BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION 1937–1938

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RUTH A. GRAY

Bulletin, 1939, No. 5

UNITED STATES DEPARTMENT OF THE INTERIOR, *Harold L. Ickes*, Secretary
OFFICE OF EDUCATION . . . . . *J. W. Studebaker*, Commissioner

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FOREWORD

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

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

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The Bibliography of Research Studies in Education for the school year September 1937 through August 1938 lists 3,890 theses and studies reported by 159 institutions, several of which had not reported previously. The list, which is the twelfth in the series,[1] includes 519 doctors' dissertations, 3,146 masters' theses, and 225 studies reported as faculty research.

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

The entries give the author, title, degree, and date when the thesis was completed, the name of the institution granting the degree, number of pages, and a brief descriptive note. The place and date of publication are given wherever possible. Annotations for a number of studies were made in this office; others were furnished by the persons reporting the studies. It would be helpful to students and other persons using the bibliographies if brief annotations for all theses reported as completed could be furnished this office by the colleges and universities when they report their theses and faculty research to us.

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

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

[1] Earlier bulletins in the series are: 1926–27, Bulletin, 1928, No. 2; 1927–28, Bulletin, 1929, No. 36; 1928–29, Bulletin, 1930, No. 23; 1929–30, Bulletin, 1931, No. 13; 1930–31, Bulletin, 1932, No. 16; 1931–32, Bulletin, 1933, No. 6; 1932–33, Bulletin, 1934, No. 7; 1933–34, Bulletin, 1935, No. 5; 1934–35, Bulletin, 1936, No. 6; 1935–36, Bulletin, 1937, No. 6; 1936–37, Bulletin, 1938, No. 5

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

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

Subject	Doctors'	Masters'	Theses received	Faculty research	Faculty studies received
1	2	3	4	5	6
1. Education—history and biography	22	95	18	3	1
2. Current educational conditions—United States	9	68	15	11	7
3. Current educational conditions—foreign countries	16	27	5		
4. Educational theory, special methods	20	71	14	5	2
5. Psychology, educational and child study	21	33	5	7	4
6. Testing and research	44	137	31	52	33
7. Curriculum studies, including subjects of the curriculum	171	1,288	165	39	12
8. Elementary education, including pre-school	8	67	5	5	4
9. Secondary education and junior college	24	199	20	9	2
10. Higher education	25	76	17	28	10
11. Adult education, including parent education	2	25	3	5	4
12. Teacher training and teachers, status	41	134	25	15	4
13. Administration of schools and school management	72	628	50	29	5
14. School buildings, equipment, and janitors	5	30	4	3	2
15. Sociology, educational	4	39	6	2	2
16. Racial groups, education	13	80	15	1	1
17. Exceptional groups	16	110	19	2	1
18. Libraries	6	61	5	9	7
Total	519	3,146	428	225	101

The thesis collection in the library of the Office of Education now numbers more than 3,500 masters' and doctors' theses which have been deposited by 71 institutions granting the degrees, and in a few cases by the authors of the studies. Several institutions have made the library of the Office of Education a depository for all theses in education, in order that they may be readily available for the use of students and other persons interested in educational research. The collection is in constant use in Washington and in libraries throughout the United States. Theses have also been loaned to libraries in foreign countries.

The Office of Education appreciates the cooperation of authors and institutions of higher education in reporting theses and faculty research, and in depositing copies in the library. In order that the collection may be as complete as possible from 1930 to date, the library will be glad to receive copies of theses, especially doctors' completed within that period, which have not already been deposited.

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

Form S–077
RETURN TO—

EDUCATIONAL RESEARCH STUDY *COMPLETED*

(FILL IN ITEMS APPLICABLE)

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 printed pages _____ Number of typed or mimeographed pages _____

Publisher and date, if printed _____

Scope of study _____

_____

Findings _____

_____

(USE REVERSE SIDE IF NECESSARY)

This report made by _____

ABBREVIATIONS

The list of abbreviations, with the name and address of the institution to which each refers, is given below: * indicates institutions from which theses were received during the school year 1937–38.

