers implied in present trends.


Compares the mental rating, curriculum age, w-i, and scholastic average of 300 indigent and 300 non-indigent pupils for the years 1929-1934, inclusive. Finds little difference between the two groups, that the same standard of work may be required of both groups, and that school assistance to the indigent students was a vital factor in these results.

JUNIOR COLLEGES


Attempts to determine the motives that have controlled the growth and development of the junior colleges of Texas, the leading events in this development, and the present state of development of the junior college movement in Texas.


Analyzes data on the Iowa public junior colleges, their teachers, and graduates, and shows the extent to which they have become a part of the public school system of Iowa, and their effectiveness in that capacity. Finds that the Intercollegiate standing committee has developed minimum standards for junior colleges in Iowa, but not all of the institutions have maintained these standards at every point.


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HIGHER EDUCATION


Studies the three different methods of admission used with the classes of 1933, 1934 and 1935 of Wheaton college, Norton, Mass. All of the plans include the use of the Scholastic aptitude test with examinations in various other fields. Includes a brief history of Wheaton college from 1834-1935.


Attempts to determine trends in the organizational relationship between the college and the related church; changes in the source of financial support of the church related college; the attitude of the college toward the junior college movement; and trends in the enrollment of the church related college. Shows a weakening of the bond of cooperative effort in higher education between the church and the related colleges; income from denominational sources in proportion to the income from non-denominational sources has decreased; no outstanding expression of attitude toward the junior college movement; the rate of increase of enrollment in higher education in the church colleges has not been as rapid as it has been in the institutions of higher education in the country as a whole.


Analyses the requirements for entrance, class promotion, graduation, class honors, graduation honors, and the field of honors of representative universities and colleges divided into State, private, denominational, municipal, and undenominational institutions.


Records the story of the founding and development of the University of California at Los Angeles.


Studies the University of Colorado alumni to determine their economic, vocational, and social status in relation to their training and education. Finds that the major course choices that show the best salary possibilities are medicine, law, engineering, geology, business, physics, and economics.


Compares standard residence group food departments with cooperative food departments, and finds that the cooperative systems spent a smaller percentage of income for meat, fish, and eggs than standard residence groups; suggests a 15 percent salary allowance and a 20 percent food cost with as much spent for meat, fish, and eggs as for milk, cream, and fruits and vegetables as a standard for the cooperative group budget.

2200. Dillin, Billy Neal. A study of college achievement of freshmen affiliated with different religious groups. Master's, 1937. Texas.

2201. Duckworth, Dorothy Ann. A study of the adequacy and cost of food served in student cooperative houses at the State University of Iowa. Master's, 1937. Iowa.


Discusses the foundations of the state university, its political basis and the humanitarian impulse; the university before 1930, mass education, training for power and service; the university after 1930, doubts and drifts, education of citizens: the ideal of liberal education, and the education of men and women.


Contents: Part 1. Fundamental issues before the American college: the range of fundamental policies now proposed for the American college, and the underlying issues: part 2. Criticism of the underlying issues; fundamental principles, educational and social trends, and the function of the college: part 3. Criticism of the fundamental policies of the American colleges: plans concerning indoctrination, plans for curriculum studies and courses, plans for curriculum as a whole, plans for methods of presenting subject matter, plans for methods of encouraging students to study, plans for methods of examining results, and plans for admission: part 4. An adequate college at work.

2205. Friedrich, Jeannette E. Personnel study of students who entered Ohio state university at an early age. Master's, 1937. Ohio State.


Finds that students become more liberal in their social and economic viewpoints as a result of college training: students from a rural environment are more conservative than those from an urban environment; a decided socialistic trend developing towards our national and economic policies, and little change in attitude toward social and racial problems.


Compares advanced standing with achievement after transfer of 141 students from 71 other colleges and of 61 who transferred within the university. Ascertains the policies of the University of Detroit on the acceptance of these credits. Finds that the University of Detroit usually accepts transferred credits hour for hour, provided the student was in good standing and from an accredited institution; that students from non-accredited colleges and those not in good standing are taken on probation. Finds that 20 percent of the transfer group did failing work; that the group as a whole raised their records.


Analyzes the test scores and college grades of sophomores and seniors of Gettysburg, Muhlenberg, and Thiel Colleges, and compares their achievement with that of students of other colleges in the state which participated in the Pennsylvania study. Indicates that the results of the students in this study were typical of the results of the students of the state as a whole; that there is an increase in the variability of the capacity and the performance of the students as they progress through college.


Compares 50 students classified as leaders with 50 students chosen at random, with age, sex, and classification held constant. Finds that the leaders were chosen from those who rank slightly higher in intelligence, make better school grades, take part in more extracurricular activities, and work more hours for remuneration.


*2211. Haggerty, Melvin E. The evaluation of higher institutions: a series of monographs based on the investigation conducted for the Committee on revision of standards, Commission on higher institutions of the North central association of colleges and secondary schools, II, the faculty. Chicago, University of Chicago press, 1937. 218 p. (University of Minnesota.)

Discusses the faculty, educational excellence, the product of higher educational institutions, faculty competence, faculty organization, conditions of faculty service, accrediting policy, and faculties good and poor.


Compares experimentally the effectiveness of two procedures in teaching a college course intended to orient freshmen in various fields of science; unification of instruction under one individual; presentation of major units by various specialists. The members of the groups taught by the two methods were paired for intelligence, high school achievement, and a pre-test in the fields included in the course. Initial and final tests and tests on the various units provided data for statistical treatment. Stenographic records of typical lessons and questionnaire returns from students supplemented the test data. Gains or gains and losses show significant advantages for either procedure, although test results for the various units favor the individual instruction procedure. Concludes in favor of instruction by one individual.

Higher Education 199


Studies functionally and comparatively the history and function, administration, faculty, curriculum and instruction, and finances of Stanford University from 1891 to 1936, inclusive. Analyses comparative data on Harvard, Yale, Columbia, Princeton, Cornell, Chicago, Northwestern, Johns Hopkins, Pittsburgh, Ohio State, Wisconsin, Minnesota, Illinois, Michigan, Pennsylvania, California, and Texas universities. Finds that in growth in number of students and number of graduates a year and in the growth in number of faculty members, Stanford's growth has been similar to that of other universities with which it was compared; Stanford has a preferred rating as a graduate university, and falls far below a number of the other institutions in endowment. Stanford shows general similarity to the other universities studied in administration, except that the president and deans of the various schools have much more than ordinary control. Faculty organization differs only slightly from the other institutions studied, inbreeding is slightly greater, and salaries are lower. Stanford's curriculum reveals the influence of the shift of organization from the departmental to the larger school unit. Independent study and study for honors are in wide use throughout the institution, which is organized on the undergraduate level into lower and upper divisions.

2214. Higgins, Virginia Cooke. A study in the prediction of success of college students before and after the freshman year. Master's, 1936. Maryland. 51 p. ms.

Prepares a formula including a psychological test, content test, and high school average for use in forecasting a student's chance of success in college before beginning college work; and prepares a formula including a psychological test, content test, high school average, and first year college average for use in predicting a student's success in college after the first year of matriculation. Applies the formulas to cases selected at random from the registrar's office at the University of Maryland, and finds that the use of these formulas with a consideration of the personality of the student will predict the success of college students before and after the freshman year.


Compares the pattern, functional, and psychological types of curriculum investigations of 560 curricula over a three year period, 1934-1937. Finds that 40 percent were pattern, 47 percent were functional, and 13 percent were psychological.


Discusses the development and types of survey courses; curricula in specific colleges and universities; survey courses in the natural sciences, social studies and humanities; the composite survey course; and measurement and evaluation.


Presents a study of student achievement in a college of liberal arts, studying the scholarship of students entering as freshmen in the years 1931-32 to 1935-36.

2219. Jones, Edward S. A charter for the superior student; improved articulation of high school and college. (Buffalo. University of Buffalo, 1936) 36 p. (University of Buffalo studies, vol. 10, no 3)

Presents an outline of nearly five years' experimentation to determine whether a feasible program could be devised to improve the articulation between high school and college for very able high school graduates. Draws a picture of two youths, whose prototypes may be found in any community. Describes the University of Buffalo program of articulation, describing the selection of high school students, their use of aids for independent study, and the use of anticipatory examinations to determine whether the students can be credited with having covered the equivalent of college work.

Analyses data on extension teaching secured from surveys made in 1929 and in 1933.


Describes the guidance procedure at Bethany college in terms of office reorganization, use of test records, faculty cooperation, and dissemination of occupational information.


2223. McKinnis, Joe Lester. The size of the high schools from which students come as a factor in college success. Master’s, 1937. Okla. A. & M. Coll.

Attempts to see if there is any correlation between the size of the high school a student attends in southeastern Oklahoma and the grades he makes during his freshman year in Southeastern state teachers college, Durant, Oklahoma. Shows that the larger and better equipped schools graduate students that are better prepared to do freshman work in college than the students that are graduated from the smaller and more inadequately equipped schools.


Analyses replies to a questionnaire sent to the dean of women of 66 institutions in the United States. Traces the evolution of the function of housing and the attendant changes in the kind of person serving as head resident; determines the present status of the position of head resident; studies the qualifications and duties of individuals holding these positions; analyzes the specific duties actually performed. Finds a lack of professional status connected with the position, low salaries for 24 hour duty, and little vacation with pay.


Studies the attitudes of 3,578 students towards religious values and towards social and political issues among under and upper classmen in state denominational institutions. Finds the general attitude of these students to be mildly conservative; that radicalism is rare; that students of some institutions are more conservative than those of others; that freshmen are more conservative than seniors; and that women are more conservative than men.


Studies the attitudes of students taking military training at Purdue University in 1936-37 to compulsory military training, military discipline, advanced R. O. T. C. training, and military training.


Presents a brief history of study at Stanford university, and the inauguration of the independent study plan in the upper division; discusses the idea of the independent student; finding the superior student for independent study in the lower division; method of independent study; independent study in problems of citizenship, history, English composition, economics, general psychology, and in introductory political science; continuation of independent study in the upper division; the record of accomplishment; the point of view of the instructor; the response of the student; experiences of individual students; and the place of independent study in the university.

2230. Scott, Alta Troden and McCarthy, Margaret. A study of the academic success of graduates of Hamtramck high school of Hamtramck, Michigan, who enrolled in institutions of higher learning during the years 1925-1935. Master’s, 1936. Detroit. 139 p. ms.

Finds that success in high school and college are not closely related; and that since failures occur more generally in the first semester at college, special supervised training for college should be given to that group in high school; and that colleges should continue to improve their methods to adjust the individual to college work.


Studies 19 colleges of the Churches of Christ from all parts of the United States, and 58 colleges of various churches in the southeastern states, exclusive of the colleges of the Churches of Christ in this region. Finds that church colleges have a place in American higher education to the extent that they do not compete with the state institutions of learning, and that they attempt to supply leaders for their own churches. The church college precedes the state college in the history of American higher education. It provides its own funds, and enriches American higher education in that it offers a different sort of educational opportunity.


Studies 336 Nebraska high school graduates who entered the University of Nebraska in the fall of 1935. Finds that they compared favorably with other college students in number of credit hours taken, subjects chosen, marks received in like subjects, failures and expulsions, and that success in college is not dependent on the size of the high school from which graduates come.


Finds that achievement of students in the secondary school curricula is one of the most accurate bases for predicting success in college; that the impression that an in-
individual's scholastic success in college depends upon the completion of prescribed amounts of secondary subjects lacks effectiveness; that the use of high-school marks to predict future accomplishment is a fair means of measurement; and that the chances are that a fair high-school student will be a fair college student.


Traces early attempts to found an institution of higher learning in Cincinnati, the establishment of institutions which ultimately became part of the present university, the foundation of the University of Cincinnati in 1870, and its development since that time.

STUDENT PERSONNEL PROBLEMS

2236. Austin, Mary Alice. An analysis of certain personal problems of an unselected group of high school girls. Master's, 1937. Southern California.


Finds that the adjustment problems were health, scholastic, financial, family, and home, religious, moral and disciplinary, personality, social, living conditions and outreach.


Surveys the outside employment of male students for each semester of 1936-37.

2239. Bowden, Aneta Evans. A study of the reactions of graduate students at the University of Wisconsin to living conditions in their housing and social aspects. Doctor's, 1936. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations, 1:115-17)

Analyzes data obtained from 729 of the graduate students registered during the second semester of the academic year 1934-35 who comprised the so-called "transient" student population. Indicates that a spirit of dissatisfaction permeated the graduate students as a group, especially the married graduate students, as to living conditions; and that there is a real need for more friendly social contacts with student groups and with the faculty.


2241. Drought, Neal E. The personality adjustment of freshman men at the University of Wisconsin. Doctor's, 1937. Wisconsin.


Analyzes case data on 100 students, and finds that a purpose, social, decision, and sensitivity patterns were revealed by the analysis of student experiences. Proposes that homes, schools and colleges give more attention to the development of the functional patterns as a means of aiding students to move from one cultural setting into another with greater ease, security, and creative power, to overcome their limitations and make the most of their opportunities.

2245. Jones, Vernon. Attitudes of college students and the changes in such attitudes during four years in college. Journal of educational psychology, 29:14-25, 114-34, January-February, 1938. (Clark university)
Tests two entire classes on five attitude scales at the beginning of the freshman year and again at the end of the senior year, and studies the changes in their attitudes. Finds that on the average students change during four years in college in the direction of liberalism, but the changes are small. Students who are most liberal at entrance to college change least, and the most conservative change most.


2247. McConn, Max. Planning for college and how to make the most of it while there. New York, Frederick A. Stokes company, 1937. 267 p. (Lehigh university)

Discusses the type of person who should go to college, choosing a college course, choosing a college, the cost of a college education, college entrance requirements and examinations, various methods of living at college, and planning and equipping the student's room, the use of the library, and extracurricular activities.


2249. Menke, George H. Personnel data significant for the selection and guidance of students in transition from school to college. Doctor's, 1936. Yale. 337 p. ms.

Analyzes data on 337 freshmen in 39 colleges and universities in northeastern United States in 1934–35. Finds that admission blanks and record forms reveal a wide variety of data recorded by colleges; that students feel that colleges do not make full use of data now obtained, but they are willing to furnish additional information.


Analyzes data secured from interviews with 200 graduates of Indiana state teachers college, half of whom had been self-supporting, and the other half had been non-supporting while in college. Finds that the self-supporting students were more successful after graduation than were the non-supporting students.


2252. Ritchey, N. Wayne. A study of college students who have continued college work successfully after a period of maladjustment. Master's, 1937. Ohio State. 86 p. ms.


Attempts to determine the part played by religion in the lives of men students during the transition from school to college as shown by their religious practices, attitudes and changes which these undergo, and the relation of these religious practices, attitudes and changes to the total transition experience. Finds that religion plays a relatively less important part in the lives of students during the transition period than it does during the pre-college period; that those neither strongly favorable toward nor unfavorable toward religion in high school make more successful adjustment to college than those most favorable toward religion; that methods of dealing with religion at the high school and freshman college level are wasteful of the religious resources of students.


Discusses problems of adjustment, special problems of students, intelligence of students, their scholastic achievement, personality, attitudes and interests, their social and economic background, adolescents' use of time, the financial problems of students, and the contributions and limitations of results of investigations.

Attempts to determine the degree of conservatism or liberalism of young people of college age on the thought forms of religious concepts, and on their recognition of the responsibility which the church should assume in social reconstruction. Finds that the majority of the group studied agree on few items in both religious beliefs and in religious-social attitudes.


WOMEN—EDUCATION


Analyzes personal accounts for the second semester of the year 1936-37 of 37 women students enrolled in Syracuse university, to determine the relationship of home background and training to the manner in which the individual girl spends her money, and to study the personality of the group as a whole. Includes students who do not earn any money to help finance their education, students who work under the NYA as secretaries or desk girls, girls who wait on tables in the University dining halls to pay their board, and girls who live in cooperative or semi-cooperative houses. Finds that the group of girls participating in the study was average in self-sufficiency and sociability, tended to be more dominant than the average group of college women, and had confidence in themselves.


Reports a study made with a group of 49 first quarter freshman girls at Ohio state university to determine the attitudes and traits liked by other freshman girls. Concludes that the liked girls are generally enthusiastic, express their enthusiasm with or for others, have broad occupational interests, and are neat of person and wear becoming, suitable clothes. Lists the traits of the unpopular girls, and presents a case study of each unpopular girl with recommendations for developing more acceptable personality traits.


2269. Thomson, Orsie Margaret. An inventory of the distribution and use of time by freshman women registered in the University of Chicago, spring quarter, 1935. Master's, 1937. Chicago. 120 p. ms.


2271. Weaver, Agnes Rice. The education of living-eminent women in the United States, and their views on educational problems of young women to-day. Master's, 1937. Southern California.


Attempts to determine the degree of relationships existing between mental ability, moral judgments, emotional stability, and religious attitudes of a particular group of college girls, and to devise a religious attitude test which will measure religious conservatism. Analyzes test data secured from the examining of 265 college women; students of Blue Mountain college, Blue Mountain, Miss. Finds no highly significant correlations between any two of the different aspects of personality; an indication for emotional instability to be found more among the girls of very high or very low intelligence than among the general run of students.


PROFESSIONAL EDUCATION


Evaluates a tentative curriculum for pretheological education in these states; evaluates the objectives of ministerial education; analyzes critically the aims and subject matter recommendations in eight subject fields; recommends changes, additions, and diminution of time allotment and material in these fields, and proposes a revised curriculum based on the reactions and suggestions of the participants in this study.


Embraces all schools of nursing in the District of Columbia, including the 8 accredited schools of nursing, the two non-accredited schools, which offer one year courses in specialized
fields of nursing and a non-professional school for nursery aids; one accredited school of nursing at Takoma Park, Md.; two accredited schools of nursing in Baltimore, Md.; two schools for medical technologists in Baltimore, Md. and a school for physiotherapy aids in Washington, D. C. Gives the type of school, enrollment, number of instructors, school hours, length of school year, courses, entrance requirements, physical and personality qualifications cost of attendance, placement; history of the school, and its physical equipment for each of the schools listed.


Studies life earnings in architecture, college teaching, dentistry, engineering, journalism, law, library work, medicine, ministry, nursing, school teaching and social work; and life earnings in clerical occupations, of skilled workers, in farming, and in unskilled labor.


Attempts to determine when the history of nursing is taught in 31 schools of nursing in 15 states and the District of Columbia; the number of hours being devoted to the course; and what textbooks and courses of study are used in the course. Finds marked differences between the schools in the teaching of the subject, in the size of classes, in the number of hours devoted to the course, in attainment on tests of various students of the same school, and in the textbooks and courses of study used in the schools.


Studies the extent, nature and supervision of practical work activities in 21 representative seminaries; the relationship of student aid and practical work, and the amount of remuneration for practical work. Finds a definite trend towards the recognition of the value of practical work activities as an important part of the educational experience of the student, and a serious and concerted attempt to correlate these activities with the classroom work; finds a great variety of activities included under the head of practical work in the different institutions; and widely differing views concerning the relationship between practical work and financial aid.


Surveys the admission requirements of the important schools of medicine, law, and engineering to determine to what extent specific courses are required, what these courses are, and whether a specific number of years of pre-professional training are prescribed; to ascertain whether a student who had completed the academic requirements specified might obtain admission as a matter of course or whether special standards, academic, mental or other tests would be required; to discover whether professional associations were suggesting or dictating standards to be followed; and to determine to what extent the junior colleges have entered into competition with the four year liberal arts colleges in
offering pre-professional training and to what extent the pre-professional schools are willing to accept junior college training for admission. Finds that the administrative officers of the professional schools are not satisfied with the type of students they are getting; that there is a tendency to place greater emphasis on mental or aptitude tests as qualification for admission to medical and law schools; that the professional associations have been important factors in the establishing of standards of pre-professional education; and that the junior college is likely to become an important factor in preparing the students for law schools, but is not likely to become an important factor in medicine and engineering: that orientation courses do not meet the requirements of premedical training but are favored by law and engineering schools; and that all three types of professional schools favor limiting enrollment rather than expanding existing facilities.


Describes an experiment in which a test of 219 items in anatomy and physiology was administered to 481 students enrolled in 23 schools of nursing located in 12 states and the District of Columbia. Shows the importance of every instructor and supervisor in the school of nursing having clearly in mind the knowledge of anatomy and physiology needed by the student before any nursing procedure or nursing care can be rendered.


Seeks to determine, by means of an analysis of faculty memberships in a representative group of accredited Catholic schools of nursing, the number and type of positions held by lay graduates, and future opportunities offered them for advancement to executive positions. Finds that the total percentage of lay faculty members is slightly greater than that of Sisters; that most of the faculty members graduated from Catholic schools of nursing; that faculty positions are nearly all full-time; that the total number of Sisters with some college preparation is larger than the number of lay nurses; that employment is considered fairly secure by the majority of Sisters and lay nurses; that many subjects are taught by physicians and by instructors other than nurses; that in the total number of graduates from the schools studied, the percentage of Sisters is small; that lay graduates who are engaged at the present time as faculty members or are preparing for future positions as such, are more numerous than Sisters; that the largest number of graduates are engaged in private duty, are inactive in nursing on account of marriage, or are public health nurses.


Appraises the work of the College of engineering in terms of the success of its graduates in order to obtain an accurate and complete information as possible on the educational and occupational experiences of its engineering graduates and the relationship of their work to courses pursued in college. Finds that the reasons for choosing this profession were: handling mathematics and physics easily in high school; interest in machines and tools; opportunity for self-support under a cooperative plan. Finds that the difference between the earning power in the technical operation and designing field and in the managerial groups is so great as to indicate the importance for engineers to develop a capacity for dealing with people and managing men and affairs.


2294. Merril, Ruth A. An evaluation of criteria for the selection of students in the School of nursing of the University of Minnesota. Doctor's, 1937. Minnesota.


Analyzes replies to a questionnaire received from about 900 ministers, graduates of 10 seminaries representing 9 major denominational bodies during the period from 1901 to 1930. Finds a need for more adequate income and security in order to raise standards of practice; a need for more widespread cooperation of the clergy in the spirit of denominationalism still prevails; a need for ministers to examine the traditional views of their church bodies; and that many clergymen are lacking in ethical consciousness. Suggests that ministers set an example through self-discipline, form committees on ethics within the profession, formulate codes of ethics, discuss the matter in ministerial meetings, and offer courses in ethics in summer schools and in postgraduate departments of seminaries.


Studies the history of nursing education in Texas, and some of the present trends in nursing education.

2298. Reddish, George F. The teaching of bacteriology to pharmacy students. Journal of the American pharmaceutical association, 28: 631-64, July 1937. (St. Louis college of pharmacy)

Attempts to determine the different ways instruction in bacteriology will be of value to the pharmacist in the practice of his profession. Shows that a course in bacteriology better equips the pharmacist to cooperate with the physician, dentist and veterinarian; prepares him to handle biologicals more intelligently and with more understanding, and because of his training in the use of germicides, enables him to be of more assistance to his patrons in preventing infection and the spread of disease.


Concentrates upon those aspects of public service recruitment and promotion processes which relate to training, with the purposes of ascertaining those conditions of the city service and local educational facilities which help or hinder the establishment of the pre-entry and post-entry training requisites of a career service, and of outlining those ways in which the municipal government and the educational institutions of the city can best cooperate to assure New York City a continuing body of trained career public servants. Studies the entrance, and promotional opportunities in the service, and methods of contacting the available supply; discusses training and experience requirements for entrance to the service, private civil service schools, pre-entry training by secondary schools and universities, a program for the municipal service and the educational institutions in New York City; and post-entry training by municipal departments, training by schools and colleges, and an in-service training program for the future.

2300. Van de Bunt, Margaret Joanne. Characteristics of students entering the various divisions and professional schools from the college in the University of Chicago. Master's, 1937. Chicago. 94 p. ms.

ADULT EDUCATION

ADULT EDUCATION


Compares the present status, practices and trends in evening school education in Washington, D. C., with 19 cities of 500,000 to 1,000,000 population. Discusses the administration of the schools, the Federal emergency education program, the curriculum, and presents brief sketches of the city systems.


Studies the intelligence, aptitudes and scholastic achievement of a boys continuation school in Fall River, Mass.


Indicates that there are no unifying forces among the agencies working in the field, an independent approach being evidenced; that the trends are toward an increasing amount of adult education activity, both as such activity concerns the general public, and as it applies to restricted personnel training; that a rather definite shift has occurred since 1933 in the type of educational activity being carried on, that emphasis has shifted from the provision of new knowledge to an attempt to establish attitudes and inculcate doctrines; that there is practically no general cooperation with the Office of education; and that little attempt is made to evaluate the results of the educational work for adults.


Traces the history of adult education from the early days of Christianity to the present time, and considers the Tennessee Valley authority project education program, the programs promoted by the various cities, and the educational programs of the Civilian conservation corps, Works progress administration, Federal emergency relief administration, and the National youth administration.

2313. Riley, B. C. A state university offers practical education to adults. Gainesville, University of Florida, 1937. 31 (General extension division record, vol. 18, no. 15)

Describes the work of the School of adult education conducted at Camp Roosevelt, Florida, which opened October 5, 1936, utilizing the plant formerly used by the Florida Atlantic Gulf ship canal as headquarters for its engineers. Uses short courses, ranging
in length from three days to one month; emphasizes laboratory work and students take part in demonstrations; provides library facilities for each course; and secures instructors from the University of Florida or other institutions when necessary. Designs the curriculum for any adult or group of adults who may profit from the instruction offered, regardless of previous educational opportunity. Offers professional business, labor and vocational, civic, and arts and crafts courses. Shows that in the year the school has been in operation students have come from 16 states and from all of the 67 counties in Florida.


Studies the intelligence, educational attainment, home background, educational and vocational interests, reading and leisure time interests, personality adjustment, and attitudes toward popular issues of 127 Civilian conservation corps boys at Camp Evelyn in Michigan. Compares them with boys in 225 camps in Illinois, Michigan, and Wisconsin as reported by their educational advisers. Surveys, by replies to a questionnaire, the schools attended by 197 interviewed enrollees. Finds that the boys were average or above in intelligence, came from below average homes, had little interest in school-preferred light and sensational reading material, had been employed about three months at a wide variety of unskilled jobs. Suggests that the interests, needs, and abilities of the individual student should become one of the dominant aims of the schools, that the subjects should be reorganized with respect to content and method in accordance with the interests of the students.


Surveys the adult educational opportunities in a city of 5,000 inhabitants. Finds that Columbus has a much more extensive provision for adult education than many cities of its size, but the provision does not yet meet the needs.


PARENT EDUCATION


Examines the current movement for parent education in the Protestant churches, and evaluates it for its promise of educational effectiveness.


TEACHER TRAINING

2227. Brown, A. E., Buffum, H. S., Aitchison, Alison E., and Gilbert, Winfred M. An experiment comparing the effectiveness for learning of a five and a three period per week class school, fall term, 1936, in introduction to education, elements of geography, and general science. A. Cedar Falls, Iowa, state teachers college, 1937. 3 p. ms. (Research report no. 24)

Finds that for these subjects, a five period per week class schedule is superior for learning, as measured by the use of objective tests, to a three period per week schedule.


Traces the development of teacher training in California, and analyzes the social forces and the social changes which have influenced its peculiar forms.


Attempts to determine the status of normal training in high schools. Finds that eight states have some form of teacher training in high school.


Analyzes current practices in the selection and certification of teachers in the 48 states. Shows trends toward selective admission to teacher training, toward centralization of certification authority, away from examinations as a basis for certification toward the requirement of academic and professional requirements for administrators and supervisors, away from the issuance of life certificates, and toward specialization for all certificates.


Attempts to find the relationship between the teachers’ preparation and pupil achievement by means of standardized test results. Studies 1-teacher schools located in 29 counties in Missouri. Finds that the total college preparation of these teachers show a positive but low relationship to pupils’ achievement as measured by standard tests. Indicates that the training provided for the teachers in the schools studied was of less value to their pupils than might reasonably be expected.


Discusses the need for a combination of professional enlightenment, technical training, and academic scholarship in the training of secondary school teachers. Describes the requirements of Harvard university for the degree of Master of arts in teaching, and differentiates between the requirements for this degree and the degrees of Master and Doctor of education.

Discusses selective admission and guidance of trainee teachers, teacher education institutions, broad cultural background and specialization requirements in teacher training, professional courses in teacher education, organization and supervision of directed teaching, placement of teachers, and preparation of in-service teachers.


Studies the staff, curriculum, enrollment in classes, the role of Education in the College or arts and sciences with special reference to the amounts of work taken by prospective teachers in the different departments for the session 1934-35; and the kinds and number of certificates issued to the teachers or prospective teachers.


Analyzes data from 216 daily registers of one-teacher schools of 24 counties in Texas for 1935-36. Indicates that their training has been helpful in teaching one-teacher schools in Texas, as the teachers who had four years of college training were superior in six of the 11 items considered. Shows that the importance of classroom libraries should be stressed in the training of teachers, and that they should be taught how to secure libraries; shows a need for help in schedule making, and in combining grades and classes.


Attempts to secure comparative data on the different courses of industrial arts offered the academic, technical, and professional subjects required, the time requirements of and the emphasis given each of the academic, technical, and professional courses, the modern trends in industrial arts education, and the electives offered in the training of industrial arts teachers in the institutions belonging to the American association of teachers colleges.


2344. Reid, Florence E. A study of the achievement of teachers in training on certain basic language skills. Master's, 1937. Iowa.


Contents: (1) Problems confronting the student who is contemplating education as a life career, by Harold C. Hand, p. 3-11; (2) Task of the school from the viewpoint of the edu-
TEACHER TRAINING

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2348. Trottiebe, M. F. Analysis of the relative importance of the success factors common in the training of teachers for the one-room rural school. Aberdeen, South Dakota, Northern State teachers college, 1937. 8 p. ms.

2349. Welch, Robert L. A plan for the efficient selection and training of circuit teachers for Wisconsin vocational schools. 'Master's, 1937. Col. St. Coll. Set up an efficient plan for the selection and training of circuit teachers, for entrance into employment and for training circuit teachers in service. Finds that some items of analysis are not well chosen or well classified.


2351. Williams, Grover I. Administration of equalization of educational opportunity in Colbert county in terms of educational training of teachers, Master's, 1937. Alabama. 63 p. ms.


NORMAL SCHOOLS AND TEACHERS COLLEGES


Attempts to determine present conditions with respect to the employment and utilization of secretarial and clerical assistance in administrative and instructional offices in teachers colleges and normal schools, and the extent to which they can be improved. Shows that wages in the central office for full-time employees averaged $100 a month in the teachers colleges, and $105 a month in the normal schools, and were reduced about 10 percent during the depression; that five times as many persons were employed secretarily in the administrative offices as in the instructional offices; that the only scholastic qualifications generally demanded of applicants for secretarial positions was graduation from high school. Shows that a school can give more assistance to instructors by extending the services of the secretarial forces in the central administrative offices, and that through better organization and supervision of the central office this increased central office service to instructors may often be given without increasing the total secretarial budget.


Finds that progressive education is based on a philosophy which requires a special type of preparation: that the type of preparation which fits a teacher to follow the set course of the traditional school is inadequate to prepare her for the greater responsibilities imposed by the progressive school; that some teacher training schools are preparing teachers to assume the responsibility of a progressive school, but they are few; that teacher training schools, in general, have adopted a middle ground policy; that the general aims of the campus elementary schools of teacher training institutions are progressive, but the traditional organization along subject matter lines is maintained; and that progressive ideas are admitted as far as possible without affecting the basic principles of the existing organization.

2357. Bjornstad, Alice. A personnel study of students pursuing the two-year elementary teaching course at Ohio university. Master's, 1937. Ohio Univ. 95 p. ms.


2359. Canon, Ernest H. The achievement of students who transferred from other colleges to Western and graduated in 1936. Bowling Green, Western Kentucky state teachers college, 1936.


2361. Downis, Martha. A comparative study in student abilities. Newark, New Jersey state teachers college, [1936] 20 p. (Faculty bulletin, supplement, no. 2)

Pictures the selection techniques used with students in the New Jersey teachers colleges from graduation from high school throughout their college courses. Describes an experiment in which the same type of tests were given to 577 high school students in 10 high schools, as are given to prospective entrants to the teachers colleges. Finds that the non-candidates differ little in their test scores from the candidates.


Studies the 465 graduates of the college for the years 1930-1934.

Attempts to determine how accurately the academic success of 300 freshmen at East Texas state teachers college could have been predicted by the American council on education psychological examination. Concludes that in predicting academic success in college, the scores on the American council on education psychological examination are preferable to transcripts of the pupils' high school grades.


Presents a résumé of the practices followed by New York state teacher training institutions in selecting students.

2366. Iowa state teachers college. Relation of placement test scores to mortality and scholastic ratings, class entering fall term of 1932. Cedar Falls, 1937. 27 p. ms. (Research report no. 28)

Attempts to determine what has happened to the 450 freshmen students who entered in the fall of 1932, whether they have graduated, withdrawn voluntarily, been dropped for low scholarship, are still in school, and whether placement test scores predict in any way the later scholastic performance of entering freshmen.


Studies 2,009 persons in Ball state teachers college who entered between 1931 and 1935. Shows that students who entered the college at ages younger than normal entrance age stood higher and remained longer, on the whole, than those who entered at the normal age or later.


2370. ———. Summary and conclusion of a study on the financing of teacher education in Wisconsin. Superior, Wisconsin, state teachers college. 1937/ ms.

Studies the plant values and outlay and costs among the various teacher training institutions, the sources of income, and examines the present policy and practice of these institutions, length of school year, curricula, enrollment, output and placement for the period, 1930-31 through 1934-35, inclusive. Finds inconsistencies in Wisconsin's outlay and teacher training needs, per student costs, quality of output, and recommends unification of controls.


Attempts to discover the social activities in which teachers engage, the social skills they need, the condition of these skills at the beginning of the teaching career, and the possible assistance the college might render in perfecting these skills. Finds that the college might acquaint prospective teachers with the community experiences and restrictions they will meet, and develop more highly the personal social skills they will need.

Administers a questionnaire to summer session students and faculty in a teachers college to determine the good and poor aspects of using a double period for 6 weeks instead of a single period for 12 weeks. Finds that the students like the double period and that the faculty do not.

PRACTICE TEACHING


Studies 35 student teachers doing their laboratory teaching in the demonstration school of Appalachian state teachers college during the winter quarter of 1936-37. Finds that the 354 difficult problems found by the student teachers group themselves into: teaching, 132 problems; school management and pupil control, 101 problems; planning, 65 problems; personal and professional development, 50 problems; home and school relationships; 4 problems; and problems peculiar to student teacher situations, 4 problems.


Analyzes practices and standards in the 15 higher institutions in Arkansas that are state approved for teacher training.


Studies directed observation in 113 accredited state teachers colleges in the United States. Finds that most of the colleges combine observation with other courses, such as methods courses and student teaching; that directed observation is most often given in second, third and fourth year of college work and is given both previous to and parallel with student teaching; that the regular training teacher is observed in all of the colleges, and that reports on these observations are made in both written and oral form.

2378. Chapman, A. L. Implications of the Mississippi program for the improvement of instruction for practice teaching in the secondary school. Austin, University of Texas, 1936.


Analyzes and evaluated the activity programs in 20 practice teachers manuals.


Attempts to determine the extent to which student teachers are and should be taught to make diagnostic studies of learners in their practice teaching.


Shows that the educational program of the school is planned as a continuous experience from the kindergarten through the high school; that it emphasizes the need of orienting the child with respect to the social, economic, political, and scientific problems of the present; that it seeks to cultivate aesthetic, intellectual, and practical interests; to develop independent thinking; to remedy the lack of continuity characteristic of our public schools and colleges; to develop sound standards and habits of study; to foster seriousness of purpose and intellectual thoroughness; and to use the latent capacities and interests of children as a basis for guidance in the choice of a career. Evaluates the school's activities with reference to criteria developed in this study.

Studies data on methods of study, and conditions of study in school and at home of children in grades 5 to 12 during the school year 1934-35.


Presents a plan for evaluating student teaching and for the further study of evaluation of that work.

2385. ———. A jury judgment study of the principles and concepts involved in the individual conference in supervision of student teaching. Gainesville, University of Florida; 1937. 12 p. ms.

Describes an experiment in which a list of concepts and principles prepared cooperatively by a group of graduate students was submitted to 45 specialists in supervision and student teaching for judgment as to validity. Results in a list of about 70 statements of concepts and principles accepted as valid.


Analyzes the supervisory activities carried on with student teachers in New York state teacher education institutions preparing elementary school teachers in respect to the nature of the supervisory activities performed, the concepts of supervision, upon which the supervisory activities are based, the relative importance of the supervisory activities in the preparation of teachers, the relative difficulty experienced in accomplishing the purpose of the activities, and the type of practice school (campus or cooperating) in which the different supervisory activities can be carried on with the best results in the improvement of student teaching. Finds that a supervisory program can be effective only to the extent that the administrative staff provides for an adequate and well prepared supervisory staff, a well selected student body, and an instructional program integrated with the work of student teaching, which recognizes the educational needs of a changing society and provides for the promotion of the professional growth of teachers, thereby protecting the educational interests of children.


Finds that in most cases, the individual conference meets the needs of the student teacher.

TEACHER TRAINING IN SERVICE


2392. Emerson, Daniel W. State teachers colleges as an agency for the training of rural elementary teachers in service. Doctor's, 1932. Oklahoma. Tahlequah, Okla., 1935. 24 p. (Northeastern teachers college bulletin, research series, no. 4)


Reports a 10-year trend in the improvement of teachers in service in small local public-school systems.


Reports differences in methods of continuing the professional improvement of their graduates by teacher education institutions, over a 10-year period.

TEACHERS—STATUS


Studies the teaching load of 125 secondary school teachers in 23 schools in Upper Cumberland district, Tenn. Finds that the teachers are fairly well trained, and that the average day of the high-school teacher is no greater than is expected in any other line of work.


Attempts to learn what specific items were included in contracts, how important these items were, and what provisions should be included in contracts. Analyzes contracts from high schools in which the enrollment is between 100 and 200 students. Finds little agreement as to how provisions for certain relationships should be stated.


Evaluates the teaching personnel in Alaska, Hawaii, Puerto Rico, Philippine Islands, Guam, American Samoa, Panama Canal Zone, and the Virgin Islands, in terms of some generally accepted criteria, both objective and subjective. Indicates that there are significant variations in the standards set for teachers in the different Territories and outlying possessions, that prospective teachers in the United States have little opportunity for securing a position in these federal areas, and that a federal policy toward education in the Territories and outlying possessions is highly desirable.


Attempts to determine the type and extent of instructional activities of teachers in secondary schools of California, to summarize and evaluate the various broad elements of education and experience these teachers had which were related to and contributed to the effectiveness of their work. Analyzes data submitted by over 1,800 teachers and principals of high and junior high schools of varied size, distributed throughout the state of California.
Studies data on the variety and extent of teaching load, length of experience and the amount and fields of college training, and on subjective opinions or estimations relative to the value to high school teaching of various elements of college training, and of related professional, business and personal factors.


Finds that nearly all physical education teachers do some coaching; and that they receive several hundred dollars more a year than the strictly academic teachers.

2409. Cuffel, J. E. A descriptive analysis of the teachers of industrial arts education in the high schools of Iowa with a pupil enrollment of 80 or more. Master's, 1937. Colo. St. Coll. of Ed.

2410. Dorff, Joseph A. The preparation and qualifications of secondary teachers in Ohio to direct or sponsor extracurricular activities. Master's, 1937. Ohio State. 110 p. ms.


Compares the white and Negro teachers as to age, beginning age, number of subjects taught, average number of recitations, pupil load, experience, salary, training, and amount of graduate preparation. Finds that white teachers began teaching approximately two years earlier than colored teachers, the white teachers had much more extensive training, the white teachers had one year more teaching experience, the subjects taught, average number of recitations, and pupil load were approximately the same for both groups of teachers, and the white teacher received considerably more salary per year than the colored teacher.


Analyzes data on the present practice of small schools in regard to general teachers' meetings, secured from replies to questionnaires sent to 103 superintendents and 101 teachers in Kansas, Oklahoma, Colorado, and a few other states. Finds that most schools have an indeterminate schedule of meetings, which are usually about 40 minutes in length and held after school; topics of routine and management, teacher responsibilities, professional problems and explanations of duties to new teachers are used in over 85 percent of the schools.

RESEARCH STUDIES IN EDUCATION

2417. Hazel, Earl M. A comparison of the city elementary teachers with the rural elementary teachers as to experience, tenure, training, and salary in selected counties of Oklahoma. Master's, 1937. Oklahoma. 121 p. ms.


Analyzes replies to a questionnaire sent to church school teachers in Charters Presbytery, an area located principally in Washington county, Pennsylvania. Pictures the typical Sunday school teacher of the community.

2419. Holmes, Earle Joseph. The status of the physical education instructor and the athletic coach in the high schools of the state of Nevada. Master's, 1937. Southern California.

2420. Humann, Emanuel Dennis. A study of 371 graduates of the Teachers college of the University of Nebraska. Master's, 1937. Nebraska. 64 p. ms.

Finds the teaching tenure of these graduates poor; that the women graduates teach only a few years if at all and then enter some other occupation; that the number of children per family is small, a great many of the married graduates reporting no children; and that the men graduates continue their education by pursuing graduate work to a greater extent than do other teachers in Nebraska.


Studies the status of 240 industrial arts teachers as to where they last attended college, amount of college training, age, salary, grades taught, kind of certificate, experience, tenure, size of classes, and teaching combinations. Finds that industrial arts teachers take an active part in extracurricular activities; teach in one field other than industrial arts, and that teaching load is 120.03 pupils per day; spend an average of 35.93 hours per month on extracurricular activities, but only 17.23 hours per month on community activities. Shows the need for shop teachers to prepare themselves to teach in two or more fields and to be able to help direct extracurricular activities.


Analyzes 83 information sheets received from vocational teachers, and 64 information sheets from non-vocational teachers in 1936-38. Finds that all of the teachers were college graduates, and that several of them had more than one degree; that 121 had majored in home economics; that 126 had taught subjects other than home economics; that most of them were teaching six periods a day; and that their salaries ranged from $350 to $2,250 a year.


Finds that family relations, social status, health, and professional relations affect the satisfaction of teachers.


Attempts to discover and define the difficulties of rural school teachers needing the most supervisory help, and to ascertain the techniques used by representative rural school
supervisors in helping the teachers remedy these difficulties. Analyses the reported improvements made by the teachers during the period of supervision. Finds that the teachers in the primary rural schools of California need considerable supervision; that all of the teachers received supervisory assistance on the problems in which they had difficulty; and that the teachers showed improvement.


Studies school enrollment, teachers' experience, salaries, preparation, and class programs. Investigates extracurricular work connected with the schools and communities.

2432. Planck, Mrs. Alice Bennett. An attempt to measure the feelings and attitudes of nursery school teachers while actively teaching a child. Master's, 1937. Purdue.

2433. Wittgers, Mary Z. Comparison of teaching combinations, teaching preparations, tenure of service, and salary of vocational and non-vocational teachers in Iowa. Master's, 1936. Iowa St. Coll. 86 p. ms.

Studies 61 vocational and 86 non-vocational home economics teachers who were teaching during the school years 1933-34 and 1935-36. Finds that the vocational teachers, as a group, had more training in home economics, held higher grade certificates, taught in fewer subject fields, devoted more time to the teaching of home economics, and received higher salaries than did the non-vocational teachers.

2434. Rolfe, Stanley H. Major personnel problems relating to the teaching staff in a city school system with a city population of over 400,000. Doctor's, 1937. New York. 130 p. ms.

Finds an oversupply of elementary school teachers eligible for teaching positions in Newark, N. J., a limiting of training schools from which candidates may be selected, due to the residence ruling; too great a percentage of elementary school teachers from one racial group; an unequal distribution of eligible candidates for secondary school positions, giving an oversupply in some subject divisions and an undersupply in others; and an incongruous situation set up by the combination of a two-year experience requirement and a Newark residence requirement for secondary school teaching license.


2436. Scoott, Eldon F. Should the Douglass formula be used in determining the load of high school teachers in Columbus? Master's, 1937. Ohio State. 98 p. ms.

Analyzes the teaching load of 268 high-school teachers.


Shows the agitation for teachers' oaths to be a phase of social hysteria which had its origin in the stressfull years following the World War; that in some states it is an annual ceremony; that 22 states require the oath of public-school teachers; that 11 states include private-school teachers, and that two states include non-professional public-school employees.


Indicates that vocational home economics teachers in Alabama need to develop more efficient methods of business management; that some personal habits are reflected in business practices; and that students might help in administering business practices.


Finde that Alabama teachers participate more often in professional than in non-professional activities during vacation.


Studies tenure and turnover; experience, preparation and training, teacher's load, salary and salary schedules, sex, marital status and age, certification; professional associations, and in-service education, and home talent.


APPOINTMENT AND TENURE


Attempts to determine the factors which influence the selection of teachers in five counties in Minnesota. Finds that residence of applicant seems to be the most important factor.


Finds that the Indiana tenure law is firmly established and is satisfactory in most respects.


Presents a comprehensive survey of the administrative practices in the field of teacher selection found in 37 large cities, representing all sections of the United States, including 23 states and the District of Columbia. Analyzes data on the responsibility for teacher selection, types of organizations responsible for the administrative procedures and their duties, sources of supply of teachers, methods of securing information about candidates, methods of checking and evaluating information about candidates, oral and written examinations, physical examinations, personal interviews, demonstration of teaching ability, minimum qualifications, eligible or merit lists, probationary service, and recruitment for teacher training. Surveys current practices, evaluates them in the light of basic criteria, and proposes standards for procedures and methods.
Studies the reports of 48 school superintendents in Colorado.


Analyzes data on 2,921 schools employing approximately 6,750 elementary and 3,000 high school teachers. Finds that state wide teacher turnover increased from 18.9 percent in 1934 to 28.6 percent in 1935; secondary principals, 13.4 percent and 35.1 percent; and for coaches, 24.4 percent and 37.5 percent; that in 1935, the year following the trustee elections, there was more turnover than for the previous year in 42.4 percent of the townships where the trustees were re-elected; if a new trustee was elected, there was more turnover in 56.6 percent of the townships when the politics did not change, with the trustee; and if the trustee change was accompanied by a change in politics, there was more turnover in 71.1 percent of the townships. Shows that in many townships women teachers were dropped on marriage.

Studies the placement of 154 two year and four year graduates, who graduated from the East Carolina teachers college during the years 1934 and 1935. Shows that their general rating had the greatest influence on their placement; that work habits and attitudes had no influence on placement. Indicates a greater need for emphasis on the use of college records as a means of determining teacher placement.

Presents data on teacher selection practices in South Carolina and compares data furnished by present superintendents with a similar study made in 1925.


Finds that general maturity and age have more relation to tenure than do other factors, and that graduates becoming administrators tended to have longer tenure than others.


Attempts to discover the median length of service of all public school teachers in Indiana by counties, and to compare the medians of city and rural school teachers, men and women teachers, high school and elementary school teachers, principals and classroom teachers and northern and southern sections of the state. Finds that the tenure for the various divisions of teachers is not widely distributed, the greatest difference is shown in cities and among principals.


Studies the educational qualifications, choice of subjects to teach, residence, age, experience, ability to direct extracurricular activities to determine their influence on teacher selection.


2466. Williams, Burton T. Tenure and turnover of public school teachers in New Mexico. Master's, 1937. New Mexico. 60 p. ms.


Attempts to determine the actual worth of the recommendations issued by the placement bureau of Indiana state teachers college, by analyzing 93 new type recommendations and superintendents' reports on the same teachers, and 137 old type recommendations and superintendents' reports on these teachers. Finds that Indiana state teachers college consistently rates the teachers higher than the superintendents.


CERTIFICATION


Compares state requirements for the certification of elementary teachers with recommendations of educational writers for their certification. Finds that the states fall far short of the recommendations for the preparation and certification of elementary teachers.


Traces the development of the different teaching permits in Texas and indicates the present status and recent trends in teacher certification in Texas.

PENSIONS AND RETIREMENT


Surveys of existing teacher retirement systems in the United States with special reference to the system recently enacted in Texas.


Deals with the major principles of retirement legislation in effect throughout the United States as applied to North Carolina.

RATING


Attempts to determine how reliable and how valid are the pupil ratings of junior and senior high school teachers; how much agreement there is between the ratings of teachers by junior and senior high school pupils and administrators; and what effect the pupil mental ability, as determined by standardized intelligence tests, marks received by the rater from the teacher rated, sex of the pupils and teachers have on the pupils' ratings. Analyzes ratings by 900 junior high school pupils and two junior high school administrators, and 900 senior high school pupils and three senior high school administrators. Shows that on the whole, the average ratings received by individual senior high school teachers differ more from item to item than the average ratings received by junior high school teachers. Indicates that the practical value of pupil rating as a measure of improving instruction, depends partly upon the conditions under which the ratings were obtained, and on the attitude of the teachers toward ratings.


Attempts to determine the characteristic differences between the traits of good and poor teachers as reported by more than 2,000 pupils in the public schools and colleges of Pennsylvania. Finds that 26 approved and 20 disapproved traits were mentioned; that there was a high correlation between the responses of boys and girls; there was a high degree of correlation among the various grade groups as to the approved and disapproved traits; the greatest disagreement was at the senior high school level of teaching; that there was no uniform agreement as to any single trait either approved or disapproved; that personal traits outnumbered the professional traits at all teaching levels; that personal traits ranked higher in the primary field but lower at the senior high school level; that the difference between the best and poorest teacher was often more a matter of the degree to which a trait was possessed rather than a difference in the kind of trait; that traits which formed the criteria by which pupils rate teachers were often of a nature that would not ordinarily be observed by adult raters; and that there was much evidence to show that learning is conditioned by favorable pupil teacher relationships.

SALARIES


2484. Andrews, Loren P. The effect of professional training and experience on teachers' salaries in the elementary grades of Article 6 schools in Nebraska.