ABBREVIATIONS	INSTITUTION
Agr. and Mech. Coll of Texas.	Agricultural and Mechanical College of Texas, College Station, Tex.
Alabama	University of Alabama, University, Ala.
Andover-Newton	Andover-Newton Theological School, Newton Center, Mass.
Arizona St. T. C	Arizona State Teachers College, Flagstaff, Ariz
Arizona St. T. C., Tempe	Arizona State Teachers College, Tempe, Ariz.
Arkansas	University of Arkansas, Fayetteville, Ark.
*Ball St. T. C	Ball State Teachers College, Muncie, Ind.
Biblical Seminary	Bibical Seminary in New York, N Y
Boston College	Boston College, Boston, Mass.
*Boston University	Boston University, Boston, Mass
Brown	Brown University, Providence, R I
Bryn Mawr	Bryn Mawr College, Bryn Mawr, Pa.
*Buffalo	University of Buffalo, Buffalo, N. Y.
*Butler	Butler University, Indianapolis, Ind
*California	University of California, Berkeley, Calif.
California, L. A	University of California, Los Angeles, Calif.
*Catholic Univ	Catholic University of America, Washington, D. C.
*Chicago	University of Chicago, Chicago, Ill.
Cincinnati	University of Cincinnati, Cincinnati, Ohio
Clark	Clark University, Worcester, Mass.
Coll. of the City of N. Y	College of the City of New York, New York, N. Y.
Colorado	University of Colorado, Boulder, Colo.
Colo. St. Coll	Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colo.
*Colo. St. Coll. of Ed	Colorado State College of Education, Greeley, Colo.
*Columbia	Columbia University, New York, N. Y.
*Cornell	Cornell University, Ithaca, N Y.
Creighton	Creighton University, Omaha, Nebr.
Detroit	University of Detroit, Detroit, Mich.
Drake	Drake University, Des Moines, Iowa.
*Duke	Duke University, Durham, N. C.
East Texas St. T. C	East Texas State Teachers College, Commerce, Tex.
Emory	Emory University, Emory, Ga.
Florida	University of Florida, Gainesville, Fla.
Fla. St. Coll	Florida State College for Women, Tallahassee, Fla.
Fordham	Fordham University, New York, N. Y.
General Assembly's Tr. Sch.	General Assembly's Training School for Lay Workers, Richmond, Va.

ABBREVIATIONS	INSTITUTION
*George Washington	George Washington University, Washington, D. C.
*Georgia	University of Georgia, Athens, Ga.
Grad. Sch. for Jewish Soc. Work.	Graduate School for Jewish Social Work, New York, N. Y.
*Hampton	Hampton Institute, Hampton, Va.
Hartford	Hartford Theological Seminary, Hartford, Conn.
*Harvard	Harvard University, Cambridge, Mass.
Hawaii	University of Hawaii, Honolulu, Hawaii.
Illinois	University of Illinois, Urbana, Ill.
Ill. Coll	Illinois College, Jacksonville, Ill.
*Indiana	Indiana University, Bloomington, Ind.
Ind. St. T. C.	Indiana State Teachers College, Terre Haute, Ind
*Iowa	State University of Iowa, Iowa City, Iowa.
Iowa State	Iowa State College, Ames, Iowa.
*Johns Hopkins	Johns Hopkins University, Baltimore, Md.
*Kansas	University of Kansas, Lawrence, Kans.
Kans. St. Coll	Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
*Kans. St. T. C, Emporia	Kansas State Teachers College, Emporia, Kans
Kent	Kent State University, Kent, Ohio.
*Kentucky	University of Kentucky, Lexington, Ky.
Lawrence	Lawrence College, Appleton, Wis.
Louisiana State	Louisiana State University, Baton Rouge, La.
*Louisville	University of Louisville, Louisville, Ky.
Loyola	Loyola University, Chicago, Ill.
*Maine	University of Maine, Orono, Maine.
Marquette	Marquette University, Milwaukee, Wis.
*Maryland	University of Maryland, College Park, Md.
Mass. St. Coll	Massachusetts State College, Amherst, Mass
Miami	Miami University, Oxford, Ohio.
*Michigan	University of Michigan, Ann Arbor, Mich.
Mich. St. Coll	Michigan State College, East Lansing, Mich.
*Minnesota	University of Minnesota, Minneapolis, Minn.
Mississippi	University of Mississippi, University, Miss.
Missouri	University of Missouri, Columbia, Mo.
*Nebraska	University of Nebraska, Lincoln, Nebr.
New Mexico	University of New Mexico, Albuquerque, N. Mex.
*New York	New York University, New York, N. Y.
N. Y. St. Coll. for Teach	New York State College for Teachers, Albany, N. Y.
Niagara	Niagara University, Niagara Falls, N. Y.
North Carolina	University of North Carolina, Chapel Hill, N. C.
*North Dakota	University of North Dakota, University, N. Dak.
*Northwestern	Northwestern University, Evanston, Ill.
*Ohio State	Ohio State University, Columbus, Ohio.
*Ohio Univ	Ohio University, Athens, Ohio.
*Oklahoma	University of Oklahoma, Norman, Okla.
Okla. A. and M. Coll	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.
*Oregon	University of Oregon, Eugene, Oreg.
*Peabody	George Peabody College for Teachers, Nashville, Tenn.
*Pennsylvania	University of Pennsylvania, Philadelphia, Pa.
*Penn. State	Pennsylvania State College, State College, Pa.