Compares salaries of Indiana teachers with incomes in occupations open to teachers or prospective teachers. Finds that the median salaries of the industries and professions were well above the average salaries paid the teachers.


Contains a large body of data basic to teachers' economic needs and their effects upon the teachers' civic functions and professional services.

2495. Park, Joseph Elbert. Trends in salaries and in years of college training of elementary and high school teachers in the cities of Texas from 1930-31 to 1933-36. Master's, 1937. Texas.


Studies salary schedules from 1931-1936, with special emphasis on 1934-35. Finds that New Jersey does not assume enough responsibility for the support of schools,

and that many boards of education do not have enough money to pay the reduced salaries and must either make late payments or issue scrip.


Finds a relatively high correlation between salaries of teachers and true valuation of taxable property.

2500. Stafford, George E. Correlation between the salaries of the grade teachers of Gunnison and Delta counties, Colorado and some of the factors which may influence teachers salaries. Master's, 1937. Western St. Coll. 38 p. ms.

Finds a low correlation between salaries and the number of grades taught, experience, and education. Salaries are determined largely by the minimum salary law of the state rather than through other factors.


Shows that trends of retail food prices and agricultural income are roughly parallel, and that trends of teachers salaries and industrial payrolls have the same general trend.


SUPPLY AND DEMAND


2505. Teacher supply and demand. Review of educational research, 4: 239-41, June 1937. (Bethany college)


Deals with the new high school teachers in Kentucky, the colleges where they were trained, and presents a ratio showing the relation between supply and demand in 1936.

COLLEGE, PROFESSORS AND INSTRUCTORS


†2509. Bratcher, E. E. A report of the study of advanced degrees held by the teaching staff at Mississippi college and the academic programs carried by the students. Clinton, Mississippi college, 1937. 17 p. ms.

Comes with faculty members holding doctor's, masters' and baccalaureate degrees on the basis of the number of courses taught, the number of students enrolled in the courses, and the aggregate credit value involved. Shows that the four-fifths of the faculty who hold advanced degrees are responsible for four-fifths of the courses taught and for nine-tenths of the course enrollments and credit value of these courses. While most of the work done by students is personally directed by teachers with advanced degrees, especially by those with the doctorate, students who are newly enrolled on the campus are given special consideration in this respect.


Studies records of the last 60 years of Amherst, Bates, Bowdoin, Colby, Middlebury, Mount Holyoke, Smith, Trinity, Wellesley, Wesleyan, and Williams colleges to determine changes in the staffs and in the positions of the staffs of these New England institutions. Discusses the positions on the staffs during 1933-34, college growth, trends within the field of college teaching, trends in non-instructional positions, trend toward specialization, opportunities for women, degrees of college teachers, turnover and length of tenure, and rate of advancement.


2514. Schrammel, H. E. Length of employment year and sabbatical leaves of absence in teachers colleges. School and society, 45: 454, March 27, 1937. (Kansas state teachers college of Emporia)

Finds that colleges whose employment year consists of three quarters, or two semesters pay higher average salaries than those requiring also summer term employment; and that sabbatical leave provisions are maintained by fewer than one-half of these colleges studied.

ADMINISTRATION OF SCHOOLS


Studies the history, nature, scope, and ways in which discipline is maintained in the schoolroom, and the method of studying and adjusting the problem child.

Interviews 68 school board members in large school systems, and 90 in small systems, and records their attitudes on 45 practices in school administration. Finds that boards in larger systems conform better to accepted principles than do boards in smaller systems.


Studies the legal duties of the board, and the response of this particular board in assuming that obligation. Finds that the economic situation forced changes in many functions; that certification standards were raised; that secondary aid funds to weak schools were distributed on a basis of teacher qualifications and experience; that the political practice of employing large numbers of local administrators as summer faculty of the teachers colleges was eliminated; that the teacher training function was centralized at Stillwater to more effectively coordinate the department with the teacher training function; that school transportation program was reorganized to prevent overlapping of routes, and per capita allowance to schools for transportation was raised; that methods used by the teachers colleges in offering extension and correspondence courses were renovated with more specific requirements; that the board formulated an extensive Educational emergency relief plan; that action was taken to halt the break down of the textbook law; and that the period was characterized by forced financial entrenchments and regulations promoting adaptability to rapidly changing educational situations.


Analyzes the daily program of teachers in 37 one-teacher, 18 two-teacher, and 16 three-or-more teacher schools. Shows that schools with three teachers, or more, assign more time per recitation than either the two-teacher or the one-teacher schools; that the two-teacher schools assign less than one-half as much time per recitation as the schools with three-or-more teachers; and that one-teacher schools assign one-third as much time per recitation as do the schools with several teachers.


Attempts to determine the effects of the length of term, the increased professional training of faculty members and smaller teacher-pupil load on pupil progress. Shows that pupil progress in the various studies in the curriculum was greater during the period of increased terms and better prepared teachers.


2524. Davis, Floyd A. Social composition of six member boards in Nebraska. Master's, 1937. Nebraska. 48 p. ms.

Studies the six member boards of education to determine their social composition, educational preparation, and the ideals of the men and women who make up the lay bodies in control of the Nebraska schools.


Attempts to determine the present status of written regulations issued by Catholic school boards and diocesan school superintendents, and finds a growing tendency to substitute well-planned regulations for fragmentary rulings resulting from mere necessity.


Studies the administration of schools in Baldwin county, Ala., and 300 high-school principals in Alabama. Shows that trustees seem to be a detriment to the educational system of Alabama.


Finds that the noon hour programs, including lunch room habits and recreational activities are poorly planned, and that few schools make adequate use of student leadership.


Finds that the school office and its activities, functions, and records are of definite, vital interest to all school administrators; that it is the center of the entire school system since from the office comes all direction and control.


Traces the evolutionary attitudes toward discipline from the beginning of the common school in the late Middle Ages to the present time.


Attempts to determine the advisability of a larger administrative basis in the county comparable to the county unit plan, as a solution to the apparent existing inequalities of educational opportunities. Shows that the county school district would equalize the burden of support within the county, but would not equalize the burden between counties within the state. Suggests the consideration of a state-wide program.


Attempts to determine the nutritional standards and efficiency of management of the lunchrooms in a centralized system and in a unit system of lunchroom organization. Finds that lunchrooms in the centralized system with trained managers had lower food costs, standardization in management practices, adequate financial records, and the children received better nutritional value for their money. Shows that all school lunchroom managers should have training in child nutrition, in menu planning, and in quantity food buying.


Attempts to show the types of school news the high-school students desired during the school year 1935-36, as compared to the types of news articles preferred by the parents. Analyzes replies to questionnaires received from 564 students and 298 parents in the Marion, Florence, Peabody, and Hillsboro high schools in Marion county, Kans. Finds that the pupils, especially the girls, were more interested in news about school clubs and school sports than about any other phase of school news, and that their parents were interested in articles showing the value of education for a successful life. Finds that one half or more of the space given over to school news in local papers was devoted to extracurricular activities, and that most of it is used for school athletics.


Studies the scheduling of classes in the junior high schools of the Pittsburgh area to determine the number of times a week the various subjects were scheduled, the number of study periods provided, the number of different subjects taught in each grade, and compares the practices in the various schools. Analyzes approximately 10 schedule cards from each grade of each of the 24 schools studied. Recommends that subjects be put on a five-day-a-week basis; that each class meet at the same time every day; and that the number of subjects carried by a pupil during any one semester be reduced.

2546. Kreglow, G. C. Should school districts be abolished and schools be operated by the main political units of government in Ohio. Master's, 1937. Ohio State. 60 p. ms.

Shows that school districts should be organized into efficient economic and administrative units, but not combined with political units.


Studies the significance of school board members in informing the public of the purpose, value, conditions, and needs of public education. Finds that an effective public relations program should consider certain audiences as the basic units for interpretation; information should be classified on the basis of the interests and needs of each audience; the board of education is a body corporate which owes its existence to the state, derives its authority therefrom, and is responsible to the people for the maintenance of a program of education in accordance with general approval; formal interpretation as required by law should be supplemented by informal interpretation of board members in their day-by-day contacts with citizens of the community.


Finds that this period has been one of outstanding educational progress; that the powers and duties of the state superintendent have increased; that the powers of the
state board of education increased until it now controls the certification of teachers. The adoption of textbooks, prescribes the state course of study, supervises the enforcement of the compulsory school attendance law, provides a regular system of normal instruction; that vocational education and rehabilitation have made rapid progress under state control; and that there is a tendency to vest more and more power in the state department of education.


Evaluates the results of the experimental classes cooperating with the Progressive education association in the eight year experiment, and analyzes the administrative changes necessary to put in force a similar organization for the school as a whole. Compares results in the experimental classes and in traditional classes. Analyzes administrative advantages enjoyed by the experimental classes, and studies the problems to be met in applying a similar organization to the entire school.


Studies enrollment, attendance, teachers' marks, promotion and retardation, and holding power in seven rural schools in three counties. Finds that enrollment was higher in split-session schools; attendance was slightly higher in continuous session schools; more pupils were promoted in split-session schools; and that teachers' marks were higher, and the holding power of the schools was greater in the split-session schools.


Studies the disciplinary problems in 25 school systems in Colorado and the methods of controlling them. Finds that there are many different types of problems, the majority of which are easily controlled when there is the proper cooperation among teachers, administrators, parents, and community.


Attempts to determine the general organization of the office of the secretary, the way the duties of the office are performed, the way the school law affects the secretary, and the personal and social characteristics of the secretary. Analyzes data collected by personal interviews from 102 secretaries of boards of education in Allegheny county, Pennsylvania, representing districts below 15,000 in population. Finds that the typical secretary has his office in his own home; that his equipment is meager, and the minimum equipment should be furnished for the office; that office expenses are too limited in amount to meet the necessary expenses of the office; that the salary is reasonable for the amount of time required to perform the duties of the office; that experience is considered a valuable factor in retaining an individual in the office of secretary.


Finds that town schools have longer school terms; joint schools have larger school enrollments, larger tax rates and correspondingly higher assessed valuation; that the
holding power of the two types is nearly equal; that teacher-pupil ratios and the number of teachers are nearly equal; that the training, salaries, and experience of teachers in the joint schools are somewhat higher than for those in the town schools; that with the exception of Smith-Hughes vocational courses, the curricula offered by both types are about the same, the joint schools offer more Smith-Hughes vocational courses; that with the exception of artificial lighting, the buildings and equipment in the joint schools are superior to those of the town schools, artificial lighting of the town schools is superior.


EDUCATIONAL LAWS AND LEGISLATION


Analyzes constitutional and statutory laws relating to training school organizations and practice teaching in the 41 states maintaining state normal schools and teachers colleges; state supreme court rulings and opinions dealing with state teacher training institutions and their associated training schools; regulations and standards of state departments of education relating to training school organizations and practice teaching requirements; formal contracts and agreements between the officials of state normal schools or teachers colleges and the public schools providing for different plans of affiliation for practice teaching; personal letters from presidents and other administrative officers of state normal schools and teachers colleges; general reference books, dissertations, and periodicals.


Considers such problems as the uses of public school plots, buildings, rooms and equipment for: recreational activities on the playground; musical productions; public assemblies; political meetings; religious meetings; social gatherings; theatrical performances by amateur dramatic clubs; sale of school supplies, lunches and refreshments; public and private dances; recreational activities in the gymnasium; meetings of literary societies and fraternal organizations; public forums; use for municipal purposes; public libraries; and various other uses.


Studies the Kentucky theory of the relationship of the state to education; the legal status of school districts and their boards of education, pupils, teachers, and school property, the legal basis of school support, and the school debt as shown by the decisions handed down by the Court of Appeals of Kentucky and the Supreme Court of the United States.

2579. Christensen, Harold M. Legal provisions relative to the sources and apportionment of school taxes and school funds for the public schools of South Dakota. Master's, 1937. South Dakota. 80 p. ms.

2580. Coffey, Laurence C. Legal restrictions governing teachers in their employment and work. Master's, 1937. New Mexico. 86 p. ms.

ADMINISTRATION OF SCHOOLS

2582. Dice, Clifford Orville. The liability of individual employees and officers of school districts. Doctor’s, 1937. Southern California.

Studies the legal principles involved in tort actions against employees and officers of school districts arising from enforcement of rules and regulations or from maintenance of discipline; the liability of such employees and officers for injuries to students due to negligence in the performance of their duties; injuries to persons other than students, injuries to other employees and officers, and for libel or slander arising from work in the schools; and the educational implications of individual liability principles together with proposals for actions designed to protect the educational program.


Studies House Bill 212 with reference to its influence and effect upon the common schools of Choctaw county, for the first year of its application, 1936, as compared with the condition of the schools during the years 1930, 1932, and 1934. Studies its effect on the number of teachers employed, the number of days taught, average daily attendance, maintenance cost in each district, number of mills levied by the districts, assessed valuation of the school districts, and teachers’ salaries.


Studies the limitations imposed by the courts in the teaching of religion; the use of the Bible as constituting religious instructions; the use of the Bible in religious worship; the Bible as a secular reader; religious exercises in public school buildings; the combination of the sectarian and public school; Sisters as public school teachers; and religious instruction on public school time. Finds that the opinions of the courts concerning the legality of certain religious practices arising in litigation in the common schools are hopelessly in conflict; conformity to precedent characterizes the decisions of the courts involving religious questions concerning the common schools.


Compiles, classifies, and interprets all legislation directly affecting the junior high school. Finds that the volume of junior high school legislation has increased considerably, but that there are still many states without such legislation. Shows that in most instances the laws have lagged behind the growth of the school; that none of the laws make the junior high school mandatory upon a district.


Discusses state laws governing interscholastic athletic contests, state high school athletic associations, control by the National federation of state high school athletic associations, control by independent leagues and by regional accrediting agencies. Shows that the organizations controlling and attempting to control interscholastic athletic contests are working along common lines of control, and are stressing the same regulations; that the accrediting agencies support the work of the state athletic associations; that the state associations are interested in the quality of the academic work the students participating in interscholastic athletic contests are doing; and that there is, in all but one case studied, a close cooperation between the state department of education and the state athletic association.


Studies 47 cases involving school budgets that have been tried and decided in the Supreme Court of Oklahoma.


Studies the legislative activities of the Arkansas education association from 1920 to 1937, inclusive, and finds that it has been successful in its legislative activities and should sponsor more legislation.


Prepares a checklist of terms necessary for school administrators to understand in their reading of educational laws; constructs a test of legal terms and administers it to two groups of schoolmen and a group of high school students. Presents a glossary of the legal terms and phrases found in the source materials used.


Finds that there are differentiations in the law in respect to organization and administrative matters as officers, faculty, status of students, nature of public support, property rights, exercise of the power of eminent domain, the right to sue and be sued, and in the nature of their dissolution.


Studies litigation in regard to the protection of school funds, which has taken place in the United States; procedures and practices which have proved unreliable for the protection of school funds; reasons for much litigation in some states; procedures which have proved reliable for the protection of school funds; responsibilities and liabilities of treasurers, sureties, and depositories; opinions of the state superintendents in regard to the protection of school funds; changes which have resulted from recent legislation; tendencies shown by an analysis of recent legislation; and legislation needed for more adequate protection of school funds.


Investigates the financial status of the schools of Kiowa county in order to discover the extent of improvement in educational opportunity due to increased state support as provided in House Bill 212. Finds that length of term was increased, number of teachers was increased, the average number of pupils per teacher was decreased, and, in spite of a decrease in valuation, the total budgetary expenditures for the county were increased 11.7 percent.


2600. Secor, Hébert. Legal jurisdiction of the school over the pupil off the school grounds and outside of school hours. Master's, 1937. Syracuse. 47 p. ms.
2601. Vinckel, John R. Legal aspects of the use of school property and funds in Nebraska. Master's, 1937. Nebraska. 142 p. ms.
Finds a need for legal information and training, for an adequate system of school finance, for principles involving the use of school funds and property, and a static tendency in the courts and legislature.

Studies compulsory laws in the 48 states and gives brief and concrete expression of each situation.

SCHOOL FINANCE

Analyses the existing inequalities in financial support of the 39 counties and 1,661 school districts of the state.

Prevents a brief history of the county and school situation. Studies the unit costs in the 11 townships of the county, in principals' and teachers' salaries, instructional supplies, total instruction, wages of janitors and engineers, fuel, transportation, total operating, total maintenance, total fixed charges, total coordinate and auxiliary activities, total operating costs, total capital outlay, and total expenditures. Recommends reorganization and further consolidation of schools in the county, in order to lower unit costs of education.

Analyses and evaluates the school finance and education opportunities of Otero county. Finds that the financial inequalities of the various school districts are due to the fact that about 95.5 percent of the revenue of the county is derived from a tax on general property. Recommends the use of the Colorado education association-Mort plan for financing education in Otero county.


Surveys structural and fire protective features, preventive practices, degree and cost of fire insurance in 177 school districts in Oakland county. Finds that wood construction, even in rural schools, is being discontinued; that most of the school boards do not give due consideration to depreciation and do not understand the problem of placing fire insurance; that fire insurance costs have lessened recently; that co-insurance can be purchased more cheaply than flat insurance; that fund insurance is not found advisable except in large cities; that state insurance works well where tried; and that measures for fire prevention are more important than insurance.

Compares the appropriations of different years for instructional service, auxiliary agencies, general control, capital outlay, and debt service.

Shows that over a period of 15 years one rural school in Pawnee county graduated 38 pupils, while an adjoining district with more resources and practically the same number of pupils enumerated graduated only six. Finds that both districts were able to support
a good school program; that the voters in one district stressed economy to the point where it was impossible to finance a program of interest and effectiveness; and that the adjoining district, with less assessed valuation, provided necessary funds to promote a much better program.

2611. Brokaw, Frank H. Devices and procedures for promoting an understanding of the fiscal problems of the school. Master's, 1937. Nebraska. 7s p. ms.

Analyzes replies to letters mailed to 142 superintendents of schools in northern cities whose population is between 50,000, and 500,000, annual reports of cities in Nebraska, and literature of the field. Recommends that material on the fiscal problems of school be presented in condensed form, simply stated, presented frequently, be accurate, be attractive and varied in appeal, be readily available for consultation, be closely related results in pupil benefits, and result in new understandings.


Studies the methods of raising funds used by the schools in Walker county, Alabama as compared with 39 other Alabama counties.


Finds that budgets in the school systems of Alabama are inefficiently managed, but that budgets in the cities are followed more accurately than those in the counties.


Compares the policies of insurance for the protection of high school athletes against injury offered by the insurance companies with the mutual plans provided by the state athletic associations of Wisconsin, New York, and North Dakota.


2619. Davidheiser, J. W. The cost of repairs and maintenance of fourth class school districts in the state of Pennsylvania for the fiscal year 1933-34. Master's, 1937. Temple. 125 p. ms.

2620. Davis, John Elwood. An analytical study of underwriters' indemnities as applicable to the participant in the school athletic activities program. Master's, 1937. Iowa.

*2621. Dixon, Henry Aldous. The administration of state permanent school funds as illustrated by a study of the management of the Utah endowment. Doctor's, 1936. Southern California. Los Angeles, University of Southern California press, 1936. 145 p. (Southern California education monographs, no. 9)

Studies the historical and legal background of Utah's permanent school funds, the status of the permanent school funds, and the organization and administration of the Utah state land department.

Builds a score card to be used as a basis for an objective survey of school insurance programs to determine the class of insurance, selection of company, valuation and appraisal, amount of coverage, policy forms, type of insurance, term of insurance, insurance records, and economies.


Attempts to determine the relationship between total per capita current expenditures and attendance, holding power, teacher training, teacher experience, pupil-teacher ratio, and length of school term for 120 county school systems and 120 independent graded school systems; the relationship between total per capita current expenditures and a composite index of educational efficiency; the relationship between per capita current expenditures for general control, instruction, operation of plant, maintenance of plant; auxiliary agencies, and fixed charges and a composite index of educational efficiency; and the relationship between a change in total per capita current expenditures and a change in a composite index of educational efficiency for the period from 1924 to 1935 and for several intervening periods. Indicates a closer relationship between current expenditures and educational efficiency in counties than in graded school districts; that better trained and more experienced teachers can be secured in both county and graded school systems without increasing the costs seriously; that there are marked differences in the relationship between current expenditures and educational efficiency in both systems.


Discusses the distinction between private and public schools; the contribution of the private and church schools to American education; support of church and private schools in New England, in the South and in the central colonies during the colonial period; private and church schools between 1775-1820, and between 1820-1865; public support of private schools from 1865 to the present, and the situation today.

2826. Gilliland, Floyd H. State workmen's compensation insurance as applied to public school employees in North Dakota. Master's, 1937. Iowa.


Finds that the amount spent per pupil in average daily attendance is fairly stable.


Finds a gradual decline in per pupil cost of operation as the pupil average daily attendance decreases.

Attempts to determine the amount of increase in state aid and its effect on the districts of the county. Shows that the amount of state aid for Cleveland county was increased more than $62,000 in the year 1935-36 over 1933-34; that tax levies in the districts were reduced; the number of teachers was increased; teachers' salaries were increased; expenditures other than teachers' salaries were one third higher in 1935-36 than in 1933-34; expenditures per pupil in average daily attendance were $3.00 more in 1935-36 than in 1933-34; and that there was no change in length of term.


Shows the relationship between the actual cost of current expense and the tuition cost as used by the districts studied; shows the various items which the majority of superintendents and school board secretaries feel should be included in computing non-resident high school tuition costs, and compares this additional cost with the percentage now allowed by legal statute.


Compares the bonded indebtedness of Union county for school purposes with that for non-school purposes, and indicates that the situation is favorable to the schools.


Finds a high degree of inequality in estimating budgetary items of income and expenditure.

2638. House, Joe B. How a larger unit plan can improve the financial conditions of the schools in Ottawa county. Master's, 1937. Okla. A. & M. Coll.

Shows the inequalities of the schools in Ottawa county as to financial ability to pay, inequality of wealth, unequal tax burden; and suggests a tentative re-grouping to improve this condition.


Studies the use of lotteries in the United States as a source of financial aid in the building of roads, canals, schools and bridges. Shows that 20 of our earliest colleges used lotteries in order to receive financial support, and that the early academies raised money from lotteries for their support. Finds that later campaigns were organized condemning lotteries, and that in 1806 the lottery was abolished by Congress.


2643. Huplits, Woodman E., Jr., Heintzelman, Norman E. and Huplits, Myrtle V. C. Expenses of instruction in first, second, third and fourth class
districts in the commonwealth of Pennsylvania for the fiscal year, 1933-34. Master's, 1937. Temple. 3 v.

Finds that approximately 88 percent is spent on teachers' salaries, 4 percent for principals' salaries, 3 percent for supervisors' salaries, 2 to 3 percent for textbooks, 2 percent for supplies, and 1 percent for principals' clerks and assistants; that the maximum and minimum per pupil costs are $152.82 and 0.5 for instruction-class tuition.

2644. James, M. A. Comparison of the townships and county as units for buying supplies and equipment. Master's, 1937. Ind. St. T. C. 60 p. ms. (Abstract in: Teachers college Journal, 8: 87-88, July 1937)

Attempts to show the savings that would result if townships were organized into larger units for the purchasing of supplies and equipment. Compares the averages of the prices paid by 14 different townships with the prices paid by the cities of Sullivan, Lafayette, and Evansville on a number of different items.


Finds that the county is well situated agriculturally; that most of the district valuations are high enough to supply ample income for the support of the schools; that increased state support of schools, due chiefly to the equalization fund, has decreased local costs to about 70 percent of the entire educational expenditures; that apportionment of school districts from the equalization fund on the basis of need seemed unfair to some districts; that debt service amounted to only a little over six percent of the school costs; that there was considerable difference in the ability of school districts to support educational principals between the different classes of districts, high school, consolidated, and one room rural; that there was a wide difference in the amount of effort put forth by districts to support their schools; that people in poorer districts and with large enrollments paid more for educational purposes than rich districts or those with small enrollments; and that many inequalities exist in educational facilities of districts relatively close together.


Analyzes data on assessed valuation, date of bond issue, amount of bond issue, annual accruals, total accruals, bonds paid or cancelled, total outstanding bonds and annual interest earned, and average daily attendance for each of the 3,858 school districts in the state. Finds that less than one-half of the school districts of Oklahoma have some bonded indebtedness. Recommends that the county unit system of schools be adopted and the county assume payment of all school bonds of the county.

2654. Marble, Harold E. Variations in the budget of Seneca Falls schools compared with 35 village superintendencies over a 10 year period. Master's, 1937. Syracuse. 84 p. ms.

Studies the variations in the budgets of the Seneca Falls school system from 1925-1935 and compares them with variations in the budgets of 35 superintendences in New York state villages with populations of 5,000 to 10,000. Analyzes data on expenditures, average daily attendance, and teachers, and shows the effects of the depression on the cost of education in these districts.

2655. Miller, Grace D. Carrying through a school tax levy campaign. Master's, 1937. T. C., Col. Univ. 22 p. ms.

Analyzes and evaluates the techniques for conducting a school levy campaign.


2658. Murphy, Irvin P. Comparison of insurance premiums and losses on publicly owned property in New Mexico. Master's, 1937. New Mexico. 100 p. ms.


Studies the economic ability of the United States to finance education, and describes early and recent studies of the relative ability of the states to support education, and the efforts of the states to support education. Shows that the wide differences in the level of financial support provided education in different states are almost wholly the outcome of wide differences in ability to finance education, due to fundamental differences in the economic resources and taxing capacity of these states. Recommends the pooling of some of the nation's economic resources in order to provide educational opportunity for all children.


Analyzes state laws requiring public hearings on school budgets; the trend in the enactment of public school budget hearing laws; the preparation, the response to, and the method of conducting public hearings on school budgets. Finds that 26 states have enacted some type of public school budget hearing law, and that eight other states are required to follow a procedure which approximates public school budget hearings; that public school budget hearings had little effect on school budgets; and that according to the judgments rendered by 66.7 percent of city school and state school superintendents, public school budget hearings are desirable.

2662. Peterson, Manville James. The sources of revenue for the support of the public schools of Cavalier county in the state of North Dakota, and the adequacy of these sources for the support of a defensible program. Master's, 1937. Colorado. (Abstract in: University of Colorado studies, 25: 92-93)

Attempts to determine the sources for the support of the public schools of Cavalier county, North Dakota; the percent of the entire revenue derived from each source; whether or not the various districts are able to support defensible programs; and to what extent resources of the various districts are used for educational purposes. Recommends consolidation, or the adoption of the county unit plan of administration as a possible means of reducing the costs of education sufficiently to permit the maintenance of defensible programs. Shows that if the per capita costs cannot be reduced by the creation of larger units of support, increased state support would seem to be the only means of maintaining defensible programs.


Studies the different types of financial control of co-curriculum activities in the 13 A class high schools studied; and the needs of a centralized system of financial control for the organizations of these high school in Virginia.


Finds that there is little relationship between estimated needs and actual expenditures.


Studies the ability and effort of city school districts having from 5,000 to 10,000 inhabitants, to finance education; analyzes their educational expenditures, and their attempts to equalize educational opportunity for their pupils.


Studies the source, amount of, productiveness of, and the transactions relating to the permanent school funds and the public building funds of Oklahoma. The sources of these funds were grants of land and money by the federal government to the territory and state of Oklahoma. Studies the activities of the State school land lessees' union, and shows that the early sale of school land and other legislation detrimental to the school funds was closely connected with this organization; studies the oil and gas production on state and school lands; and presents facts and statistics regarding the administration of the school land office from statehood to 1932.


Shows the costs and indebtedness of the operation of the schools of the county and the relations between the costs and indebtedness. Recommends consolidation as a means of better instruction at lower cost.


Attempts to discover the influence of state support on the public schools in Jackson county, Oklahoma, from 1929 to 1936, inclusive, exclusive of the years 1930-31 and 1932-33. Finds that state support of the public schools has been an increasing factor in the finances of these schools from 1932 onward. Legislation through the years of
the depression made increasing amounts of state money available to all schools which cared to meet certain prescribed qualifications. State support made available more money to be used for the schools in various ways; and, in order to get this money, schools had to meet higher standards of instruction, physical plant, and curriculum.


2677. Stevens, Paul Clifford. The administration of the National forest reserve fund as it relates to public education in Colorado. Master's, 1937. Denver. 42 p. ms.

Showing that the Federal forest reserve fund is made up of 25 percent of the total receipts of income derived by the National government from Federal forests, and that this money is distributed to the counties in which such forests are located. The money may be used for roads and schools. Attempts to determine how much money the counties of Colorado received from the National forest fund since the law was passed in 1908; what counties received these funds during 1930-33 and how much each county received; how each county divided this fund between schools and roads for these years; the trend of distribution in respect to schools; and the way other states handle this fund.


2679. Torgerson, Orville E. Support of education—local, state and federal funding; insurance, purchasing and stores management. Doctor's, 1937. Wisconsin.


Investigates estimates of expenditures as related to actual expenditures in 143 rural districts. Shows that rural school boards are unable to estimate their needs with any reasonable degree of accuracy.


Studies the problems of both the high school maintaining district and the tuition-paying district in South Dakota. Finds that costs borne by the high school maintaining district are often higher than the maximum tuition of $9 permitted by law. Shows the relation between tuition charged and the cost of secondary education.


Analyzes income, valuation, expenditure per pupil, and effort for each district in Oklahoma county. Finds that taxable wealth in the county is unequally distributed; some schools operate with practically no levy, and others on a maximum levy have a very poor school. The county unit should be established, and more state aid should be given.
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Finds unit instructional costs for each subject offered in 82 Oregon high schools, ranging in size from 8 to 1,000 students, using only the salary schedule as a basis for the cost per credit unit. Notes variations in median, high, low, costs within and between four different sized groups. Finds that schools of less than 90 students have the greatest variations in high and low costs, and median unit instructional costs; that schools of 200 to 500 students offered subjects at the lowest cost; that schools of 500 to 1,000 students had the least variation of unit costs. Finds class size the greatest factor in cost variation; that the teacher's salary is not a reliable index of the price which a district is paying for instruction; that communities which are paying the lowest salaries are sometimes paying the highest for units of instruction; that very small schools are uneconomical; that formation of larger units is advisable; that agricultural unit costs in each group was the highest of all subjects offered; that industrial arts, foreign languages, and home economics were offered at higher unit costs than the rest of the curricula offerings; and that English and the social studies were the most economical to teach.


RURAL EDUCATION


Recommends changes which can be made without additional cost.


Gives a brief history of the historical and economic background of Alleghany county; discusses the administrative set-up of the schools, certification, status of married teachers, teacher turn-over, teacher load and experience, consolidation and transportation; school finance including taxation, wealth, revenues, debts, salaries, and distribution of costs; enrollment, attendance, retardation, and pupil achievement, white elementary and secondary schools, and Negro schools. Indicates that Alleghany county is gradually becoming more urban in nature and presents no indication of a static condition.


Recommends that a definite minimum program be established as a basis upon which to provide basic equality of opportunity and support in schools; that if equalized educational opportunity can not be established the schools of the county be consolidated; that a minimum length of term of nine months be required; that the minimum salary of all teachers be $75.00 a month; that school buildings be renovated and adequate heating, lighting, and ventilating equipment be installed; and that a uniform policy with regard to the furnishing of supplies and equipment be adopted on a county wide basis.


Studies the educational, social, and economic conditions of the Sale Creek consolidated school and community. Shows that Sale Creek is wholly a farming community and the principal crops are peaches and strawberries; that the schools are above the average for rural schools of the state and most of the teachers are well qualified; and that the schools need a revised curriculum, more adequate physical equipment, more adequate playgrounds, better library facilities and a combined auditorium and gymnasium for the school.

RESEARCH STUDIES IN EDUCATION


Discusses changing agricultural backgrounds; agricultural adjustments in rural communities; population changes; village-county relations; business and industry; rural banking; rural schools in the depression; adult education, agricultural extension and all other agencies; social organizations; notes on government and health; rural religion; and relief in rural areas.

2696. Carter, Leon Arthur. An administrative survey of the schools of Hardeman county, Texas, with plans for their more effective organization. Master's, 1937. Texas.


Shows that the schools are poorly financed; training of teachers is very poor; school buildings are in a deplorable physical condition; there is too great a gap between enrollment and average daily attendance; too few pupils who enter school complete the eighth grade; and there is no form of supervision in the elementary schools.


Compares attendance areas, educational ability and effort to support education in the larger and smaller units, and studies the present local school unit of organization in Lincoln county. Formulates a plan for the reorganization of the school districts. Shows the need for centralization as Lincoln county has more and two-room rural schools than any other county in the state.


Finds that the children of the two-or-more room schools excelled in every case in which comparisons were made.


Attempts to determine the educational inequalities existing in the 63 county school systems in Colorado; to measure these inequalities, by studying the number of days schools were open; percent that average daily attendance is of enrollment; percent that enrollment is of total census figures—6 to 21 years; average teacher's salary; number of children per teacher who has a college degree; number of children per teacher who is trained to the extent of two year college level; total expenditure per child in average daily attendance; percent holdover between grade 8 and grade 9; percent of 1934 taxes collected as of April
1. 1935. Finds that wide deviations exist in the opportunities which the various counties offer to their students.


Finds that only a limited and superficial use is being made of the practically unlimited amount of environmental materials in the public schools. Offers suggestions for a wider use of these materials.


Compares the achievement records of 84 transfer and 81 non-transfer children. Finds that a larger percentage of transfer pupils are retained than of the non-transfer pupils; the transfer pupils have poorer attendance records than the non-transfer; elimination from school is greater among the transfer pupils, and in 40 achievement tests the transfer pupils did poorer work in every test than the non-transfer pupils.


Studies the social and economic background of the county, the organization of the school system, school finance, supervision, the schools and their location, school population and age-grade distribution, the status, training and salaries of the teachers, conservation and transportation, school property, and library service.


Finds that there is not sufficient cooperation between teachers and communities; that supervision of the teachers and their work is neglected; too many inexperienced teachers are employed; the schools are too much under political influence; a better system of ascertaining the probable income for maintenance of the schools should be devised; the county is in advance of other counties in its building program; and there are too many high schools in the county.


Compares the educational opportunities afforded the Mexican, the Negro and the white children of these two counties; school population and age-grade placement of pupils; school investment and equipment; teaching personnel; and transportation of pupils.


Describes Foster county, its population and transportation, the organization and administration of the schools, teachers and pupils, the financial situation of the county, cost of schools, income and debt, and compares its ability and effort to support schools with the ability and effort of other communities to support their schools.


Presents a comparative study of the educational status in three Texas counties, study ing per capita wealth, buildings, equipment, and enrollment, teacher training, salaries and tenure.

Studies the small high schools and rural, or third class school districts of Cascade county, and recommends the establishment of larger districts in the county and adoption of county planning.

2719. **Justice, Thomas Shelby.** An administrative survey of the schools of Lamar county with a plan for their reorganization. Master's, 1937. Texas.


Surveys the 13 high schools comprising the county high school system of Logan county, Colorado. Finds that the number of secondary schools in the county should be decreased through consolidation; that emphasis should be shifted from the college preparatory courses and commercial courses toward those in agriculture and household arts; that the present salary schedule is unfavorable to the classroom teachers; that expenditures for maintenance have been cut to figures not in keeping with sound educational practices; and that a building program is an urgent necessity in several of the communities.

2723. **McFeaters, R. C.** The development of the grade schools of Crawford county, Kansas, which are supervised by the county superintendent. Master's, 1937. Kans. St. T. C., Pittsburg. 56 p. ms.

Traces the development of the county school system from 1858 to the present time.


Analyzes information gathered from 1,300 pupils in 61 Minnesota high schools where courses in agriculture were taught for the period 1925-1935. Gives detailed data as to the choices of occupations made by the individuals, together with the school training received, the number of changes in occupations, and the age at which changes of occupations were made. The relation of the parent's occupations to that of the sons was made through development of an occupational intelligence scale for agricultural occupations.

2725. **Peavy, Stanley Hopkins.** An administration survey and proposed plan for reorganization of the schools of Young county, Texas. Master's, 1937. Texas.


Finds that agriculture is the most important occupation in Franklin county; however, progress is being made in several industries; educational progress is being made in the consolidation of schools, college-trained instructors, longer terms of school, better buildings, and more equipment, and less illiteracy; rural people lack recreational facilities, and much interest is taken in making a living.

2727. **Riddlebarger, Glenn Athol.** The inequalities of educational opportunities of the Los Angeles county elementary schools. Master's, 1937. Southern California.


2729. **Butenbeck, Obert H.** Inventory of instructional materials in certain rural schools in Pottawattamie county, Iowa. Master's, 1937. Iowa.
ADMINISTRATION OF SCHOOLS


Finds that the children were happier while the 'Our playhouse activity program was being carried on; manifested more interest in school work; formed more desirable attitudes toward home and school life; grew in their ability to cooperate with other people; learned habits of courtesy; learned to talk more clearly and distinctly; learned essential health habits. The program was carried on at a small cost and could be carried on in a room in which there are two grades.

2731. Smith, Marion B. A sociological analysis of rural education in Louisiana. Doctor's, 1937. Louisiana.


Shows that Rockwall county has 19 administrative units which support 18 white and seven colored schools; that there are 38 white and eight colored teachers in the county; that the average daily attendance per teacher increases as the size of the school increases; that the cost of education per pupil enrolled decreases as the size of the school increases. Recommends that all school districts in the county be consolidated into one independent school district and all administrative power and control be vested in a superintendent of schools and a board of seven trustees.


Attempts to determine the preparation of the county school clerks for their office, the procedures used in exercising the powers and performing the duties of the office, and the overhead and salaries attached to the office. Compares the rural school clerk with the county school business executive plan as reported by eight counties in the United States now using the plan. Indicates that the reorganization of rural education, on a county basis, under a competent superintendent would provide a beginning which would increase the efficiency of rural education many fold; that a single board of education, administering the educational policies of the entire county, would beget an economy comparable to that of urban school systems, and a county school clerk could administer the business functions of the entire county at a great financial saving.

CONSOLIDATION


Surveys the schools of Boyd county, emphasizing the distribution of school population, distribution and adequacy of the present school buildings, equipment and supplies, elementary and high-school enrollments and attendance, pupil progress, school costs, and training and experience of teachers. Points out the defects in the present system and presents a reorganization plan providing for consolidation, transportation, building and repair.

2740. Anderson, Thomas Emerson. An administrative survey and proposed plan of reorganization for the schools in Fannin county, Texas. Master's, 1937. Texas.


Traces the development of the consolidated school movement in Colorado, and points out significant trends in the consolidated schools during the period from 1926 to 1935. Shows that the movement has had a measure of success; that there are 103 consolidations in accordance with the consolidation law of 1909; that there is need for further consolidation by means of some unit of administration, preferably the county, unit; that the tendency has been for the consolidations to be small, uneconomical and lacking in financial resources.


Traces the development of education in Navarro county, studies the present status of the schools, and the cost of schools under the present system; compares the general and instructional costs of schools of different sizes. Attempt to determine the ability and effort of the various common and independent school districts to support their schools. Recommends the organization of the county, outside of Corsicana, into one school unit under the control of the county board, the division of the county into 10 administrative units for high school purposes, and the equalization of educational opportunities for all the children of the county.


Present a picture of existing conditions in Le Sueur county and suggests the use of seven large districts to replace the present 95 common and seven independent districts in the county.


Investigates the inequalities and defects of the present county system of public schools and proposes the adoption of a plan which will be more efficient and economical.


Presents a plan for the consolidation of the schools in this section of West Virginia, giving the number and location of proposed elementary, junior and senior high schools, as an aid to the equalization of educational opportunity for the children of Harrison county.


2755. Dannels, Hugh Laughlin. Reorganization of local school units in Riverside county, California. Master's, 1937. Southern California.


Finds that since the cooperative school area law was passed in 1932 the one room schools in Kansas have been consolidating at the rate of about 100 schools a year; that expenditures have been reduced on an average of 8.6 percent even during a period of rising prices; that through consolidation more than half of the pupils have been attending schools of nine months' term instead of eight months; that the teachers in the cooperative areas have more experience and more college training than the teachers in the one teacher rural schools before consolidation; and that the people of the community, teachers, and administrators are almost unanimously in favor of the cooperative plan where it is in action.

2758. Ferguson, Floyd. A plan of consolidation of the schools of Burleson county. Master's, 1937. Texas.

2759. Freeman, Orren Thomas. A proposed plan of reorganization for the public schools of Wichita county, Texas. Master's, 1937. Texas.


Finds that wealth of the school district varied greatly; that most of the teachers were inadequately trained, and that their salaries were not high enough to enable them to continue their preparation; that the school buildings were inadequate in equipment. Recommends the consolidation of many of the schools in the county.


Shows that larger school units would be more economical financially, and more efficient educationally.


Presents a statement of the natural, industrial, and educational conditions of Pocahontas county that affect school reorganization. Presents plans for the reorganization of school centers, the location and size of schools, and the kind of school to be maintained at each center in order to equalize educational opportunity for the children of Pocahontas county.
RESEARCH STUDIES IN EDUCATION

Discusses the constituents of a satisfactory school unit, facts concerning present inequalities in Missouri schools, and the school administrative unit in the United States with special reference to Missouri.

2769. McCrary, Ralph. A proposed plan for the consolidation of eight rural school districts with District No. 69 at Moran, Kansas. Master's, 1937. Kansas St. T. C., Pittsburg. 41 p. ms.
Shows how educational opportunities would be equalized and extended under a plan of consolidation involving the transportation of approximately 150 rural pupils to the central school.

Deals primarily with the existing unequal educational opportunities and operating costs of the dependent school districts of Kay county and permits plans of reorganization to remedy these conditions.


Studies 15 rural consolidated schools of Greer county, Oklahoma, over a period of 15 years, to determine the work of the consolidated schools in terms of the organization and curriculum, the product of these schools in terms of the high school graduates, and the financing of these schools according to ability, effort, and total cost, in comparison with an independent district of the same county.


2777. Pontious, Forrest K. A proposed plan for organization of a joint rural high school to include Walnut, Kansas. Master's, 1937. Kansas St. T. C., Pittsburg. 46 p. ms.
Presents a plan whereby adequate high school facilities may be provided for the territory contiguous to the small city of Walnut.

Determines the financial status of all districts in the county; checks the condition of all school buildings; determines the possibilities of transporting students by motor bus; and calculates the added expenses and the total expenses which would be incurred by consolidation.


2780. Tanruther, Edgar M. A program of district reorganization for the public schools of four adjoining counties in Iowa. Doctor's, 1937. Iowa.
ADMINISTRATION OF SCHOOLS

(Extract:


2784. Vestal, Clifford N. Attitude toward consolidation after 18 years—a case study. Master's, 1937. Iowa.

2785. Watson, Melvin Miley. An educational survey of Bastrop county, Texas, with plans for the reorganization of its schools. Master's, 1937. Texas.

2786. West, Edward Hendrix. An administrative survey and proposed plan of reorganization for the schools of Comal county. Master's, 1937. Texas.


TRANSPORTATION


Compares transportation by contract, and transportation by district owned and operated buses. Indicates that the districts which own and operate their buses traverse longer...
bus routes and haul a greater number of pupils per bus than districts contracting for transportation with individuals.


Presents a brief history of transportation to show the development of the automobile, the results of this development in social changes, the educational work being done in the Detroit public schools in this field, the needs arising and the treatment of these needs in the schools of the future.


2786. Johnson, Jewell F. A case study of pupil transportation costs in consolidated school districts owning their own equipment. Master's, 1937. Iowa.


Studies 418 of the 1,270 school buses operated in the state of Washington in the year 1933-34. Finds that average insurance costs were $91.52 per bus and the claims paid out by the insurance companies averaged $2.89 per bus.


Compares the cost, types of equipment, methods of contracting, and roads in the oil and non-oil districts. Finds that cost per pupil in the oil districts was less than the cost per pupil in the non-oil districts; that the equipment in the oil districts was better and the buses in the oil districts were nearly all owned by the schools, while in the non-oil districts the buses were privately owned.


Compares three systems of bus ownership and control.


Studies the problems and policies of transportation in 69 consolidated schools of Nebraska.


SUPERVISION AND SUPERVISORS


Studies the previous occupation, training, salary and residence of county superintendents; methods of selecting them; salary, tenure of office; training while in office, time devoted to official work, other work combined with the position, and other incomes while in office; occupations and salaries to which county superintendents went at the expiration of their term in office; trends of the laws affecting county superintendents.
ADMINISTRATION OF SCHOOLS


Discusses the beginnings of education in New York state, the law of 1795, functions of school commissioners, the school laws of 1812 and 1814, the functions of the intermediate supervisory officers, difficulties with a lay board, laws of 1843, functions of the county superintendent and controversy over the office. Creation of the town superintendent and his functions. Need for improved supervision, the law of 1856. Functions of the school commissioner and the effects of the commissionship; the lack of professional supervision, the law of 1910. Functions of the district superintendent, and the trend in rural supervision as to territory to be covered, qualifications for the office, division of responsibility, political affiliations, and functions to be exercised.


Surveys the practice and trends in the training and certification of superintendents and suggests a plan for the certification of superintendents for the state of Kansas.


Studies trends in qualification requirements for county and city school superintendents in 20 selected states from 1886-1936. Shows a trend toward an increased number of requirements and toward higher educational requirements. By state, for city and county superintendents; for an increased number of states to establish qualification requirements by state board of education regulations; and for these requirements to include professional training in supervision and school administration. Shows that selected states do not require educational qualifications to the extent advocated by authorities in the field of school administration, and that states in which county and city school superintendents are appointed require higher educational qualifications than do those states in which these officials are elected by popular vote.


Analyzes data on the legal, personal, educational, economic, cultural, and professional status of county superintendents as shown by the replies to a questionnaire returned by 58 superintendents.


Analyzes replies to a questionnaire sent to 480 supervising officials in Pennsylvania. Finds that the professional training of the superintendents has been inadequate; that the requirements for supervisory commissions should be revised; that they should write more frequently on educational problems; that they should assume positions in community leadership; that boards of education should consider the whole man in selecting a superintendent; that age and size are irrelevant factors; that the decisive factors should be training, service, personality, and educational leadership.

2812. Floto, William H. The plan and operation of a program of supervision for the improvement of teaching in certain fourth class school districts of Indiana county, Pennsylvania. Doctor's, 1937. Pittsburgh. (Abstract in: Uni-
Survey: phases of teaching in the school districts cooperating in the study; presents a supervisory program in which six designated school's held group conferences each month at which many phases of the learning exercises, learning activities, and classroom management were discussed. Recommends the use of visitation and individual conferences, bulletins and correspondence, and self-appraisal check lists; learning exercises for teachers and direct requests to teachers as auxiliary supervisory agencies. Evaluates the supervisory program by comparing the work at the end of the year with the survey made before recommending the supervisory program; and by replies to a questionnaire sent to the teachers who had cooperated in the study. Indicates that improvement in teaching resulted from the administration of the plan.


Analyzes replies to a questionnaire containing 36 items on the qualifications of candidates for city superintendencies, as valued by members of school boards.


Analyzes replies to a questionnaire received from 346 of the 388 superintendents of Iowa, to determine the relation of the superintendent to the board meeting, the qualifications of the superintendent, the powers delegated to the superintendent by the board, the understanding of policies by board and superintendent, and the board's conformance to ethical principles. Finds it desirable for school boards to follow approved standards in conducting board meetings; to determine the proper duties to be delegated to the superintendent, giving him authority and holding him responsible for the results; to discuss proposed policies in the light of definite objective evidence and provide the legislation necessary to secure efficient results; and to prepare and adopt, with the aid of the superintendent, a code of ethics.

2816. Griffith, Viola. An attempt to determine the effectiveness and extent that a definite plan of supervision and in-service training of teachers is beneficial to rural schools. Master's, 1937. Okla. A. & M. Coll.

Studies all of the white, dependent, elementary schools in Okfuskee county. Concludes that supervision for rural schools is of practical value, and can be administered, to some extent, by a county superintendent.

2817. Haynie, Paul D. School administration as a career. Master's, 1937. Nebraska. 57 p. ms.

Indicates that regardless of the insecurity of tenure and inadequate provisions for old age, there is a future in school administration as a life career; that the opportunity to work with and guide youth brings a sense of remuneration to the school administrator.


Traces the supervisory functions and activities of the public schools in the District of Columbia from 1804 to 1935.


ADMINISTRATION OF SCHOOLS


Finds that of the 61 different powers and duties listed by statute, 14 were considered necessary by educators.


Studies the time allotment of superintendents of Missouri school systems having teaching staffs of from 10 to 35. Finds that the superintendents are distributing their time among the various functions very well, as compared with findings of other studies in the same field, but that as compared with the standards advocated by authorities in the field, Missouri superintendents of small systems devote too much time to teaching, to community leadership, to professional study and growth, and not enough time to supervision, and about the proper amount of time to clerical work and to administration.


Develops a handbook of information of value to county superintendents of Oklahoma. Arranges events of the year chronologically for the guidance of new superintendents.


Indicates that most superintendents consider school administration a series of routine tasks; that they have little or no organization; and that the time given them and the emphasis placed on them is without direct relationship to their educational value; that every superintendent should make a schedule to fit his own system, tasks and functions, and follow it. Gives principles for making and using such schedules, and a sample schedule.

2832. Smith, Clarence E. Socially creative leadership as illustrated by studies in theory and practice in the administration of a rural supervisory district. Doctor's, 1937. Buffalo.


PRINCIPALS


Attempts to determine how well qualified the principal is for his job, and the opportunities accorded him for exercise of his professional responsibilities, based on replies to a questionnaire received from 203 principals of first class high and approved junior high schools. Indicates that improvement in their qualifications has been rapid in recent years; and that in many administrative and supervisory matters the principal's status is not clearly defined, but depends largely on the attitude of the county boards of education and the county superintendents.