ABBREVIATIONS	INSTITUTION
Phillips	Phillips University, Enid, Okla.
*Pittsburgh	University of Pittsburgh, Pittsburgh, Pa.
Presbyterian Coll	Presbyterian College of Christian Education, Chicago, Ill.
Rochester	University of Rochester, Rochester, N. Y.
St. Louis	St. Louis University, St. Louis, Mo.
Sam Houston St. T. C	Sam Houston State Teachers College, Huntsville, Tex.
South Carolina	University of South Carolina, Columbia, S. C.
South Dakota	University of South Dakota, Vermillion, S. Dak.
Southern Baptist	Southern Baptist Theological Seminary, Louisville, Ky.
Southern California	University of Southern California, Los Angeles, Calif.
South. Methodist	Southern Methodist University, Dallas, Tex.
Southwest Texas St. T. C	Southwest Texas State Teachers College, San Marco, Tex.
Southwestern	Southwestern University, Georgetown, Tex.
Southwestern Baptist	Southwestern Baptist Theological Seminary, Seminary Hill, Tex.
*Stanford	Stanford University, Stanford University, Calif.
St Coll. of Wash	State College of Washington, Pullman, Wash.
St. T. C., Bridgewater	Massachusetts State Teachers College, Bridgewater, Mass.
*St. T. C., Fitchburg	State Teachers College, Fitchburg, Mass.
St. T. C., North Adams	State Teachers College, North Adams, Mass.
Stephen F. Austin	Stephen F. Austin State Teachers College, Nacogdoches, Tex.
*Syracuse	Syracuse University, Syracuse N. Y.
*T. C., Col. Univ	Teachers College, Columbia University, New York. N. Y.
*Temple	Temple University, Philadelphia, Pa.
Tennessee	University of Tennessee, Knoxville, Tenn.
*Texas	University of Texas, Austin, Tex.
Texas Coll. of Arts and Ind	Texas College of Arts and Industries, Kingsville, Tex.
Texas St. Coll. for Women	Texas State College for Women, Denton, Tex.
Tulane	Tulane University, New Orleans, La.
Union Theological	Union Theological College, New York, N. Y.
Villanova	Villanova College, Villanova, Pa.
Virginia	University of Virginia, Charlottesville, Va.
Va. Poly. Inst	Virginia Polytechnic Institute, Blacksburg, Va.
*Washington	University of Washington, Seattle, Wash.
*Washington Univ	Washington University, St. Louis, Mo.
Wellesley	Wellesley College, Wellesley, Mass.
West Texas St. T. C	West Texas State Teachers College, Canyon, Tex.
West Virginia	West Virginia University, Morgantown, W. Va.
*Western Reserve	Western Reserve University, Cleveland, Ohio.
Wichita	University of Wichita, Wichita, Kans.
Wisconsin	University of Wisconsin, Madison, Wis.
Wittenberg	Wittenberg College, Springfield, Ohio.
Wyoming	University of Wyoming, Laramie, Wyo.
*Yale	Yale University, New Haven, Conn.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION 1937–38

(Entries for masters' and doctors' theses are abbreviated "Master's, 1937 T. C., Col. Univ." signifies a master's thesis completed in 1937 at Teachers College, Columbia University, New York, N. Y. A complete list of abbreviations may be found on p. XIII.