Analyzes replies to a questionnaire sent to 150 principals and 150 beginning teachers in Texas. Finds that beginning teachers and principals often recognize the same problems and difficulties in a teaching situation; that the teachers are frequently unaware of the help their principal is giving them; that principals have contributed little to any specific teaching success of the beginning teacher; and that the majority of the principals in this study have no definite plans for supervising the beginning teacher.


2840. Clarke, Roy English. Factors affecting the high school principal's supervisory activities in the state of Tennessee. Master's, 1937. Tennessee. 120 p. ms.

Analyzes data obtained from questionnaires received from 80 Tennessee high school principals distributed over the entire state, on the activities which have direct effect on the supervisory functions carried on within the high school.


Studies the principalship in small-high schools of Texas where the principal is also coach. Finds that administrative duties tend to increase with growth in the size of the school; that the dual position exerts a favorable influence towards solving all types of discipline problems sent to the principal; that 96 percent of the principals have teaching duties in addition to coaching; and that from the standpoint of the time required to efficiently perform the varied duties, the dual position is unsatisfactory.


Finds an apparent lack of classroom supervision.


Studies the turnover of principals in the rural accredited high schools of Virginia from 1928–29 through 1935–36, based on 344 replies to a questionnaire sent to 500 principals, and on state superintendents' reports, bulletins published by the Virginia state board of education, and mimeographed forms furnished by the state department of education. Shows that the number of turnovers varies inversely with the salaries of the principals, and with the size of the high school; that women principals do not change as often as men principals and that they teach for less money; that the range of salary paid to principals varies from $500 to $5,500 per annum, with the median salary $1,693.
ADMINISTRATION OF SCHOOLS


Analyzes replies to a questionnaire sent to the principal of every elementary school employing six or more teachers, in Washington county, to determine the way the principals spent their time; and compares the duties of the principals of different sized schools. Finds that the majority of the elementary school principals are teaching principals; that the average length of the school day is 7 1/2 hours, and that the teaching principal teaches approximately 62 percent of his time; that no teaching principal was able to do all of the teaching assigned to him; that the principal of the smaller school used 54 percent of his time for teaching, while the principal of the larger school used 29 percent of his time in teaching; that supervision and clerical work are apt to be neglected when the teaching load is heavy; that the non-teaching principal has more nearly reached the ideal standard than any other group; some principals substitute in the absence of the regular teacher.


Studies the preparation, tenure, experience, salary, and clerical assistance of high school principals in Texas. Finds that the median high school principal of Texas is a man who holds a master's degree conferred by a Texas institution and has had 25 hours of professional training, with 15 years experience in four different positions, receives an annual salary of $2,000 and has clerical assistance.

2848. Merrill, Foster Cluff. The community and professional relationships of the elementary school principal. Master's, 1936. Stanford.


2850. Olsen, Otto H. What the new principal looks for when he studies his job. Doctor's, 1937. Wisconsin.


Studies the supervisory work of a representative number of the high school principals of Texas, and compares these practices with the opinions of Texas educational specialists. Recommends that superintendents delegate definite supervisory duties to the high school principal; that the principals reorganize their work so as to devote half their time to supervision; that supervisory officers, administrators and teachers cooperate; and that all principals should be technically trained and competent to carry on a worthwhile supervisory program.


RESEARCH STUDIES IN EDUCATION


Analyzes teachers' training and experience, time devoted to comprehension, tests, textbooks and devices; plans remedial work for each grade; reduces the amount of oral reading; stresses vocabulary building; keeps careful record of progress; gives individual work to slow readers; carries out a careful teaching program in all content subjects. Finds that a well planned supervisory program, by a principal who teaches full time, may improve his teachers' efficiency, and himself as a supervisor.

SCHOOL MANAGEMENT

ATTENDANCE AND CHILD ACCOUNTING

2856. Brazelton, Calantha Miriam. Case studies of high school girls whose absences exceed the average absence for the girls of the school. Master's, 1937. Southern California.


Studies attendance records in the schools of 12 consolidated districts for three years before consolidation and for three years after consolidation. Finds that there were no gains in enumeration and in total enrollment during consolidation; that average daily attendance in the first eight grades showed a gain of 10.1 percent during the three years of consolidation as compared with the three years of non-consolidation; and that average daily attendance of the high school showed a gain of 104.3 percent during the three years of consolidation as compared with the three years of non-consolidation.


Attempts to show the causes of absence in Kentucky and the part the attendance officer has played in securing better attendance in Kentucky.


Studies attendance and progress factors in test norths in Texas. Finds that attendance and progress factors affect test norms to the extent that they should be considered in normal tests. Finds that school systems with high attendance records have low retardation records, and that most schools have a much lower percentage of students in average daily attendance than a system based on the ideal of universal education should allow.

2860. Cummins, John Francis. Educational trend in New Mexico public schools from 1899-1900 to 1929-30, inclusive, as measured by pupil attendance and length of school term. Master's, 1937. New Mexico. 80 p. ms.


Analyzes state school census forms and procedures, problems, and trends from information received from 46 state departments of education, and the District of Columbia. Shows a trend toward a school census for social service including rehabilitation, child employment, research, vital statistics; that the greatest handicap is the use of untrained, irresponsible enumerators, or teachers receiving no remuneration.


Attempts to determine the number of cases of failure in the Clinton junior high school, the causes of these failures, whether or not the teachers realize the factors behind each child's
SCHOOL MANAGEMENT

2865. Hopper, Loyd Erwin. A study to determine the methods and procedures of state departments of education in the organization and administration of compulsory school attendance. Master's, 1937. Southern California.


Administers standardized tests in four subjects to 160 elementary and 129 high school pupils. Compares results in the tests with records of attendance. Finds that the pupils who attended regularly consistently made better grades.


Presents a detailed study of causes of absence in all grades of the public schools of Red River parish in the first semester of the year 1936-37. Finds that most absences were caused by illness and work at home; that 29 percent of the 2,188 pupils studied did not enroll due to work at home, overenrollment, pupil neglect, dislike of teacher or principal, or parental neglect; that there are fewer absences on Thursday and more absences on Friday than on any other day of the week.


Attempts to ascertain the degree of relationship between attendance and mental age, educational age, reading age, arithmetic age, and actual mental age in fourth grade school children, grades 1 to 8, at Orangeburg, South Carolina.


Compares attendance records and achievement in ninth-grade algebra, and tenth-grade geometry classes in Miami Edison high school. Indicates that the pupils who attend school more regularly make better scores in both algebra and geometry than do those with many absences.


Investigates the progress as related to the attendance of 2,415 pupils of Texas county. Finds that the children who attend the greatest number of days have the best progress classification. Promoted pupils attended an average of 159 days per year, and non-promoted pupils attended an average of 190 days.


Analyzes the causes of absence and the monetary loss to the schools for each of the 44 causes of absence in each school of the county. Recommends that a better health program be established in the county schools, that attendance laws be enforced, and that a school program be provided which is adapted to the child.

Investigate the relations between the classification and the attendance of 2,442 rural children and 853 children in centralised schools. Finds that in both groups attendance is directly and positively related to progress.


Attempts to determine whether there is any comparison between health and school attendance in Knox county public schools, and to show the comparative attendance of pupils enrolled in a school with an attendance officer and without one. Studies health and school attendance records of 1,200 pupils in the Knox county, Vincennes and Bicknell city schools. Finds that the average daily attendance in the Vincennes schools, having an attendance officer, is superior to the average daily attendance in the Knox county schools which have no attendance officer.

Studies the records of about 2,000 elementary children as to the relation of their attendance to their progress. Finds a positive relation between attendance and progress.

CLASS SIZE


CLASSIFICATION AND PROMOTION


Studies the issues and points of tension in the grading of pupils from the ages of 15 to 30 in church schools. Finds that no definite age can be set for periods of adolescence or for maturity; that pupils of 15 years of age should be grouped with an older group; that general adult groups, without special grading are inadequate for the age range from 20 to 30; and probably for the range from 25 to 30, although the same curriculum materials are suitable for both groups.

2882. Boynton, Joshua Bickham. An investigation of the age-grade distribution of pupils in the public schools of Texas and the factors that have influenced this distribution. Doctor's, 1937. Texas.


Describes an experiment conducted in the elementary schools of the East Grand Forks schools of North Dakota in an attempt to adjust the faulty grade placement of pupils. Shows that a maladjustment in these schools according to chronological age was caused mostly by excessive retardation, and to some extent by less than normal acceleration. Finds that double promotions had little effect on retardation, while increased acceleration may have helped compensate for excessive retardation.
SCHOOL MANAGEMENT 263


2888. Hébert, Mable Beatrice. An analysis of literature pertaining to the placement and follow-up of evening high school students. Master's, 1937. Southern California.


Studies age-grade and grade progress of 337 pupils in the school, and promotions and failures at the end of the second semester of 1936. Makes a case study history of the pupils in the eighth grade, where retardation was greatest.

2892. Whitworth, Fred E. Some measurable effects or concomitants of promotion without failure in the elementary school. Doctor's, 1937. California.

Attempts to discover changes resulting from or concomitant with the adoption of a policy of non-retardation in a city school system. Finds that more enthusiasm was shown by the teachers of the higher than the lower grades; that teachers agreed that their preparation for daily work increased; but they received better results for the energy expended; and that most teachers who have taught under a policy of non-retardation recommend its general adoption.

EXAMINATIONS


2894. Donalson, Brinton C. The relative effectiveness of two types of punctuation tests. Master's, 1937. Iowa.


2896. Hanson, Theodore M. Factors influencing results of standard tests in grades three to eight in Grand Forks, North Dakota, public schools. Master's, 1937. North Dakota.


Describes an experiment in which tests were administered to students attending Sherman high school, Seth, West Virginia, to determine the effect of short frequent testing upon students as a group in high school; and whether frequent testing in high school tends to keep students working more nearly up to their ability, than longer and less frequent testing.


Constructs and administers tests in true-false, dual choice, multiple choice, matching, and completion forms to determine to what degree the form of the test affected the degree to which the tests measured the same material and ranked students in the same order. The tests used were constructed so as to be identical in material but different in form. At the same time two tests were run to determine the effect of negative suggestion, instructions to guess or not to guess, test time, and the position of printed answers in the true-false types. Finds that the recall test was probably the most accurate of the tests; there was not enough difference in the correlations of the various types of tests to imply conclusively that their comparative reliability should be questioned; the giving of tests on a basis of time consumed rather than of items completed seemed to raise the comparative reliabilities; the power of negative suggestion and the influence of the arrangement of the printed word answers seemed to be smaller than some have suggested, and it seems that not a great deal of difference is made in scores by the giving of instructions to guess or not to guess.


2904. Minnesota University. The effective general college curriculum revealed by examinations: a report of the Committee on education research of the University of Minnesota, Minneapolis, 1937. 427 p.


2906. Pickett, Hale C. An analysis of the proofs and solutions of exercises on plane geometry tests. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1933. 120 p. (Contributions to education, no. 747)

Studies and analyzes five types of geometry examinations for the period from 1923-1935; studies axioms used as basic proofs; studies syllabi and their corresponding examinations; compiles a list of theorems common to representative texts.

Compares the validity and reliability of two types of objective tests consisting of 35 completion and 15 multiple choice items, administered to 97 pupils in five sections of seventh grade general science in the Northside Intermediate school at Boulder, Colorado. Indicates that multiple choice tests were more valid but less reliable than the completion tests.


Attempts to determine the comparative performances of high-school social science students when their achievement is measured by the completion and the true-false types of objective examinations. Finds that whatever different aspects of ability are measured by the true-false and the completion types of objective examinations, these abilities are so closely related in amount as to restrict the use of either type for assigning grade marks to individual students carrying work in the social science courses.


Finds that a critical analysis of several typical forms of the French tests indicates that certain revisions in content and technique would be desirable and reveals their validity and reliability as measuring instruments. Shows that a study of the results of the first 13 administrations of the attainment examinations in foreign languages, ancient and modern, from May 1931, through May 1933, shows the approximate saving, educationally and economically, made possible by the new plan of terminal comprehensive examinations.

2912. Weaver, Edgar W. Theory and practice of examinations in English at the college level. Minneapolis, University of Minnesota, 1936. 15 p. ms.


EDUCATIONAL AND VOCATIONAL GUIDANCE


Finds that a regular guidance period each day is not necessary nor desirable for the efficient and successful operation of the guidance program.


Analyzes replies to a questionnaire by 108 students, before and after a 6-week's exploratory course, and replies of 107 parents to a questionnaire to determine the effects of the course upon vocational attitudes of the students and the effects of parental in-
fluence on vocational choice and attitudes of children. Finds that less than 40 percent of the parents discuss vocations with their sons and these parents generally express a preference for the vocation sons should enter; that parents consider the son's interests in the vocation as of first importance; that boys think that cost of preparation is of first importance when thinking of a vocation, and feel that they can get most help in selecting a vocation from someone engaged in the vocation they expect to enter; that many more mothers discuss vocations with daughters than with sons, while more fathers discuss vocations with sons than with daughters; that most parents do not list homemaking as a vocational preference for daughters; that parents and daughters consider the girls' interest in the vocation of primary importance; and that girls believe their mothers can give them most help in selecting a vocation. Indicates that parents greatly influence the vocational attitudes of children.


2019. Bennett, Clifford E. An educational guidance survey of the small high schools in Jackson county, Missouri, with a proposed program for such high schools. Master's, 1937. Wyoming. 153 p. ms.


Studies the results of five aptitude tests, a vocational interest questionnaire, marks on work, samples, and a detailed personality and character rating. Finds average class marks for the first year, and average class marks for the second and third year combined to be the best criteria for prognosis of student success.


Part 1 deals with the problems of the individual child in his relation to the home and the community in terms of personal relationships interrelating the child, parent, teacher, and community associations. Part 2 deals with the functions of the school personnel in terms of the guidance services available in the school system designed to meet the present-day needs of school children and to assist them in their preparation for adult life. Part 3 deals with the guidance services available in the community through cooperation with local, state and federal agencies designed to meet the same needs.


Attempts to determine the status of the individuals who had been graduated from the Fort Lupton high school between the years 1930 and 1936, inclusive. Finds that more vocational training and guidance should be offered in the high school to meet the conditions prevailing in that community.


1926. Cameron, Harry W. Disparity studies as an aid to educational guidance. Master's, 1937. Lawrence. 69 p. ms.

Compared mental ability and achievement as an aid in educational guidance. Compares an honor quotient derived from the grades earned by the pupils as they progressed in senior high school, with their percentile ranking on the Henmon-Nelson test. Presents graphic comparisons as illustrated by the charts; presents guidance material that aids
in the solution of problems; on different achievements by special groups such as manual arts classes; comparisons between the achievement of boys and girls; cases of low achievement that need special attention, and the use of disparity ratios as an aid in general guidance.


Shows a need for more complete organization of home room activities; an organized guidance course to be included as a part of the regular program of study; greater variety of clubs; a well organized health program; some form of cumulative record system; and that most of the counseling is done by the principal and home room teacher.


2930. Conner, Forrest E. The contribution of objective tests to an organized program of guidance. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Analyzes the contribution of objective tests to an organized program of guidance at the secondary school level, and demonstrates the manner in which the results of these tests may be applied to the practical problems of guidance in an actual school situation. Analyzes guidance problems of 102 students to demonstrate the manner in which the accumulated test data contribute to the decisions and advice in each case. Indicates that individual guidance problems can seldom be solved through the administration of a single test. Presents the pattern for a practical basic every pupil program of testing which might be most helpful in any high school.


Surveys the public secondary schools of Pennsylvania with enrollments of 300 or fewer pupils; and finds that 50 percent of the schools offer no guidance program; that 32 percent offer an organized guidance program; that only a small percentage of the guidance directors are properly trained for the work; that 133 of the 178 schools offering guidance make use of home room guidance; that 163 included guidance in the auditorium programs; that topics pertinent to school life, such as school rules, care of school property, and school spirit, are stressed; that 199 schools conduct a standardized testing program; and that 128, or 75 percent, of the schools conduct extracurricular activities.


Discusses the socio-economic status of the community, conditions in the high school, the status of formal and informal guidance in the high school; and recommends an adequate testing program, a system of cumulative records, pre-admission guidance, homogeneous grouping, home room guidance, assembly programs, vocational guidance which should include a system of follow-up of graduates and a placement bureau, and student government.


RESEARCH STUDIES IN EDUCATION


Reports provisions for pre-college guidance in 73 public high schools in cities of Ohio.


Surveys the guidance practices in the 10 public junior high schools of Denver. Colorado, and presents an evaluation of the guidance activities and of the guidance personnel for the boys and girls who had been given help through the three years of their junior high school careers.


Observes 550 Knoxville elementary school children in grades 1-6, for interests, attitudes, and character traits.


Describes and evaluates the procedure in an experimental guidance plan which was conducted at South Denver high school with 23 senior Progressive education students who were placed part-time in the environment of the business, professional, or industrial vocation of their selection to provide experiences from which the pupils could verify their vocational choices and realize their need for further training and personal adjustment. Finds that home influence was more important than occupational opportunities in vocational selection as shown by school records, questionnaires, and interviews.


Discusses vocational guidance in the United States, Great Britain, Germany, France, Union of Socialist Soviet Republics, Switzerland, Italy, Spain, the Scandinavian countries, Holland, Belgium, Australia, South Africa, China, and Japan, and treats psychological methods in vocational guidance, psychological methods for the analysis of the individual, and presents a study in comparative vocational guidance.


Studies the guidance programs in both the private and public senior high schools of the District of Columbia from data gathered by interviewing the principals or directors of guidance in 12 private and 9 public high schools. Shows a need of coordination of effort within each of the systems, both systems are in need of qualified full-time counselors,
cumulative records, organized placement bureaus and follow-up work. Suggests that the
private schools might avail themselves of the assistance of parent-teacher associations,
student council and might introduce leisure-time guidance. That the public school authorities
should make a more determined effort to introduce a plan for religious guidance similar
to those followed in numerous public school systems throughout the country.

2549. Mason, George Clyde. A guidance program for the high school.


2551. Miller, Virgil C. An experimental guidance program in a rural con-
solidated high school. Master's, 1937. Ohio Univ. 141 p. ms.

2552. Mitchell, E. F. A survey of guidance in secondary schools. Master's,
1937. Alabama. 74 p. ms.

2553. Mitchell, Marcella. The present status of guidance in senior high
schools of certain selected cities. Master's, 1937. Indiana. 137 p. ms.

2554. Murphy, Victorine Aghes. An evaluation of the guidance program at

2555. Murray, Sister Teresa Gertrude. Development and present status of
vocational and educational guidance in Catholic secondary schools of the United
States. Doctor's, 1937. T. C. Col. Univ.

Traces the development of the guidance idea among Catholic educators in the United
States from 1860 to 1936; and studies current practices in vocational and educational
guidance in 1,004 secondary schools in 47 states and the District of Columbia. Shows a
considerable amount of interest in guidance among the administrators and teachers in
Catholic secondary schools, and a small number of trained counselors.

2556. Nadolski, Anthony P. Evaluating lecture, reading, and record methods
of presenting occupational information to high school pupils. Doctor's, 1937.
Wisconsin.

Master's, 1937. T. C. Col. Univ. 50 p. ms.

Covers vocational guidance programs of 60 selected rural high schools and analyzes the
vocational choices of 854 high school seniors. Finds that vocational guidance programs
are inadequate, vocational education is not facilitating vocational adjustments, and that
community attitudes and teaching personnel are obstacles to the program.

2558. Proffitt, Maris Marion. Guidance in public school systems with
special reference to high school occupational information courses and high school

Attempts to show the development of the guidance movement in public education in the
United States; to ascertain the arguments for guidance and their underlying presuppositions;
to ascertain the status of guidance programs and their organization in state systems of
education; to set forth guidance practices in a few typical cities; to determine the extent
to which occupational information courses are offered in public high schools; and to deter-
mine the number, kind, and organization of clubs in public high schools.

1937. 10 p.

Gives the demand, training, personal qualifications, financial return, and types of
openings in advertising agency work, department store work, fine arts museum work, library
work, newspaper writing, photography, public health, publishing house work, secretarial
work, and social work.

2560. Ready, Robert F. A high school course in vocational guidance. Mas-
ter's, 1937. Oklahoma. 73 p. ms.

Reports a three-year experiment in developing a one-semester course in vocational
guidance for senior high school pupils in Elk City, Okla.


Examines personnel cards of over 800 women students who had registered at the college in a three-and-a-half year period; interviews 60 women of the 1938 senior class, to discover how many had chosen certain definite vocations and what influences in college or out had determined their choices; examines the occupations entered by young women upon graduation from the college. Studies all agencies in the institution at present that contribute in any way toward vocational guidance. Shows a need for guidance among the women of the college. Evolves a guidance plan to meet the needs of the women for guidance and placement.


Attempts to determine what factors rank highest in determining a high school pupil's choice of a vocation; to find if there is a difference in the choice of vocation of high school pupils in schools of various sizes; to determine whether or not the high schools are offering any effective vocational guidance; and to find out what individuals are commanding the pupil's attention and what influences the occupations of the individuals has upon the pupil's vocational choice. Analyzes replies to a questionnaire distributed to 319 seniors, 257 juniors, and 319 sophomores. Finds that all of the students, regardless of the size of school, were giving close attention to and planning carefully for their later occupations; that the schools were meeting; to some extent, the needs of the individual in studying and choosing occupations; that the teaching profession leads in occupational choices, with nursing second; that advice of parents ranks highest as a controlling factor, with advice of other persons ranking second, and experience-ranking third; that much needs to be done by the high school in teaching students vocations for leisure time activities.

2964. Smith, Olia B. An evaluation of a plan of guidance as related to failure in McKinley high school, Niles, Ohio. Master's, 1937. Ohio State. 146 p. ms.


Studies current practices in providing courses in occupational information for pupils in 51 high schools in Minnesota, 83 high schools in Nebraska, 30 high schools in New Jersey, and 21 high schools in Oregon. Finds that 34 percent of the schools offer separate courses in occupational information, and that 70 percent of the schools offer courses in occupational information in separate and combined courses, which are usually one semester in length and are most frequently placed on the ninth grade level; that less than one-fourth of the schools offering the course have vocational guidance teachers; and that superintendents and principals believe that courses in occupational information help students make definite vocational choices or change from choices which may have been unwise.


Discusses the technics of work with individuals, including the interview, observation, the rating scale, autobiography, and related technics; and the integration of information from various sources in the case study and cumulative record and its use in counseling.


2973. Williams, Donald Turney. Some values and limitations of guidance programs in seven selected secondary public school systems in Southern California. Master's, 1937. Southern California.


EXTRACURRICULAR ACTIVITIES

2978. Aab, Anne Elizabeth. A personnel study to discover some of the common factors in the experience and background of girls attracted to the Girl scout movement of Onondaga county. Master's, 1937. Syracuse. 38 p. ms.

Attempts to determine how the family background of Girl scouts compares with that of girls who do not belong to the organization; to compare the physical fitness of the two groups, the school marks, and personality traits of the Girl scouts and of girls who are not members of the organization; and to compare the voluntary activities of the Scouts and non-scouts; and to determine whether there is any relationship between the length of a girl's membership in the organization and her school marks, physical fitness, or her personality traits.

RESEARCH STUDIES IN EDUCATION

colleges are similar, and all represent a high stage of development. Recommends a greater number and variety of activities, that academic credit should be given for many of the activities, that a point system be inaugurated, that some limitation should be placed on participation, and that records should be kept.


Studies the use of home rooms, clubs, assembly, and student council in the senior high school, Woodville, Oklahoma.


Attempts to determine to what extent the club programs have been developed in the classified high schools; in how many of the schools the activities of the pupils are recorded and to what extent the point system is used; what effort is made in the classified high schools to develop student government; whether the schools are more active in sponsoring school publications such as newspapers, annuals and handbooks, than in sponsoring school clubs; to what extent scholarship is fostered by honor societies; when clubs meet and the reasons for the time they meet; how active schools are in sponsoring such organizations as the Boy and Girl scouts; whether athletics are stressed to the detriment of the non-athletic group; and what administrators consider to be the value and purpose of the school clubs. Analyzes 99 replies to a questionnaire sent to the administrators of 192 classified high schools in North Dakota. Finds a tendency for athletic activities to overshadow the non-athletic group, and a need for improving the club programs.


Presents the results of an investigation of the club situation in 677 leading high schools of Texas, giving some of the problems of high-school girls and the ways the personality clubs have helped solve some of their problems.


Deals with the responses of 2,106 hobbyists of high school age to a questionnaire relating to the number and nature of their hobby interests. Indicates that hobby interests cover a wide range, and that practically all high school pupils have one or more hobbies; that individuals with high IQ's tend to have a greater number of hobby interests than do those with lower IQ's; that duration of hobby interests is about the same, regardless of intelligence; that physical education, English, history, and literature serve as stimuli to hobby interests; that extracurricular activities are less significant in contributing to hobby interests than is commonly supposed; that the home exerts the strongest influence on the encouragement of hobbies; that associates of the same age exert strong influence on the hobbyist; and that the benefits derived from hobbies are significant.


Attempts to analyze the intelligence and scholastic ranking of pupils participating in extracurricular activities, with special attention being given to athletics and band.


Compares the time spent in extracurricular activities in high school, average college freshman grades, and intelligence scores for freshman students in the University of Arkansas. Finds that more intelligent students spent more time in high-school extracurricular activities. Indicates that time spent in extracurricular activities should be controlled, in order that grades may not be lowered by excessive participation.


Finds that the Hi-Y has been the agent responsible for creating genuine activities, participation in which is beneficial to the boy so engaged.


Studies regularly enrolled, full-time students in the undergraduate day department of the College of liberal arts, Teachers college, and the School of commerce. Finds that the average grade of all participating students in extracurricular activities is not quite a C plus; that participation in extracurricular activities is not an important cause of deficient scholarship; and that since the most active students show the greatest degree of educational aptitude, it appears that extracurricular activities provide a desired opportunity for further development of students of high ability; that the athlete, as determined by marks, does not quite measure up to expected educational achievement, as seen from the achievement of non-athletes of similar mental endowment.


2998. Lawrence, Gladys C. The history and educational uses of some leisure time activities. Doctor's, 1937. New York. 344 p. ms.

Discusses hobbies or leisure time activities, and the history and use as leisure time activities of leather, bookbinding, pewter, block printing, and marionettes and puppets. Gives directions for using these materials.

2999. Lewis, Clyde C. The effect of scouting on the scholarship, citizenship, and character of the boys of the junior high schools of Ashland, Kentucky. Master's, 1937. Kentucky. 91 p. ms.

Attempts to determine to what extent scouting influences the scholarship, citizenship and character of boys of the junior high school age as revealed in school marks, school activities, and in attitudes and habits of their school life.


Attempts to determine whether or not participation in extracurricular activities interferes with achievement in curricular subjects. Concludes that participation in extracurricular activities does not have a harmful effect on curricular subjects.


3004. Murphy, Tessie Clyde. A study of the program of extracurricular activities of the Southern association of high schools of Mississippi. Master's, 1937. Alabama, 60 p. ms.


Finds that 422 of the 648 pupils filling out questionnaires, participated in at least one activity, and that 266 pupils did not participate in any activity; that the activities were voluntary; that an increasing percentage of students participated as students progressed through school until the senior year; that girls showed a wider range of interests than boys; that the cost of the activities was not excessive; that lack of interest, having to work at home, and wishing to do what friends do were reasons given for non-participation; and that the faculty suggested limiting the number of activities in which any student may participate, improving of exploring and counseling, and arranging an activities program.

3009. Pratt, Guy A. A study to determine what hobbies are most desirable and feasible to meet the interests of the pupils in the high schools of East Chicago, Indiana. Master's, 1937. Colo. St. Coll.

Determines what hobbies are most desirable to meet the interests of the pupils in the high schools of East Chicago, Ind., and establishes a plan for such hobby clubs in the schools, including organization policies, procedures and methods to be used.


Finds that the activities of the 53 senior high schools studied group themselves around assemblies, clubs, home rooms, and commencements. Finds that the allied activity program has a vital place in the schools; and that the activities should arise from the interests of the pupils and a desire on the part of the school authorities to make school work more real and more life-like.


Studies the value of 24 extracurricular activities to the 92 superior students in seven small high schools in Kansas. Finds that more superior students participated in scholar-
ship contests, glee clubs, and class plays, fewer in tennis, home economics, and grain judging contests than in other activities; that the average number of activities entered by superior students was more than five each; and that the aggregate value of scholarship contests, glee clubs, and class plays was greater than that of other activities.


Studies the changes in the educational principles and procedures of the movement since its beginning, the manner in which the educational development of the movement has been related to current educational thought, and the significant characteristics of the educational principles and procedures of the movement in relation to its aim as an organization for character education.


Evaluates the extracurricular activity programs of seven junior high schools in Chattanooga; finds that most of the pupils in these schools participate in some form of extracurricular activity, that the trend in these schools was from interschool competition toward intramural athletics, and that a definite period in the daily schedule was given to activities in these schools.

3015. Wenzl, Theodore C. A study of the out-of-school activities of pupils in Grades 6 through 8 and the social significance of these influences. Master's, 1936. St. T. C., Upper Montclair. 60 p. ms.

Attempts to picture the way approximately 300 school children between the ages of 10 and 16 spend their time during a typical school week. Finds that children direct their out-of-school activities in a manner motivated largely by their own interests; that the school and the home demand comparatively little of the out-of-school time; that radio and motion picture entertainment are vital elements in the environment of children; that opportunities outside the school for children to receive moral training under qualified and competent leaderships are decreasing; and that the present day scale of living has reached the plane, where, despite the severe economic reverses in recent years, children maintain themselves in an environment that offers numerous luxuries.


Finds that prior to 1915 any activity not specifically provided for in the curriculum was frowned upon by school administrators; that beginning about 1915 school officials began to formulate theories advocating school control of an increasing number of activities; and that in the last few years many leading school administrators have found that a well organized and administered extracurricular program stimulates interest in school, provides for use of surplus energy, reduces discipline problems, and contributes to the realization of the goals of education.


FAILURES


3023. Lipscomb, Louise. The failing pupil in high school with particular reference to Wichita Falls. Master's, 1937. South. Methodist. 77 p. m.s.

Studies the extent, causes, and cost of failure in high school, compiled through personal interviews with failing students in the Wichita Falls, Tex., high school.


Finds the causes of failure to be: lack of power of concentration, poor explanation by the teacher, poor foundation in elementary school, and too much importance being attached to test scores in marking.

3025. Seltzer, Nellie. A study of pupil failure in the Collingswood, New Jersey, junior high school. Master's, 1937. Temple. 58 p. m.s.

Finds that lack of study is the outstanding cause of school failures; that only a few teachers in distributing marks were guided by the normal curve of percentages, and that failure can be checked by means of an effort chart which will spot shirkers with ability.

3026. Sterne, Gilbert L. A study of the pupil failures in Mesa county. Master's, 1937. Western St. Coll. 69 p. m.s.

Studies 32 schools, 118 teachers in Mesa county, Colo.


(abstract in: University of Colorado studies, 25: 107)

Describes an experiment in a success school conducted in San Antonio, Texas, high school in 1933-36, 1936-37, which enrolled 653 pupils in the first year of experimentation and 673 the second year. Shows that the students mark themselves on their character traits and in their curricular activities; and that, with the assistance of a faculty advisor to aid the student council, the pupils largely control the extracurricular activities of the school and participate in the construction of the curriculum. Finds that pupil failures have been reduced from eight percent in 1933 to none in 1935; that truancy has been practically eliminated; and that the number of discipline cases has greatly decreased.

3028. Tayler, Mildred May. Student reasons for success or failure in high school mathematics. Master's, 1936. Detroit. 102 p. m.s.

'Analyses replies to a questionnaire submitted to 850 high school students of mathematics to get the students' reasons for success or failure and suggestions for elimination of failures. Finds that poor study conditions at home, part-time employment, too many evenings spent in recreation, physical defects, lack of understanding of the subject, improper study methods, and too little time spent on study were the chief causes of failure. Indicates that children of professional men showed a better chance of success than did the children of non-professional men; that children whose mothers did not work out had nearly twice the chance for success as did those whose mothers worked. Shows that the pupils requested smaller classes, more intimate teacher contacts, and longer class periods.

MARKS AND MARKING


3030. Barnhill, William Leroy. Some relationships between college marks, graduate marks, and first year type of employment. Master's, 1937. Kans. St. T. C., Pittsburg. 46 p. m.s.

Determines the relationship between undergraduate and graduate marks, and first year type of employment for 207 students receiving the master's degree at the Kansas state teachers college for the years 1929-1935, inclusive.
SCHOOL MANAGEMENT

3031. Bingham, Glen A. A method of awarding grades to the activities in physical education. Master's, 1937. Iowa.

3032. Clark, Van Deusen. The relationship of NYA employment to students' grades at the University of New Mexico. Master's, 1937. New Mexico. 61 p. ma.


Describes a semester's experiment in marking high-school students for effort as well as achievement. Finds a slight change for the better in the achievement averages for the whole high school; that teachers reacted favorably; that students took more pride in their work, showed ability to plan, improved habits of study, greater cooperation, less cheating and fewer disciplinary problems; and that parents and students were pleased with the new marking system.


3035. Gilger, George A. Jr. A comparison of the final semester grades obtained by students at the Syracuse Emergency collegiate center during the fall and spring semesters of 1935-36, with those obtained in parallel courses by students at Syracuse university during the same semesters. Master's, 1937. Syracuse. 66 p. ma.

Describes the Emergency collegiate center, the first of which was established in New York state in 1933, and which are supported by federal relief funds from which the teaching staffs are paid, and by local boards of education which supply the housing. Shows that a total of 20 year courses and 13 semester courses were offered in 1935-36 at the Syracuse center. Compares grades of paired students of the freshman and sophomore classes of Syracuse university, and of the two classes of the Syracuse center. Finds that the Syracuse center students made approximately the same grades as did the University students at the extremes A or F, and that the Center students received higher grades than did the middle range at the University.


 Deals with the variability and range in marking traditional or essay examination papers in seventh grade mathematics.


Studies various combinations of scores on tests of intelligence, mathematics, and English, with rank in secondary school class and age by multiple correlation methods to find the best means of predicting academic averages.


Determines statistically the agreement between test scores and teachers' marks given by nine teachers in the seventh and the eighth grades in the Junior-senior high school of Bartlesville, Oklahoma. Finds that in general, teachers' marks and standard test scores agree.

13043. Paul, J. B. A study of the grades assigned to students by the faculty of the Iowa state teachers college during the 1935-36 academic year in courses giving college credit. Cedar Falls, Iowa state teachers college, 1937. 22 p. ms. (Research report no. 25)


Compares the records of 621 graduates of the Wichita Falls high school during the years 1930-1935 inclusive, who had entered one of the selected colleges used in the study. Finds that the average marks received by students in all subjects in college are six points lower than those they received in high school; and that the junior college students who transferred to the senior colleges received higher average marks in the senior college than they had received in the junior college.


Investigates the relative efficiency of the Ohio state university psychological examination, the American council examination, the Purdue placement test in English, high school average marks, and first semester college freshman marks as agents for the prediction of college marks in a typical student body in Oklahoma, using the 1934-35 freshmen students at Phillips university as subjects. Finds that better prediction is obtained, if different measures are used for boys and girls and for students of different levels of ability, and that a differential technique may be used to advantage in the preparation, evaluation and choice of tests, as well as in the prediction of marks in specific subjects.


Finds that wide discrepancies persist in awarding marks; that women make a higher average in the regular school year, and that men make a higher average in the summer term; and all summer averages are higher than in the regular year.


Studies 200 junior high school pupils in one school system.


13050. Upahall, C. C. Evaluation of those students whose grade point averages up to the quarter in which they took their first technique course was 1.9 or below, and those whose grade point averages over a similar period was 3.0 or above. Bellingham, Western Washington college of education, 1937. 10 p. ms.

Evaluates the two groups on practice teaching grades and field reports on success in teaching. Finds that practice teaching grades of the high scholarship group were significantly better but the field ratings were not; that the field ratings of the high scholarship group improved with experience in teaching, faster than those of the other group.

13051. ———. Summary of the grades given to students who have taken various courses in the training school between the spring quarter of 1932 and the summer quarter of 1936 (summer session excluded). Bellingham, Western Washington college of education, 1937. 4 p. ma.

Studies the relationship of the D grade to failure, to F grades in student withdrawals, from high school, to C grades in the number of subject repetitions, to E's in subjects within the same subject field and in different subject fields, that students made of the D grade for graduation and for college entrance, and the college records of D students in the same subject field. Finds that a large percentage of students graduating from high school receive one or more D grades; that a large percentage of the D grades received by students are used for high school graduation credit; that D grades offered to colleges as entrance credits are accepted without reservation; that a smaller percentage of students receiving one or more D grades in high school enter colleges than those receiving no D grades; and that the relation of the percentage of D's made in high school English, science, mathematics, and social science to the percentage of D's and F's made in the same subject fields in schools of higher learning was shown by a small positive coefficient of correlation.


REPORTS AND RECORDS


Analyzes the 34 state medical inspection forms used in the medical examination of public school children in these states. Finds that the forms contain a total of 276 different items classified into seven main divisions: personal history, personal family history and home life; school data, medical history, immunization and laboratory tests, medical examination and follow-up work. Prepares a standard medical inspection form which can be used to examine and record the medical inspection of public school children.

3062. Klein, Joseph Robert. A critical study of written reports made by 
California principals to parents. Master's, 1937. Stanford.

3063. Moore, Loren Alton. A pupil's permanent cumulative record form 
constructed especially for the pupils of grades 1 to 12 of the schools of Montana. 
Master's, 1937. Kansas.

3064. Neely, John E. The high school principal's annual report. Master's, 
1937. Temple. 91 p. ms.

Studies principal’s report in 151 schools of Pennsylvania, Delaware, Maryland and 
New Jersey. Finds that reports were made by 81 of the principals in the 151 schools 
investigated; that in high schools with enrollments of 1,500 or more, 11.1 percent do not 
make annual reports and that in the majority of reports the treatment is discursive, 
with few figures.

3065. Newell, Rev. Hubert Michael. The development and present status of the 
annual report of Diocesan superintendents of schools. Master's, 1937. 
Catholic Univ. 51 p. ms.

Analyzes and charts the contents of 17 representative diocesan school reports. 
Presents a tentative outline of a representative annual report and appends suggestions for 
presentation based on the best public school procedure, as well as other rules fundamental 
to general bulletin issuance.

teachers college, 1937.

Surveys present practices in building cumulative records, and formulates criteria for 
them.

3067. Sanders, H. W., Sheffer, L. M. and Rutland, J. B. A record and 
farm accounts book for the southern region. Blacksburg, Virginia polytechnic 
institute, 1937. 24 p.

Devises a record and account book for students of agriculture for their supervised 
farming.

3068. Smith, George Dewey. A proposed system of pupil personnel records 
in Missouri. Doctor's, 1937. Missouri. 200 p. ms.

†3069. Strang, Ruth. Every teacher's records. New York, Teachers college, 
Columbia university, 1936. 48 p.

Discusses the teacher's task in discovering the abilities and capacities of every pupil 
and in providing for the development of these capacities, and presents records which 
help teachers to understand individual children.

3070. Sweeney, H. E. A system of records for the administration of guidance 
at the junior high school level. Master's, 1937. Purdue. 70 p. ms.

Studies 29 sets of guidance record forms from representative localities in the United 
States. Finds that the guidance records in use provide for the recording of much data 
unessential to guidance work; that much space is taken up in guidance records for 
recording details infrequently used and better adapted to auxiliary records; that all data 
for guidance purposes should be assembled in one compact unit for convenience and to 
avoid loss; and that until a definite terminology for all the instruments of education is 
adopted and used exclusively, no single complete guidance record can be devised to meet 
the needs of each individual school system and measure up to the criteria for a good 
guidance record.

3071. Willey, Warner Moore. A suggested score card for evaluating term 
reports. Journal of higher education, (Western Kentucky state teachers college)

Presents a score card designed to aid college instructors in rating term reports.

3072. Wolfenbarger, Orila K. A comparative study of the value of written 
reports in laboratory experiments versus non-written reports in a ninth grade 
general science class. Master's, 1937. Kansas.
SCHOOL MANAGEMENT


Evolved a usable shot chart that gives the necessary information that a coach needs to keep concerning a game; it gives complete team and individual statistics.

RETARDATION AND ELIMINATION


Presents case studies of retarded pupils in the high school of Norman, Oklahoma, showing the degree of retardation and contributing causes, using information provided by pupils, parents, and teachers. Finds that 33.5 percent of the boys and 27 percent of the girls were retarded; that 9 percent of the boys were retarded more than two years; and that the most frequently given causes of retardation were too difficult work, irregular attendance, changing schools, and dislike of school or teacher.


Finds that retardation was caused by low IQ's, irregular attendance, poor home conditions, physical handicaps, and late entrance.

3076. Ferguson, Ora F. The extent of elimination from public high schools in Harrison county, Iowa, and the apparent causes and remedies for the situation that exists. Master's, 1937. Nebraska. 82 p. ms.

Finds that seven percent more boys than girls were eliminated; that the largest percentage of eliminations occurred in the ninth grade, at the age of 18; that the number of pupils graduating from high school is increasing more rapidly than the total enrollment is increasing; that conditions at home, in the individual and at school cause elimination; that the average high school graduate is quite different from the average high school graduate; that half of the eliminates have felt a need for additional training; that diverse occupational interests were exhibited by both the eliminates and graduates; and that the attitude of the eliminates' parents towards graduation from high school was favorable.


Studies all eliminations for the years 1935–36 and 1936–37.


Attempts to determine why pupils completing their elementary education did not enter high school or why they dropped out before completing the prescribed 4-year course. Finds that the reasons for failure to enter high school are: Lack of interest, economic factors, poor grades, and health, with lack of interest counting for 46 percent of the total.


3080. Kibbe, Helen. Factors involved in the elimination of undergraduate students from the University of California at Los Angeles. Master's, 1937. California, L. A.


3082. Papil, J. B. Relation of placement test scores to mortality and scholastic ratings, class entering full term of 1932. Cedar Falls, Iowa state teachers college, 1937. 27 p. ms. (Research report no. 26)
Relation of placement test scores to mortality and scholastic ratings, Class entering fall quarter of 1933. Cedar Falls, Iowa state teachers college, 1937. 27 p. ms. (Research report, no. 27)

3084. Rintelmann, Ernst A. Studies of retardation, normalcy and acceleration in a particular school system over a period of 13 years. Doctor's, 1937. Wisconsin.


3086. Wool, Marion A. A study of the causes of the elimination of students in the eighth and ninth grades in the central junior high school, Kansas City, Kansas. Master's, 1937. Kansas St. T. C., Emporia. 51 p. ms.

STUDENT SELF-GOVERNMENT


Ascertains the extent of pupil participation in student government activities as indicated by a number of the more extensive surveys contained in the literature of the last two decades; surveys the student government organizations in five of the six senior high schools of the District of Columbia; and evaluates student government as a functioning aspect of the life of the Woodrow Wilson high school.


Attempts to determine to what extent pupils participate in the government and administration of the school, what forms of organizations provide for pupil participation, and the factors which contribute to or hinder the success of such a program. Finds the fact that 75.6 percent of the schools selected throughout the North central states declare they are making an effort to train for citizenship by affording pupils an opportunity to participate in the government of the school, is convincing evidence of a nationwide interest in an experimentation movement. The undertaking requires a high type of leadership on the part of the principal and his teacher. The student council is the typical student organization which is delegated responsibilities. The success of the enterprise depends upon the degree of teacher-pupil cooperation.


Analyzes replies to questionnaires received from 143 secondary schools in the state of Washington relative to the degree of student participation in their activity program. Finds that the activity program in most schools is a faculty, rather than a student program and that greater student participation in real responsibilities is needed.

TEXTBOOKS


3098. Bettcher, Elizabeth E. Comparison of the vocabulary in sixth grade readers by Gates and Elson with Thorndike's 20,000 word list. Bloomington, Butler university, 1937. 177 p. ms.


3103. Byrne, Mrs. Helen C. The place of the textbook in the teaching of sixth grade English in the modern school. Master's, 1937. Denver. 54 p. ms.

Evaluates the place of English textbooks in the modern school, and determines the extent to which three recent textbooks contribute to an improved English program in the sixth grade. Finds that textbooks are of value in the modern program in carrying on the activities of the program although a given book does not treat all the essential English topics. Suggests that copies of more than one book be available to the pupil.


Attempts to compile a reading word list suitable for use in the first grade of the Philippine public schools and to determine whether there are any significant differences between the vocabularies of the Philippine and American first-grade readers. Analyzes 18 first-grade readers, five of which were written especially for Filipino first-grade children, and 11 of which were American readers, six of which are used as supplementary readers in the first grade in the Philippines. Finds that the vocabularies of the Philippine and American first-grade readers do not differ significantly in respect to the number and percentage of important words and of words occurring only once or 10 or more times. This indicates that the Philippine readers have not been adapted to the psychological and linguistic needs of Filipino children in the primary grades.


Presents the results of a historical survey of the literature of advanced school readers in the United States, from 1785-1900; attempts to evaluate the literature; and sets up criteria for determining different degrees of literary excellence.


Compares the pedagogical, psychological and physical make-up of the tests.

3113. Douglas, O. B. A summary of opinions as to differences between basal and supplementary readers. Austin, University of Texas, 1937.


Presents the distribution of vocabulary practice in 14 preprimers published during the 5-year period from 1932 to 1936.


Purposes to determine the relative worth of nine junior business books as junior high school texts, published or revised during or subsequent to the year 1935.


Attempts to determine whether there was a demand for a supplementary reader of this kind, to write a reader which would compare favorably with other readers of like nature, and to create enough enthusiasm for this book to encourage other writers to make similar contributions.


3127. Hicks, Isaac Albert. The evaluation of beginners typewriting manuals and desirable material suggested. Master's, 1937. West Texas St. T. C. 150 p. ms.

Measures 15 manuals of typewriting, and suggests desirable material for a suitable manual for beginners in typewriting of college freshman rank.


Surveys five spelling texts published by standard companies. Finds that the methods used in the five texts agree in some instances, but disagree in most instances; that some of the texts gave assignments that would be impossible for the teacher to grade or evaluate.


Finds that the textbooks studied vary greatly in the type of vocabulary used, and that there is a need for simpler elementary French reading texts.


Examines the manuals for 13 first-grade readers of 10 basic sets, to determine the conformity in mention by the various authors of the important factors in first-grade reading, and types and procedures in first-grade reading.


3139. LaRue, Jimmae. Changes in materials and methods in sixth grade grammar textbooks used in the Texas public schools since 1900. Master's, 1937. Texas.


Analyses 1,606 pictures used over a three year period in the primary lesson courses of four denominational publishing houses. Finds that publishers do not always use the most artistic pictures available, and that no one series was ideal throughout in its character building values.


Analyses replies to a questionnaire sent in by supervisors and teachers who have used the texts in vacation church schools. Finds that the texts are adaptable for both denominational and community type schools and are suitable for long-term and short-term schools; that most of the supervisors were favorable to the texts but felt that there was room for improvement in vacation church school materials.


Analyses 25 high-school histories and finds great improvement in binding, and illustrating, but an inferior quality of paper used. Shows that histories are no longer written by professional textbook writers, but by authorities in the field, and that much less emphasis is placed on war in later books and more emphasis on industrial and social development.


Examines representative geographies in general use in the upper grades of the elementary schools of this country to discover and to set forth whether or not materials proper to the Catholic geography are available in these current texts.


3146. McKnight, Mary I. Personages in college and high school American history textbooks. Master's, 1937. Peabody. 49 p. ms.
Deals with the personages mentioned in a college, a senior high school, and a junior high school textbook, and finds a wide variation as to the personages and the number of personages mentioned.


Examines the treatment and amount of space devoted to the personages in three American history textbooks, and finds that of the 1,308 personages mentioned, only 198 were common to all three books, and that an overwhelming proportion of them were identified with politics and government, and military and naval affairs.


3152. Minnick, Ralph Ora. The emphasis given by the Indiana state adopted texts to the leaders in the development of our country. Master's, 1937. Indiana. 98 p. ms.


Studies the treatment of material on Latin America in history textbooks published since 1930. Finds that writers of American history textbooks are little influenced by what national and international authorities in the fields of education and Latin American diplomacy say should be taught concerning Latin America.

Analyses and interprets data on the present status of textbook legislation and practices in the various states; the results of the present textbook policy in Kansas; the financial implications of the state printing of textbooks; and presents a program for the selection and provision of textbooks in Kansas.


Attempts to determine the aims of health education in the high school; to establish criteria for the selection of textbooks to meet these objectives; and to select a list of textbooks suitable for use in high-school health instruction.


Composes the idiom vocabularies of six second-year Spanish readers with Keniston's idiom list. Finds that there are approximately as many idioms in the readers studied as there are in the Keniston list; that there is no sequence in which these books should be read as they have so few idioms in common, or in common with the Keniston list.


Presents a work book and textbook on the study of trees in the elementary schools.


Surveys the use of scorecards in textbook selection. Constructs a specialized scorecard for modern foreign language texts on the basis of material evaluated thru questionnaires and interviews with modern foreign language teachers in public high schools.


Formulates significant, general concepts of the westward movement from material contained in six high school textbooks, and compares the material in these books.


Compares six widely used textbooks in biology in terms of range of material, space devoted to selected topics, vocabulary, and difficulty of content.


Analyzes 17 primers and 87 pre-primers, and suggests suitable sequences for the reading of various pre-primers and primers by pupils of different abilities.


Attempts to analyze occupations texts, typical of those in general use, and to reveal discrepancies and similarities between the way in which they distribute occupational emphasis and the distribution of emphasis that is to be found in life. Analyzes six typical textbooks as to material dealing with 10 major occupations. Finds that more than one-fourth of all occupational information dealt with the professions while less than seven percent of workers were employed in this occupational group; that 21.4 percent of all gainfully employed workers are engaged in some kind of farming, less than nine percent of textbook space devoted to occupational information discussed their work, and that in other fields the discrepancies noted were less significant; that more than 40 percent of the space in the textbooks examined was devoted to general information, the largest part of which was devoted to helping the student plan and prepare for vocational life; and that homemaking as an occupation was given less than two percent of all textbook space.