* 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

1. **Aillet, Joseph Roguet.** History of education in Claiborne parish. Master's, 1937. Louisiana State. (Abstract *in*: Louisiana state university. University bulletin, vol. 30 N. S., no 3: 52)

*2. **Altstetter, Mabel Flick.** Elementary education in America as shown by professional books, 1829–1899. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1939. 7 p. (Abstract of Contribution to education no. 230)

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

3. **Atwater, Elizabeth Amanda.** A history of classical scholarship in America Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 22–27)

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

4. **Bale, George Justin.** A history of the development of territorial public education in the state of Wyoming. 1869–1890. Master's, 1938. Colorado. (Abstract *in*: University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 24)

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

5. **Barger, Esta Aldyth.** The development of public schools in the Western Reserve, 1800–1850. Master's, 1937. Columbia.

6. **Batte, Mary Belle.** History of education in Milam county. Master's, 1938. Southwestern. 46 p. ms.

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

7. **Beard, Dee C.** The story of white public education in Marion county, Mississippi. Master's, 1938. Louisiana State. 101 p. ms.

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

8. **Boessler, *Sister* St. Alfred of Rome.** The contribution of the congregation of Notre Dame of Montreal to education in the United States. Master's, 1938. Fordham.

9. **Bourgeois, Henry Louis.** Four decades of public education in Terrebonne parish. Master's, 1938. Louisiana State. 93 p. ms.

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

10. **Bowman, Raymond P. G.** Secondary education in Virginia, 1870–1886. Doctor's, 1938. Virginia. (Abstract *in*: Virginia. University. Abstracts of dissertations . . . 1938: 38–43)

Discusses the various types of private and public secondary schools for white and Negro pupils in Virginia during this period. Describes the private, semi public, and public types of control and support of these schools. Shows that the school buildings varied from humble log buildings to large brick structures; that in some cases boarding departments were provided in the buildings, while in others boarding accommodations were provided elsewhere in the town or village; that, in general, the seminary school buildings for girls surpassed the average academy for boys; that the private home schools were usually housed in family residences or in a school plant consisting of one or more buildings located near the family home; that the library of the average secondary school was not large; that the program of studies usually embraced courses in the English branches, Latin, Greek, French, German, mathematics, history, and the natural sciences; that the seminary for girls stressed the English branches of composition and literature, French, music, drawing, and painting; that discipline was left largely to the masters or principals; that the average enrollment was not large, ranging from 5 or 10 to 250 or 300 pupils, with the mean between 50 and 100; that the influence of the religious denominations predominated; that many of the teachers had no more than a secondary education although there were some well educated men and women teaching; that during the closing years of the period, Negro teachers were replacing white teachers in Negro schools.

11. **Bullock, John.** A history of the South Dakota training school. Master's, 1938. South Dakota. 62 p. ms.

12. **Campbell, William.** A history of education in Morrow county, Oregon. Master's, 1938. Oregon.

13. **Carder, Roscoe H.** History of education in Jackson county. Master's, 1938. Kentucky. 197 p. ms.

Divides the history of education in Jackson county into four parts: (1) education prior to 1863; (2) education from 1863 to 1903; (3) education from 1903 to 1933; and (4) education from 1933 to 1936.

14. **Cathcart, J. L.** The development of education in Webster parish. Master's, 1938. Louisiana State. 157 p. ms.

Studies education in Webster parish from 1920–1936.

15. **Causey, Maggie Lea.** A study of education in Alabama prior to statehood. Master's, 1938. Alabama.

16. **Childs, James Lafayette.** History of San Marcos Baptist academy. Master's, 1938. Texas.