3174. Smith, Laban Conrad. A simplified version of the Merchant of Venice prepared and experimentally compared with the original as a school text. Doctor's, 1937. Wisconsin.


Gives a brief sketch of M'Culloch's life, and describes his histories of the United States compiled in 1787 and in 1795. Starts a compilation of a bibliography of textbooks and a survey of history teaching in the early days of the United States.

3176. Stafford, Margie Helm. An analysis of the vocabularies of four music textbooks designed for second grade use; based upon standard alphabetical lists of words for primary grades. Master's, 1936. Syracuse. 116 p. ms.

Analyses the vocabularies of the four most popular second-grade music textbooks, and finds that second-grade readers present a smaller vocabulary than music texts for the same grade, and that music texts do not supplement one another from the standpoint of vocabulary, that music texts are designed for the use of the pupil but include a number of music terms intended primarily for the use of the teacher, and that the authors and publishers of music texts have not based the vocabularies of their texts on a scientific study of the standard reading vocabularies for the second grade.


Analyses Gates' Reading vocabulary for primary grades, revised and enlarged, to determine the frequency of the various word elements ordinarily used in the teaching of phonics. A word element with high frequency in this list would be important, since Gates' scientifically prepared word list forms the basic vocabulary of many modern primary readers. Due to the wide divergence in the various frequencies it may be deemed advisable to teach only those phonetic elements that occur with the highest frequency in the Gates' list.


Reveals that there is an adequate amount of geographical material integrated in the study of reading in the first three grades though the amount of geographical content in the 10 series of readers ranged from 7.1 percent to 26.1 percent.

### RESEARCH STUDIES IN EDUCATION

3185. Weaver, David Oliver. A quantitative study of recent general science textbooks. Master's, 1937. Denver. 52 p. ms.


Finds that chemistry textbooks present serious vocabulary difficulties which hinder students from obtaining proper understanding of the subject matter.


3188. Woodruff, Fannie Maria. Correspondence with which first grade reading texts meet the need for free reading in recent primary literature books. Master's, 1937. Iowa.


### SCHOOL BUILDINGS AND EQUIPMENT

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SCHOOL BUILDINGS AND EQUIPMENT


Reviews the literature of the function of the auditoriums and stages in the education program of the secondary school. Surveys the present status of the auditorium and stage in Kentucky high schools and points out the hindrances resulting from improper structure of stages and the handicaps to the curricular and extracurricular programs resulting from failure to appreciate the proper function of the auditorium. Presents in contrast the desirable and undesirable structure and equipment of auditoriums and stages in the American high schools.


Finds a need for, and application of dust recovery systems in school industrial arts laboratories for the safety and health of pupils.


Surveys briefly the educational history of Darien, and develops and establishes a tentative plan for future secondary school building facilities.

3205. Gibson, Eileen M. How to equip a social studies laboratory at minimum expense. Master's, 1936. St. T. C., Upper Montclair. 71 p. ms.

Shows the ways and means by which a teacher can equip a social studies laboratory without purchasing all of the equipment.


Studies the principles of good design and good planning in school building construction; the advantages of good aesthetic surroundings for the child; the use of the survey technique in the selection of sites for school buildings; the cost of representative school buildings; the application of principles of educational engineering in working out the floor plan, and the materials and methods of good construction. Finds that a building of good design costs little more per cubic foot, or per pupil accommodated, than a poorly planned and poorly designed building; that most school buildings are inadequately lighted; that a large percent of school buildings are poorly planned, and that floor space is not efficiently utilized.


Discusses federal endowments in Oklahoma, the common school, state educational institution, university, university preparatory school, agricultural and mechanical college.
normal school, colored agricultural and normal university funds, the public building and the union graded and consolidated school district funds, and investigations of the school land department.


Attempts to establish standard for the allotment of space to junior high school buildings based on the practices found in the more modern junior high school plants.


3219. Pandolf, Dominic P. Storage and distribution of supplies of school systems in cities of from 15,000 to 30,000 in population. Master's, 1937. Chicago. 72 p. ms.


Surveys, classifies, and analyzes current practices in selecting school supplies in school systems of the United States above 20,000 in population and in selected districts between 5,000 and 20,000; and develops criteria for the selection of school supplies.


Investigates practices now in use in planning and furnishing home economics cottages, and the types and cost of furnishings and equipment needed for the proposed cottage at the Rayne high school.


Surveys the school buildings of Massillon; discusses the expansion of the city, the school organization and enrollment, utilization of school buildings; evaluates the individual elementary, junior and senior high schools, school finance and business management, state sources of revenue, relationship of the total cost in each building; compares overlapping bonded indebtedness of 19 Ohio cities; points out school building needs; and suggests ways of planning for the necessary school buildings to meet prospective needs according to growth of the city.
SOCIOLoGY, EDUCATIONAL

3222. Strayer, George D., Engelhardt, N. L. and others. The present school buildings, the school curriculum and the school building needs of Ridgefield, Connecticut: a report of a survey of these and associated problems of the Ridgefield schools. Ridgefield, Conn., Ridgefield press, 1937. 51 p. (Teachers college, Columbia university)


3225. White, George. Regulations pertaining to the use of school property by the public in city school systems. Master's, 1937. Chicago. 80 p. ms.


JANITORS


SOCIOLoGY, EDUCATIONAL


3230. Blumenthal, Ralph H. Attitudes of non-Jewish college students toward the Jewish people. Master's, 1937. Tennessee.

Studies, by means of questionnaires, the attitudes of non-Jewish students in various sections of the United States toward the Jewish people, stressing the nature, extent, sources, and causes of racial and religious prejudice. Uses samplings obtained from students in these colleges and universities: Bryn Mawr, Birmingham Southern, Cincinnati, Florida state college for women, Fordham, Indiana, Kansas, Minnesota, Mississippi, Montana, South Dakota, South Carolina, Tennessee, Texas, University of Washington, and Xavier. Shows that social and economic interests were predominantly determinant of most prejudicial attitudes, with religious beliefs playing a far less significant role than is popularly supposed; that racial and political forms of prejudice were relatively infrequently expressed; that intermarriage was disapproved of mostly because of religious and cultural differences, and that Hitler's treatment of the Jew was almost universally condemned.


Attempts to ascertain the trend in the use of the county as a unit of administration in rural areas as shown by state plans for federal grants-in-aid for child welfare purposes; to relate the problems of the best unit for social welfare purposes to the problems of the best unit for governmental purposes in the light of recent trends; and to determine what precedents have been established by the fields of public education and public health as the best unit of local administration. Presents the Maryland plan in detail, and gives summaries of approved plans for 33 states and the District of Columbia to show the trends in the local administration of these state plans.


Presents a picture of the Protestant churches, organizations, and societies in New York City in relation to social service and relief in 1934, at the peak of the depression. Shows the lack of unity in the group, the expectation that non-sectarian and governmental
agencies will carry the bulk of the load, and the need for better organization for Protestant social service.


Attempts to determine the socio-economic status of youth living in the homes where Federal emergency relief was granted, as compared with youth living in households where no relief was granted during the period January 1, 1930 to October 1, 1933. Finds that the youth living in the households where relief was granted faced serious problems of socio-economic adjustment. Shows the need for occupational guidance and training from the study of the type of employment engaged in by the minority of young people who were working, as well as by those who were unemployed and seeking work. Indicates a need for some means of stimulating interest in group activities among youth, and the development of new forms of social participation in formulating a recovery program for rural communities in Oklahoma. Shows that in most instances, youth in relief households lived under less favorable conditions, both socially and economically as well as having less educational and employable training to reach a satisfactory social adjustment, than were the youth in non-relief households.

†3234. Conner, Maynard C. and Bing, William K. An economic and social survey of Patrick county. Charlottesville, University of Virginia, 1937. 102 p. (University of Virginia record. Extension series, vol. 21, no. 6)

Studies the history, natural resources, population trends, towns and neighborhoods, commerce and industry, agriculture, wealth, debt and taxation, schools and educational trends, health and welfare, and the standard of living of Patrick county.

3235. Davidson, Percy. The history of the depression upon the educational status of children. Master's, 1937. Tennessee.


Finds little difference in the total amount of participation by professional and non-professional men in homemaking activities; that education of the father had no significant association with home participation; and that fathers evidenced more enjoyment in child care than any other phase of homemaking.


Presents a study of the occupational backgrounds, vocational training, induction into employment, occupational adjustment, social and welfare circumstances of professional, proprietor, clerical, skilled, semi-skilled, and unskilled workers in San Jose, Calif.


Studies the educational status of prisoners in the various state and federal prisons of the United States and expert opinions as to the relation of education and crime. Shows that mere education would not reduce crime; but that character training and education will aid greatly in reducing crime.


3240. Ferguson, Anne Louise. The organization of a course in social problems for the twelfth grade. Master's, 1937. Ohio State. 80 p. ms.


Studies the gains to management resulting from improved methods of selection, job analysis, the personal interview as a tool in the selection of personnel, the personal history of the applicant, and the use of tests in employment selection.
Sociology, Educational


Attempts to give a clear-cut and well-documented picture of the American Legion as an educative force in American society. Shows that teachers' loyalty oaths were promoted by the American Legion, that in its educational program it has given unqualified support to what might be referred to as the symbols of the status quo, that it believes war inevitable and wishes to see America-ready for any emergency at home or abroad, that it has found means of perpetuating the ideals for which it stands, that the American Legion has favored no plan of social reorganization which would improve the lot of the under-privileged at the expense of the privileged. Urges that leaders of American education cease to pander to the American Legion, and that children be taught the larger social values, rather than the limited class interests advocated by the American Legion.


Analyzes and interprets information on the form of organization, teaching personnel, membership of group, history, program, educational procedures and church relations of young people in 173 Protestant churches in southern California. Suggests that the center of emphasis in Protestant churches be shifted from urging attendance at preaching services to invitations to congenial fellowship groups where vital personal problems can be mutually met and solved.


3246. Hall, Wilbur Eugene. The effect of defined social stimulus material upon the stability of attitude toward labor unions, capital punishment, social insurance, and Negroes. Master's, 1937. Purdue.


Issues a challenge to educational and social leadership, and discusses the contribution of youth to public safety, civic beauty, community health, agricultural and industrial improvement, civic arts, local history, surveys and inventories, and protection of resources; discusses the contribution of youth in foreign countries to socially useful work, and gives the survey challenge to educational leadership.


Studies seven similar communities in southern Arizona asking 250 mothers and their daughters similar questions concerning social situations. Shows that there is a wide difference in the attitudes of mothers and their daughters toward social problems and that the degree of difference indicates considerable friction. Suggests remedial work through the formation of adult and parent organizations which will have as their purpose a study of the situation indicated in this investigation and possible techniques for lessening family friction.


Studies a group of 186 junior high school pupils, who had completed three years of work 27 of whom came from families on the relief rolls. Attempts to find the relation between economic status and school achievement. Finds that pupils from families on the relief rolls were found to have lower intelligence, and make lower school marks than those from families not on the relief rolls; that the relief pupil, when given equal advantages of intelligence and attendance make better marks than the non-relief pupils; that relief pupils make higher marks in English and lower marks in science than in any other subject, and that marks made by the non-relief pupils are more variable and more reliable than the marks made by the relief pupils. Concludes that pupils from families on the relief rolls either work harder and achieve more or are given higher marks for an equal amount of work.

Surveys the opportunity offered by the field work program to test the theories and practice the techniques of social case work which have been discussed in the classroom. Describes the handbook, and suggests the modification of the field work program with regard to the range of training centers, the amount of time to be devoted to field work by the students, and the field work experiences that might be considered essential.


Shows that education is a deterrent of crime: and that the feeble-minded are either more criminally inclined than persons of normal intelligence, or are less able to avoid apprehension and conviction.


Gives a history of the development of the NYA in Texas high schools; describes the types of work done by NYA students; and gives a detailed report of the NYA personnel employed by the Mexia, Texas high school.


Analyzes schedules checked by students on the types of relationships with members of the family and changes occurring in their families during grade and high school, and since high school. Compares the schedules with autobiographies written by the same students.


Analyses schedules checked by students on the types of relationships with members of the family and changes occurring in their families during grade and high school, and since high school. Compares the schedules with autobiographies written by the same students.


Compares the ideas of the Grundies and Babbitts on current social and educational problems, with facts on these problems. Shows the need for a more rigorous education in democratic ideals and processes.

3256. Mackey, Lila Thrasher. The social and educational aspects of the Tennessee valley authority. Master's, 1937. Peabody. 80 p. ms.


Finds from personal visits to their homes, that many of the families had no desire for a higher standard of living, even if their income would provide it; that these families needed a larger income and more and better education to enable them to make the best use of their present income.


3260. Morse, Marion V. Concepts of value and social relationships. Doctor's, 1937. T. C., Col. Univ.

Analyses the concepts of value operating in the news reports of the activities of all functional organizations named in the New York Times from October 29 to November 20, 1931, and reports in the same paper of some of the same organizations in the spring of 1935.
13261. Paterson, Donald G., Darby, John G., and Elliott, Richard M. Men, women, and jobs: a study in human engineering; a review of the studies of the Committee on Individual diagnosis and training, Minneapolis, University of Minnesota press, 1936. 145-p. (Employment stabilization research institute, University of Minnesota)

Studies various methods of diagnosing the vocational aptitudes of unemployed workers, various types of unemployed workers and their characteristics, re-education and training programs, education in occupational adjustment, and individual diagnosis in employment practice.


Determines the cost of providing clothing and books to the children of 36 families over a period of seven years. Analyses the replies to an attitude scale for four social actions, of the parents and children of the seventh and eighth grades. Finds that the homes of most of the indigent children are broken, or that the father is an unskilled laborer; and that the indigent children come from homes with characteristics similar to the homes of non-indigent children.


Analyzes the personal and family characteristics of relief clients, the records of employment, the educational status, the extent of private charity, and the activities of public relief agencies to determine the influence of these factors on the size and composition of the case load of the state relief administration.


Studies 2,573 white and Negro families on the rural relief rolls of Tennessee. Finds that 17 percent of the heads of relief households never attended school, 54 percent had no more than fourth grade schooling, 20 percent had an eighth grade education, and 8 percent attended high school; that male farm operators had more formal education than female operators; that among farm tenants a larger percentage of Negroes than whites had some education; that Negro relief farm operators were better educated than Negro nonfarm relief clients; that white farm owners were better educated than their wives, but that the reverse is true among farm tenants and laborers; that 46 percent of all-white and Negro children of relief clients eight years of age have never attended school; that all white and Negro children 15 to 19 years of age, 10 percent have eighth grade educations, and of all children 20 to 25 years of age, 16 percent have eighth grade educations; that a larger percentage of girls than boys are reported in school, in practically every age group; that the schooling of white children of farm tenants is inferior to that of children of farm owners, or of nonfarm relief clients. Shows that the better educated farmers have the smallest families, and that the value of the family living obtained from the farm increases with the education of the farmer.


Attempts to discover the aims, content, and organization actually operative in the courses in social problems in the secondary school by an analysis of textbooks and syllabi.


Discusses the educational implications of the widening gap between our wants and our ability to satisfy them; the concentration of economic control without a corresponding acceptance of social responsibility; the weakening of the controls for the integration of
personalities exercised by religion and the home; the increasing complexity and strain of modern life to which the individual must adjust; the shifting character of the population; the struggle for international cooperation; the clash of world political ideals, with its implied threat to American democracy; the influence of machines and scientific techniques on the number and types of occupations; the widening gap between the expert and the masses; the growing conviction of the masses regarding the desirability of education; and the discovery of the public school by numerous pressure groups as an instrument for the control of the ideas of children.


Compares 15 boys who had court records with 16 boys without such records, similar in age and intelligence and from the same low-grade neighborhood. Finds that non-delinquent boys were superior in economic status and in type of companions, amount of wholesome recreation, and in having more parental affection shown to them.


Analyses 14,000 statements collected from essays written by 2,000 young people, from 10 to 18 years of age and over, on the subject of the ideal parent. Finds that the young people desire admirable traits in parents, companionship with their parents, discipline to be firm but fair, a voice in the family plans and in decisions affecting them. Shows that their attitudes are not influenced to any great extent by sex, personality adjustment, or by variations in environmental background.


3271. Swanson, Elmer V. The family: the organization of a sociological unit for instruction in secondary schools. Master’s, 1937. Iowa.


Surveys the Franklin rural school district, Muckingham county, Ohio, before and after the location there of the Philo plant of the Ohio power company; studies the educational progress of the district from 1832-1937, and the effects of the economic development on the people.


Presents case studies of social action from Lakeside delegates of the National youth conference, June, 1936, and finds that most youth groups do not know how to proceed with action; that interdenominational groups are more effective than local church groups.

3274. Welsh, Florannah A. A course of study in high school sociology based on opinions concerning needs of society. Master’s, 1937. Kansas.

3275. Yearsley, Mary. A vocational study of a selected group of women on the Work Relief program. Master’s, 1937. Southern California.

Racial Groups, Education


Studies 1,152 Italian and 1,196 Jewish children in two elementary schools in New York City. The schools are located in sections of the city where the population is predominantly Italian or Jewish. Includes a small number of children of mixed races. Uses the Hoffman bilingual schedule for the measurement of the extent of the bilingual background; an adaptation of the Sims score card for the measurement of socio-economic
status; the Pintner non-language intelligence test, and the Spearman visual perception test, part 1, in non-language form, as measures of intellectual ability; and age-grade status as compared with the model age-grade status of children in all elementary day schools of New York City. Data indicate that bilingualism does not influence the mental development of children of ages 9 to 14 in the various groups studied.


Attempts to determine the need in the Mexican home of more efficient education in home economics for Mexican girls in the United States through a study of 60 homes in three Mexican districts of the city of Santa Ana, California. Proposes a course of study to remedy the present inadequate training.


Discusses the meaning of minorities; problems arising from minorities; our minority peoples; race and cultural conflicts and education; and the trend toward cultural pluralism.


Describes the town and its language problems and peculiarities due to the mixture of Mexicans, Slavs, Italians, Irish, and Germans with Americans. Deals with the peculiarities of idiom, vocabulary, and spelling in the written language of the high school students, and presents a vocabulary of mining, railroad, and local place words with lists of Mexican and Slavic terms which have become a part of the American vocabulary in Jerome. Presents a phonetic transcription, with a variation of the international phonetic alphabet, of voice recordings made by three Mexican girls, two Slavic girls, and one Italian girl, born and educated in this country, and by one old country Slav and his German wife and their son and daughter.


Studies the English language handicap to Mexican children at Globe and Miami, Arizona, to determine the seriousness of the handicap in grades 4, 5, and 6, and the extent to which the language handicap decreases from grades 4 to 6, inclusive. Finds a serious language handicap for the Mexican children studied; that this difficulty extends undiminished through grades 4, 5, and 6; that non-language mental tests are superior to verbal tests for determining the IQ's of these children.


Shows the unique characteristics of manual labor schools and how one of them efficiently fit the educational needs of the Lower Creek Indians; shows the nature of, establishment, and administration of this type of school. Finds that missionaries were essential factors in the education of the Creek Indians; the manual labor type of school was the ideal kind for use among the Creek Indians. The United States government was anxious that the Creek Indians be educated. Asbury manual labor school proved efficient in making good citizens of many Lower Creek Indians. The manual labor school was an unusual type of education used extensively in the United States for only a period of about 50 years. The curriculum was crude and elementary in 1850, but gradually improved to almost present day level. Manual labor methods and equipment proved practical in keeping the Lower Creek Indians in school and educationally progressive. Salaries paid teachers were only slightly lower than present day schedules. Teachers progressed from inadequately prepared instructors to moderately well qualified teachers.


Evaluates the Talmud Torahs of Brooklyn, N. Y. under 3 aspects: the school, the pupil, and his home. Finds that Talmud Torahs are still largely under the influence of the Old World and the Old World remains a highly selective factor in Talmud Torah education.


Shows that the Methodist mission carries on a program of religious instruction for adults and children, a program of leisure time activities and moral instruction for children of all age groups, instruction for mothers including sewing, home improvement, and nursing classes, and a medical and dental clinic.


Attempts to discover what English words are known by Pueblo Indian children in the fifth and sixth grades. Indicates that the Thorndike list is not a completely reliable criterion for the selection of words suitable to the fifth and sixth grade level of Pueblo Indian children.


Attempts to determine the ability in expression of a typical Filipino public-school child in the successive school grades from the third to the seventh. Shows that the expression ability of the Filipino children has two distinct periods of growth: a period of slow progress in the third, fourth, and fifth grades; and a period of more rapid development in the sixth and seventh grades. Finds that ability to express ideas clearly in written form can be attained only by a long period of schooling, which is denied the Filipino children, many of whom drop out of school before reaching the fifth grade.

3298. Schmitt, Paul N. A study showing that traditional grade classifications in Indian schools of the Southwest is impracticable and misleading. Master’s, 1937. Kansas.


Compares a group of Chinese high school students with a typical white group from the same schools. Finds that in social activities Chinese students were largely limited to Chinese groups, and the scope of their activities was comparatively narrow in contrast with that of the white pupils; that fewer Chinese than white pupils had definite plans for their future careers, and the range of selection of occupations by the Chinese was narrower; that in social and vocational guidance fewer Chinese than white pupils secured aid from parents, school authorities, or professional people. Recommends that a personnel worker be employed by the responsible authorities, whose main duty would be the guidance and counseling of Chinese high school students.

3300. Starr, Joseph A. Status of graduates, Sherman Institute, Riverside, California, 1931 to 1936, inclusive. Master’s, 1937. Nebraska. 92 p. m.

Analyzes tests given to 319 Indian youth over a six year period. Finds that 72 percent of the graduates are in vocations for which they received training; that 14 of the 22 graduates of the college preparatory course are attending some college; that the present status of Indian education typifies the modern trend in education; that over 60,000 Indian children are attending school, with 13,855 Indian children not attending any kind of school.


NEGROES, EDUCATION


Finds a rapid increase in Negro students in the high schools of Philadelphia; the Negro students are older than the white students grade by grade, and the intelligence
level lower. The average IQ does not increase much from grade to grade, but the percentage of failures decreases. The economic status of the Negro students' homes increases from grade to grade, suggesting that socio-economic status is a definite factor in school achievement.


Finds a maldistribution of Negro schools in relation to Negro scholastics, a shortage of transportation facilities, and inadequate salaries for personnel.


Provides data on 92 teachers with reference to such facts as age, sex, salary, experience, training, teaching load, and attitudes toward the social studies.


Finds that activities promoted by the Janes teachers resulted in better health conditions, beautification of churches and homes, better homemaking practices, and school and community cooperation through adult classes and civic organizations.


Traces the development of Negro education in Lexington from before the Civil War to 1936.


Studies present conditions, and presents facts relating to the educational background of the Negro, the availability of secondary educational facilities for Negroes, and the present status of Negro high schools in Texas.

13317. Greene, Harry W. Negro leaders: a study of educational and social background factors of prominent Negroes whose life sketches are carried in national directories. Institute, West Virginia state college, 1936. 30 p. (West Virginia state college bulletin, series 23, no. 6. Contribution 7 of the Department of education)

Deals with the social factors in the lives of the Negroes studied, their formal and informal education, their professions and vocations, experience, religion, political affiliation, travel, and other achievements.


Studies the objectives of Prairie View state college, the socio-economic status of the Negroes in Texas, the rural schools in Texas, and all of the Negro schools in Winler county, the health status of Negroes in the state, and the curricula of the colleges. Suggests that the
college use Waller county as a rural experimental laboratory improving the educational facilities for Negroes in the county; providing a means of determining the type of training and attitudes which a satisfactory rural Negro teacher should possess; providing adequate facilities for rural practice teaching for students in the arts and sciences division of the college; and make the county a model for other counties of the state.


3326. McGehee, Peebles Eula. 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, low incomes, poor sanitary facilities and meager social and recreational advantages. Recommends changes in the home economics curriculum of the secondary schools.


Studies the training, experience, and problems of teachers in charge of Negro home management houses connected with home economics departments of Negro colleges in the United States to determine the type of training needed by such teachers. Finds that they need additional training in psychology, sociology, family relations, advisors to women, child development, and home economics methods; and the need of observation of a well organized home management house or a course in residence especially designed to create proper group relationship and a managerial program of child care.


Analyzes replies to questionnaire filled out by 129 high school girls and 44 home makers in an effort to get information for the improvement of the course in home making now offered in the Negro high schools of Logan county, Oklahoma.


Studies occupational shifts among Negro workers from 1920 to 1930 as a basis for industrial curricula.

3333. Scott, Lana Cécilia. The place of home economics in the curriculum for women of Houston college for Negroes. Master's, 1937. Iowa State.

Recommends that all girls in the college have courses in family relationships, foods, care of the house, clothing and income management; that vocational needs of students and at least be cared for through advanced courses in foods, clothing construction, and home economics teacher training; that homemakers be offered certain non-college home economics courses.


Reports data on 97 Negro school children of grades 6, 7, and 8, in a community of low socio-economic status. Children in families on relief tended to surpass those not on relief in physical growth, but to be more retarded scholastically, to be less mature socially, and to have less desirable attitudes.


Sets up a procedure for making an occupational survey of the graduates of the Negro high schools of eight cities of Texas; uses the information obtained as a basis for determining needs for vocational education of those students who are now, or will be, in these schools.


Recommends a fairer distribution of public funds between the races.


Attempts to determine the factor or combination of factors, which are responsible for children becoming behavior problems; and what measures may be taken to prevent, ameliorate or eliminate these causes and change behavior deviates into children more nearly approaching the standard set up for the normal child. Studies 20 pairs of matched boys and 10 pairs of girls in a Negro public school in New York City. Finds that every school child should have regular examinations of general health, vision, hearing, teeth, and of mental ability, the results of which should be used for the guidance of the children in their school careers.


Describes the program of the Booker T. Washington school of Hamilton county, Tenn., and presents data on the age, intelligence, interests, family background, and vocational opportunities of its 293 pupils, and on the relationships between these factors.
EXCEPTIONAL GROUPS


Finds that because music education was carried on intensively in this school during the experiment, some Negro boys and girls were able to earn more money by playing and singing.


Utilizes data made available by the Cincinnati employment center to make an occupational analysis of 490 unemployed Negroes in the center, and an analysis of personal data on the same group.

3345. Williams, Lenora Patton. The possible contribution of home economics to the development of the men and women students of the Negro junior college of Little Rock, Arkansas. Master's, 1937. Iowa State.

Concludes that the junior college curriculum should include material on the use of family income, hygiene, laundering, provision of clothing and food, family relationship, sex education, and social etiquette.


Covers the period from 1811 to 1934.


Compares certain hosiery buying practices of a group of non-home economics students with those of a group of home economics students who had studied consumer buying of hosiery. Finds that, students who had studied consumer buying problems of hosiery tended to be more aware of their hosiery needs and to use more reliable guides for selection; showed a decrease of 13.3 percent over the unstudied group in total number of pairs purchased and a decrease of 12.9 percent in total hosiery expenditure.


EXCEPTIONAL GROUPS

GIFTED


Presents the outstanding facts relating to racial heredity, physical characteristics, social and moral traits, educational status, and special abilities of 95 superior children.


3353. McKie, R. Clark. A study of the provision being made for superior students by a selected group of high schools of southwestern Iowa. Master's, 1937. Nebraska. 89 p. ms.

Finds that there is little or no provision being made for the special needs of this group, and that these students are capable of doing a much more advanced type of work than is being expected of them.

PHYSICALLY HANDICAPPED

3355. Elliott, John David. A study to determine the differences in athletic ability and athletic interests between physically handicapped and non-physically handicapped boys in physical education. Master's, 1937. Southern California.


Prepares an intensive study of 31 physically handicapped women enrolled in physical education, and compares their social responses with those of students normal in health.


Studies the crippled, deaf, and blind children under 21 years of age, in Oklahoma from January, 1930 to January, 1935, to determine the causes of the handicaps, the crippling age, and the approximate number treated. Finds that it pays economically to train handicapped people; that physically handicapped children should receive treatment at an early age; that there should be a state school provided for crippled children, whose training should be for nine months; a dormitory should be maintained; the curriculum should be developmental and vocational in nature with physical education given for recreational and corrective effects; special facilities should be provided because of their physical disabilities; specially qualified teachers should teach in such a school; and a compulsory attendance law should be passed for crippled children in Oklahoma.


CRIPPLED


3362. Green, Mary Emily. Interests and personality traits in crippled and non-crippled children. Master's, 1936. Columbia.

BLIND AND PARTIALLY SEEING


Adapts an achievement test for fifth and sixth grade blind children, and studies their achievement in subject matter. Compares the educational and chronological ages of the two grades and finds the fifth grade accelerated about 4 months, and the sixth grade retarded 1 year and 6 months.


Studies 96 boys and 122 girls, ranging in age from 16 to 22 years, who were students in state owned schools for the blind, and compares them with 178 boys and 177 girls from the senior class of the Connellsville and the New Kensington high schools. Admin-
EXCEPTIONAL GROUPS

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...the Neymann-Kohledt diagnostic test for introversion-extroversion, and the Clark revision of the Thurstone personality schedule to both groups. Finds a higher incidence of introversion among blind females than among the blind males; that sex differences in response to individual test items were more numerous among the blind than among the sighted students; incidence of neurotic tendency was higher in the blind than in sighted school populations, and was greater among female groups than among male groups; the blind group was more apt to respond with atypical responses to the items of the inventory, and the sighted group was more apt to respond in a well-adjusted fashion. Indicates that the greater amount of personality difference was caused by the factor of blindness as accentuated by institutionalization.


3367. Holland, B. F. A study of the spelling ability of blind pupils. Austin, University of Texas, 1937.


DEAF AND HARD OF HEARING


Compares the mechanical ability of 66 boys and 38 girls from the New Jersey school for the deaf, and 55 boys from the New York school for the deaf with that of 121 hearing boys and 56 hearing girls from seven public schools in New York City. Finds a tendency for deaf boys to be at least equal in mechanical ability to hearing boys of the same age, nationality and parental occupational level; while deaf girls tend to be slightly inferior in mechanical ability to hearing girls of the same age, nationality and parental occupational level. Indicates that the deaf more nearly approximate the hearing in mechanical ability than in other respects.


SPEECH DEFECTIVE


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3379. Brown, Spencer Franklin. A quantitative investigation of certain grammatical, phonetic, and semantic factors influencing the incidence of stuttering. Doctor's, 1937. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 52)

Analyzes permanent records of the oral reading performances of 82 stutterers from a grammatical standpoint to determine the relative frequency of stuttering in relation to the various parts of speech.


Finds a greater number of children defective in speech than the schools have made provisions for; and that there is no relationship between speech defects and the social and economic status of the community.


3385. Kimmell, Melba Louise. Specific reactions by means of which stutterers attempt to avoid stuttering. Master's, 1937. Iowa.


3390. Stutenroth, Ruth Irene. Specific reactions by means of which stutterers attempt to avoid stuttering. Master's, 1937. Iowa.


Analyses replies to a questionnaire sent to all teachers in the area on the nature and extent of speech defects in children in grades 1 to 12, inclusive. Finds that the percentage of lispers decreased with age, and that the percentage of other defects remained relatively constant in the grades.

MENTALLY RETARDED


Finds that of the 133 jobs in which boys found employment, 40 were classified as semi-skilled, and 48 as heavy labor. Shows that the most important assets were: Steadiness on the job, physical strength, alertness and quickness, trade learning, helper or handy man abilities, and regularity on the job.
3394. Baxter, Bertrice Nancy. An experiment in the education of high school pupils of less than average academic ability. Master's, 1937. Southern California.


Studies 79 Jewish boys who were either students in the Edenwald school for boys at the time the study was made or had been discharged within the past 12 months. The boys ranged in age from 12 years 1 month to 16 years, with a mental age range from 8-2 to 14-3. Finds that mechanical ability tests cannot be associated with measures of intelligence; that there is little relationship between interest and trade training ability. Recommends a change in the psychological testing program to include vocational and trade tests, and the establishment of definite scales for woodworking and similar courses.


Studies 20 dull students for 3 months to determine possible growth deterrents and ways of diminishing them. Finds that 17 of them had learned two languages before entering school. Finds that these children tended to disperse their energy. Studies the effect of guidance in making choices, in reading and spelling, and in arithmetic on these children. Finds that the child who lags in school needs to be observed in a thorough-going manner in an environment which stimulates expression rather than repression of the symptoms of any growth impeding conflict that he may have; that the teacher must be challenged by his slow development; that superintendents must allow teachers freedom to create an environment which would minimize such conflicts; that teachers colleges must give teachers experiences which will develop their sensitivity to children's developmental needs; and that techniques for measuring the changes that are the resultants of environmental changes are needed.


Compares 1,000 dull and normal children of the Denver junior high schools as to chronological and mental age, nationality, size of family, number of children from disrupted
RESEARCH STUDIES IN EDUCATION

Socially Maladjusted


Analyzes statements obtained from 230 boys interviewed in transient service bureaus in Cincinnati and Dayton, Ohio, 1932-34, on their personal histories, including family, economic, and educational background, mode of travel and sources of food and lodging.


Compares the case histories (taken from the files of the Big brother movement) of 48 juvenile delinquents who were arraigned more than once and those of 70 juvenile delinquents arraigned only once, to determine the reasons for the failure of the Big brother movement to prevent the rearrangement of the first group. Reveals that those who were originally charged with a larger number of unfavorable factors; that they were admitted to the Big brother movement at a later age than the second group of delinquents; that they were generally inferior in intelligence and education to the second group of boys, who were generally inferior in intelligence and education to the second group of boys, received the attention of the Big brother movement for a shorter period of time and were assigned more inefficient and incompetent Big brothers.


Studies the records of 146 delinquent school children for the school year 1935-36. Finds that 114 of the delinquent school children were dissatisfied with school due to mental or physical handicaps, sexual misbehavior, wrong attitudes on the part of the teacher, principal, and parent, and general environmental and economic conditions.


Studies the relation between substandard housing and juvenile delinquency. Finds no relation between the physical aspects of housing and juvenile delinquency in the area studied.

Studies 237 children as representative of the newer sociological methods of treatment of delinquent children by the Hillcrest and Glenview schools of Cincinnati, and 1,151 children as representative of the older sociological methods of treatment. Shows that Hillcrest and Glenview attempted to develop a rich, wholesome life, rather than being simply correctional institutions.


Compares delinquent and nondelinquent subjects as to smoothness in performance of tasks involving a complex co-ordination of verbal association with other motor behavior; the smoothness of the flow of mental processes at the verbal level itself; the synthesis of sensory elements in perception; the synthesis of past elements with present elements; and the synthesis in social relations. Finds statistically significant differences between the groups.


Attempts to analyze the associations and possible causal relationships between various factors in the child's early history and the degree of his maladjustment; to validate an original personality check list and to determine its merit as a diagnostic aid; to investigate similarly the value of the Yepsen adjustment score card in the study of maladjustment. Compares and evaluates the merits of the three methods of study. Shows that a well constructed check list or other personality scale is superior to social case data in the diagnosis of maladjustment.


3424. Moss, Elizabeth McClain. A study of some home conditions of 60 maladjusted children in four public schools of Memphis, Tenn. Master's, 1937. Tennessee. 64 p. ms.

Finds that the children did poor school work, were retarded, had read few books, and attended exciting picture shows weekly; quarreling in the home caused an unhappy atmosphere; there was a lack of proper home discipline, and of fundamental necessities in the homes; irregular incomes; dull and ignorant parents made poor community and social adjustments.


Studies the case histories of 500 children admitted during the calendar year, 1932, as to the parentage and home life of the children, juvenile court records, and all available
data as to the child’s previous environment. Finds that sickness, mental disturbances, accidents, premature deaths, separation of parents and divorce of parents played a tremendous role in the break-up of families; and that lack of regular employment and insufficient income for proper living were responsible for the placing of children in the Chauncey Rose school.


Analyzes characteristics which differentiate the runaway boy from the non-runaway in the Children’s village at Dobbs Ferry, N. Y., where no artificial restraints are used; factors which are associated with running away. Attempts to determine the treatment procedures which will help the runaway boy.


Attempts to determine to what extent current policies and practices, followed by the Department of correction of New York state in its administration of educational personnel in correctional institutions, conform to principles or criteria of personnel administration. Studies the personnel practices of the Department in the central office, five typical institutions, and personal information from 455 of the 660 educational employees in these institutions. Studies the selection, induction, conditions of health and of work, recreation, in-service training, leave of absence, vacations, salaries, tenure, and retirement of the personnel in these institutions.


Surveys a reformatory in which there were about 500 male inmates who ranged in age from 16 to 30 years to study their psychological, sociological and educational backgrounds to determine the causes of their delinquency, and to organise a vocational program which would be educational and therapeutic in scope. Finds that the reformatory men are not inferior in intelligence to the 14 to 18 year old boys in a New York city continuation school and in the two-year vocational high school; that the reformatory men have had less schooling than the average New York children.


Attempts to show the differences in type of crime committed by various national immigrant groups; between national immigrant groups and the first generation descendants of immigrant groups; and between each of these various groups and the native whites of native white parentage as shown by a study of 3,181 consecutive white admissions to the New Jersey state prison at Trenton between July 1, 1928 and December 10, 1934. Shows a distinct tendency for the character of criminality of the various national immigrant groups to change with the succeeding generation.
3436. Trainor, Mary Alice. The school histories of 103 boys under deferred sentence after conviction on charges of crime. Master's, 1937. Brown. 35 p. ms.

Attempts to discover through a study of the school histories of all boys in Rhode Island on deferred sentence whether any evidence of delinquency could be found in the previous school life of these young criminals, and whether the crimes which brought them before the courts were sudden outbursts or the culmination of a gradual development of behavior tendencies of an anti-social sort. Finds that these probationers are recruited from the problem cases in school: 71 percent had committed serious school offenses; the group as a whole was retarded in grade placement, low scholastic grades, low in the IQ ratings. Indicates that it is not the average boy, in the sense of one who gets on normally in his scholastic work and in human relations in school, who turns up on the probation officer's rolls.


Attempts to determine the general and specific characteristics of depression transients; compare them with relief and non-relief persons; to examine the social costs of transiency and the cost of the past transient program; and to evaluate that program. Finds that 58 percent of the transients had originated in a state other than the one in which they asked for relief; that most of them pursued transiency less than six months, and had not been transients before; that most of the unattached were young men with a grade school or high school education, who were traveling in many instances for excitement; that the unattached were older and from broken homes; that the families were of western origin, and traveled by automobile; that the educational levels of transients varied with geographic area, paralleling roughly the educational opportunities of the area; that more than 90 percent of the transients were able and willing to work and were unemployed at the time of registration at the transient bureau; that more transients accepted casual work after migration than before; transients included a greater proportion of employables than did the resident relief rolls. Shows that the social costs of transiency were the learning of undesirable habits, loss of occupational skill, depreciation of educational attainments, and the undermining of family life. Finds that transient relief costs per person were higher than direct relief.


LIBRARIES

3442. Baber, C. P. Rental collections in teachers college libraries. Library journal, 62: 281-84, April 1, 1937. (Kansas state teachers college of Emporia)

Analyses 53 replies to a questionnaire sent to 75 teachers colleges representing a wide variety in size and location. Finds that only 5 of the 53 colleges are now maintaining rental libraries, that 6 once had such collections and discontinued them, and that 6 are now considering establishing them. Finds that the purpose of the rental collection is the supplying of current books of a recreational and cultural nature without overlapping on the regular collection; that the institutions charge varied fees for the rental books.


3446. Cundiff, Ruby Ethel. School libraries in the South. Nashville, Peabody library school, 1936. v. p. (Peabody contributions to librarianship, no. 6)

Contents: (1) History of school libraries in the South, by Margaret I. Rufavold; (2) Alabama school libraries, by Willie W. Welch; (3) Georgia high school libraries, by Beverly Wheatcroft; (4) School library service in Kentucky, by Ruth L. Theobald; (5) School libraries in Louisiana, by Lois F. Shortness; (6) North Carolina school libraries, by Mary Peacock Douglas; (7) School libraries in South Carolina, by Lucy Hampton Bostic; (8) School library service in Tennessee, by Martha Parks; (9) Books in Texas schools, by Edwin Sue Goree; (10) Virginia school libraries, by C. W. Dickinson.


3448. Gosnell, Charles F. Principles governing the formation and use of Spanish names of persons which may be presented as a help for catalogers. Master's, 1937. Columbia.


Presents a tentative plan of grade placement of library instruction which is cumulative throughout the 12 grades, emphasizes maintenance of skills in library usage, and interrelates library instruction with the school curriculum; aims to develop in each child the habit of efficient and constant library usage through the practical application of the instruction to his school problems.


Attempts to discover the present status of the small high-school library as to the number and classification of books and periodicals possessed and their administration; to analyze findings as to housing and library equipment; to discover the extent to which the needs of the libraries are now recognized in the school budget of the respective school districts; to propose standards which should govern a small library; and to suggest certain means whereby these standards might be attained.


Studies the library staff, library contents and facilities, business practices of the library, its utilization, teachers and the library, and needs and problems of the high school libraries of Cumberland county. Indicates that the librarians do not have definite objectives which would guide them in developing efficient library service; there are too few trained librarians and not enough teacher-librarians; the librarians have too many duties and
do not spend sufficient time in the library to render effective service; adequate housing is not provided in all schools; there are too few reading rooms with adequate seating provisions for their enrollments; the libraries are inadequate in reference books, fiction, periodicals and newspapers; the libraries are not receiving their share of the annual budget; too little instruction in the use of the library is given to the pupils; there are no definite courses of library instruction provided for the teacher or librarian; librarians use many devices for encouraging recreational reading and for interesting teachers in the library; pupil assistants are being used in all 12 high school libraries, and are performing a wide range of activities; and that the high school library is not seriously considered as a vital part of the school.


Studies the suitability of selection and condition of books as well as number of books in elementary schools of Murray county, Okla. Finds 5,484 titles of which 1,219 are not on any approved list of children's books; and that the average number of books per pupil is 2.4.


Discusses the aims of the college and the functions of the library; the organization of the college and the legal status of the library; finances, budget, and bookkeeping; books, their selection, purchase, and preparation for the shelves; the library staff and its functions; relations of the library staff to students and faculty; the physical plant; special collections, departmental and laboratory libraries; college library costs; college library records.

3464. Ricard, Herbert Frederick. The problem of uncalled-for reserve books in public libraries as exemplified by a study in the Queens borough public library. Master's, 1936. Columbia.


Finds that adult study groups are in need of personalized library service; that public school administered adult libraries are improbable and impracticable; and that some public libraries have initiated types of service to these groups which if extended and intensified might be highly satisfactory.

3466. Satterfield, Mary Virginia. The history of college libraries in Georgia as interpreted from the study of seven selected libraries. Master's, 1936. Columbia.

3467. Sellers, Otis A. Small high school library practices compared with regional association standards. Master's, 1937. Peabody. 51 p. ms.

Compares library practices in 85 high schools with regional association standards, and finds that the practices were from 25 to 50 percent below the standards.

Studies the effect of book displays, book jackets, and book lists on the students in Asbury college. Finds that students read books because they saw them on display, on the lists, and saw book jackets advertised in the library.


Finds that the library movement has spread rapidly during recent years but that a special library room is not provided. It is customary to make the study hall a library. In general, library equipment is inadequate. The average number of books per library is 1,316. In general schools have not placed adequate emphasis upon periodicals; only 17 percent of the schools attained the standard of 15 magazines. Few schools have a trained librarian, and many schools make no definite appropriation for the library.

3470. Tinklepaugh, Doris V. School libraries in New York state; their history from 1860 to 1930. Master's, 1937. Columbia.


Discusses the general facilities for public library service, quality of book collections, use of public library facilities, library finance, and school library service.


3474. Alexander, Robert C. Annotated index covering the first 14 yearbooks of the Department of elementary school principals of the National education association. Master's, 1937. Temple. 181 p. ms.


I. LIBRARIES


3479. Cox, Frances Lauret. What are the basic education periods for a teachers college library? Master's, 1936. Columbia.


Attempts to determine the developmental trends and objectives of the house organs of the state education associations in the United States with reference to their physical and special features, contents of the nonadvertising reading material, authors and origin of the articles, and editorials. Analyzes 832 copies of journals published by 37 states' education associations.


Reviews 169 books. Finds that there is a marked agreement among authorities concerning the standards for judging literature for children; that the works of the Catholic authors studied meet some of or all of these standards; and that the bulk of the works studied are suited to junior and senior high school groups.

3487. Lyon, Margaret Charters. The selection of books for adult study groups. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 228 p. (Contributions to education, no. 696)


Formulates a suggested elementary library book list for small rural schools, to serve as a guide for book selection adequate to the needs of the year 1937.


- Deals with athletics, fraternities and sororities, religious activities, politics and democratic ideas, and administration as dealt with in nine novels and other writings by contemporary American authors written between 1910 and 1925.


- Presents a recommended list of 20 books, chosen from among 285 volumes examined, to use as a working library for those who seek good stories; and a selected list of 221 stories, chosen from the recommended books, analyzed and classified for the use of storytellers in the field of Christian education.


- Finds a tendency to adopt nationally known instead of compiling state lists. Compares the lists to determine the frequency of certain characteristics, recency of publication, mechanical arrangement.


- Finds that the teachers want an enlarged magazine with more practical articles and general information.
Survey the development of children's literature for the middle grades, the changes in the literature, and offers suggestions for stimulating reading interests.

READING INTERESTS


Attempts to determine what magazines are read by Colorado teachers, to what extent their reading is influenced by various factors, and how extensively teachers and administrators read magazines dealing with their special fields. Finds that of a total of 842 different magazines read 204 were professional and 198 were literary; that women teachers read more than men teachers; that the amount of reading increases with teaching experience, especially in the case of professional reading; that the amount of professional reading increases with the higher degrees held and the higher type of administrative position held; that the grade taught or the size of the school has little influence on the reading done by the teachers.

3506. Calvert, Alfred B. Reading habits of former Pierce high school students. Master's, 1937. Nebraska. 72 p. ms.
Finds little relationship between marks received in school and the amount of reading done by the individual; that the poorer scholastic groups read more fiction and less non-fiction than do the better scholastic groups; that women read more magazines than do men; and that about half of the group felt that they were not motivated to read by the school.

Shows that young people are primarily interested in fiction followed by the short story, travel stories and biographies; the quality of their selection is gratifying; action, adventure, heroism, mystery, hardships, fighting, cleverness, humor, daily life situations and some love seem to be desired traits for these boys and girls; their favorite authors are Clemens, Gray, London, Stevenson, James, Alcott, Porter and Hill; interest in current events; and that the teachers, to a small degree, influence the reading of boys and girls.

Finds that 91 out of the 100 teachers questioned, consider the stimulation of reading interests an important part of English teaching.


Determines the preferences of children in 14 primary classrooms, grades 1-3, for specific books which were available on reading tables. Classifies the 542 books used, and finds catholicity of interest in reading by the children studied.

Studies the relation of income, education and occupation to the reading material found in the homes of Benton high school children. Finds that education influences the reading material found in the homes more than income or occupations.


Harvey, Rex E. An investigation of the professional and literary reading of teachers. Master's, 1936. Ind. St. T. C. 44 p. ms. (Abstract in Teachers college journal, 8: 79-80, July 1937)

Attempts to determine what types of professional and literary magazines and professional books are read by teachers and the effect on years of experience, college training, degree, school position, and type of school have upon the reading of teachers as shown by replies to questionnaires sent to 321 teachers in Northwestern Indiana. Shows that the amount of professional reading done by both men and women increases with years of experience but not literary reading; that teachers in city schools read more professional and literary books than do teachers in township schools.


Describes an experiment conducted with 1,038 boys and 985 girls in 13 public schools in three boroughs of New York City, to determine the reading interests and activities of children of 10, 11, and 12 years of age, in the 4B to 6A grades. Finds that the bright group had better environmental opportunities than the other groups, with the dull children having the worst; that bright and average pupils liked history, while dull pupils preferred arithmetic and spelling as they did not involve much reading; that girls read more than boys; that bright pupils read better types of books and magazines than the other groups; and that boys and girls differed greatly in their reading interests.

McClelland, Marybelle. What does an analysis of reading done by the faculty show in regard to service rendered by the Iowa state teachers college library? Master's, 1938. Columbia.


Attempts to discover whether each year finds the pupil reading a type of book that is on a higher literary plane than was the type he read the year before. Checks increase in amount and tone of reading.


Covers a series of surveys, experiments, and special investigations conducted with students at the Milwaukee vocational school during the period from 1924 to 1936 to stimulate and upgrade the reading interests and activities of the pupils. Discusses the findings of a reading survey conducted in 1923; the reading-with-a-purpose club experiment; the significance of the effect of the school environment upon the reading interests of young people; and evaluates the effectiveness of a comprehensive reading program.


Attempts to determine effect of the depression on the number and character of publications read; the effect of changes in the character of current publications on popular reading; the effect of changes in the distributing agencies on changes in the publications read; changes in the reading behavior of different social groups reflect different means and degrees of resistance to the depression; shifts in the status of individuals within any social group differentiate their reading interests from those of the group as a whole; and finds that the most persistent readers before, during, and after the depression are found in the same social groups.

13329. —— Research memorandum on social aspects of reading in the depression. New York, Social science research council, 1937. 228 p. (Bulletin 37, 1937) (University of Chicago).

Attempts to determine in what ways the depression affected the number and the character of publications read; what changes in popular reading are related to changes in the character of current publications; what changes in publications read are related to changes in the distributing agencies; what changes in the reading behavior of different social groups reflect different means and degrees of resistance to the depression; whether shifts in the status of individuals within any social group differentiate their reading interests from those of the group as a whole; and whether or not, the most persistent readers before, during, and after the depression are found in the same social groups.

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