17. **Clayton, Robert Lawrence.** Contributions of Methodism to education in Louisiana. Master's, 1938. Louisiana State. 157 p. ms.

18. **Comer, Hubert Walker.** History of education in Hardin county. Master's, 1938. Kentucky. 167 p. ms.

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

19. **Cox, Fred D.** The development of the Orangeburg city schools, Orangeburg, South Carolina. Master's, 1938. South Carolina. 102 p. ms.

20. **Durham, Myrtle Belle.** History of the Atlanta opportunity school. Master's, 1938. Emory. 118 p. ms.

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

21. **Fitzpatrick, Stanley G.** Evolution of the graded system in the public schools of New Orleans. Master's, 1938. Tulane. 95 p. ms.

22 **Fowler, William B.** History of Jefferson college of Washington, Mississippi, prior to the War for southern independence. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 97)

23. **Geer, Ralph.** History of education in Ohio from 1900 to 1938. Master's, 1938. Ohio State. 128 p. ms.

24. **Gilmore, H. F.** Historical development of the Jefferson county, Alabama, public schools. Master's, 1938. Peabody. 93 p. ms

*25. **Gobbel, Luther L.** Church-state relationships in education in North Carolina since 1776. Doctor's, 1934. Yale. Durham, N. C., Duke university press, 1938. 251 p.

26. **Gordon, Mildred.** A history of the Hilo boarding school. Master's, 1937. Hawaii.

27. **Grusendorf, Arthur August.** The social and philosophical determinants of education in Washington county, Texas, from 1835 to 1937. Doctor's, 1938. Texas.

28 **Hambel, John F.** A history of education in Genesee county. Master's, 1937. N. Y St. Coll. for Teach.

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

29. **Hammack, Russel G.** The history of education in Richmond county, Virginia. Master's, 1938. Maryland. 63 p. ms

30. **Harris, Edgar E.** Development and progress of education in Okmulgee county. Master's, 1938. Okla. A. and M. Coll.

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

31. **Hasenbank, Alvin.** A comparative study of the growth and development of Kansas schools since 1892. Master's, 1938. Kans. St. T. C., Emporia. 95 p. ms.

32. **Hatley, Pearl Otto.** The history of rural education in Mason county. Master's, 1938. Texas.

33. **Higgins, Lemuel W.** The public schools of Jefferson parish before the Civil War. Master's, 1938. Tulane. 112 p. ms.

*34. **Holm-Jensen, Paul Henry.** The people's college, its contributions and its application to American education and conditions. Doctor's, 1938. North Dakota. 170 p. ms.

*35. **Holmes, Lulu.** A history of the position of the dean of women in a selected group of coeducational colleges and universities in the United States. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 141 p. (Contributions to education, no. 767)

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

*36. **Holt, Andrew David.** The struggle for a state system of public schools in Tennessee, 1903–1936. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 502 p. (Contributions to education, no. 753)

37. **Hoole, William H.** A history of Pike seminary Master's, 1937. N. Y. St. Coll. for Teach.

Traces the development of this institution from its founding in 1854 through the periods of academic work and teacher training to a union free school

38. **Hudson, Loring Gardner.** The history of the Kamehameha schools Master's, 1937. Hawaii.

39. **Hutson, Woodfin.** A history of the first district education association Master's, 1938. Kentucky 60 p. ms

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

*40. **Jacobsen, Jerome V.** Educational foundations of the Jesuits in sixteenth century New Spain. Doctor's, 1934. California. Berkeley, University of California press, 1938. 292 p.

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

41. **Johnson, Robert Foster.** History of education in Oldham county. Master's, 1938. Kentucky. 194 p. ms.

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

42. **Jones, Albert John.** History of education in Taylor county Master's, 1937. Kentucky. 104 p. ms.

Traces the development of the public-school system from 1848, the date of organization of the county to 1938, and proposes a program of consolidation and finance designed to give a more effective program of public education in Taylor county.

43. **Jones, Kyle C.** History of education in Ringgold county. Master's, 1938. Iowa. 127 p. ms.

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

45. **Kling, Frederick William, *jr.*** The history of Southern seminary. Master's, 1937. Virginia.

46. **Knox, William Floyd.** The constitutional and legal basis of public education in Missouri, 1804–1875. Doctor's, 1938. Missouri. (Abstract *in*: University of Missouri. Abstracts of dissertations in education: 32–33)

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

47. **Kohler, Hilda A.** A history of public education in Louisiana during reconstruction. Master's, 1938. Louisiana State. 84 p. ms.

48. **Lane, Hiram McHenry.** The development of education in Donley county, Texas. Master's, 1938. Colorado. (Abstract *in*: University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 85–86)

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

49. **Lewis, Leonard.** A history of the Del Rio public schools. Master's, 1938. Texas.

*50. **Lozo, John Peter.** School and society in the city of Reading relative to recreation, 1900–1935. Doctor's, 1938. Pennsylvania. Philadelphia, 1938. 294 p.

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

51. **Luddon, *Sister* Mary Eucharia.** A history of Catholic education in West Virginia, 1838–1884 Master's, 1938. Catholic Univ. 59 p. ms.

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

52. **McGraw, John Lawrence.** Development of education and the democracy in ancient Athens. Master's, 1938. Colorado. (Abstract *in*: University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 94)

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

53. **McIntosh, Joseph L.** A historical survey of the development of education in Pratt county, Kansas. Master's, 1938. Wichita. 124 p. ms.

54. **McKenna, John Joseph.** Growth of state control of education in Massachusetts. Master's, 1938. Boston Coll.

55. **Magee, Carbus Clare.** Evidences of community interest in the early public schools. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 195–201)

Traces evidences of community interest in the public schools in regions of Puritan dominance, visits of early supervisory committees, teacher selection, teacher community

relations, the use of the schools for meeting places for things of a secular nature such as singing schools and spelling bees; evidences of community interest in the early schools in sections settled under Dutch streams of influence, until the schools were placed under the control of the Board of regents of the University of the state of New York in 1784; and community interest in the early schools in regions under Quaker influences, supervision of teaching, teacher qualifications, in community homes for teachers, the use of singing schools.

56. **Manning, Gerald S.** History of education in Ouachita parish. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 99)

*57. **Manross, William Wilson.** The Episcopal church in the United States, 1800–1840: a study in church life. Doctor's, 1938. Columbia. New York, Columbia university press 1938. 270 p.

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

58. **Markham, *Sister* Agnes Immaculata.** Catholic secondary education in Kentucky, 1805–1885. Master's, 1938. Catholic Univ. 70 p. ms.

59. **Mayfield, Thomas J., *jr.*** The development of the public schools in New Mexico between 1848 and 1900. Master's, 1938. New Mexico. 103 p. ms.

*60. **Mendoza, *Rev* Antonio C.** Historia de la educacion en Puerto Rico (1512–1826). Doctor's, 1937. Catholic Univ. Washington, D. C., Catholic university of America, 1937. 191 p. (Studies in American church history, vol. 27)

61. **Miester, Annabelle Robertson.** British views of American education (1800–1860). Master's, 1937. Tulane.

62. **Moore, Frances Brown.** A history of the cultural development of San Antonio, Texas. Master's, 1938. Colo. St. Coll. of Ed

63. **Morris, Emma Dean.** Old Springhill. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 405–406).

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

64. **Morris, Vera Gene.** A history of education in McDonough county, Illinois, 1830–1938. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 104–105)

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

65. **Myers, Lloyd W.** Growth and development of education in Franklin county, Kansas. Master's, 1938. Kans. St. T. C., Emporia. 109 p. ms.

66. **Naugle, Carl Elvin.** History of Washington county seminary and its founder. Master's, 1938. Ind. St. T. C. 34 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 184–85, July 1938)

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

67. **Neil, Robert G.** The history of David Lipscomb college. Master's, 1938. Peabody. 107 p. ms.

68. **Noble, Stuart G.** A history of American education. New York, Farrar and Rinehart, 1938. 441 p. (Tulane university)

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

69. **Posey, Charles J.** History of education in Daviess county, Indiana. Master's, 1938. Ind. St. T. C. 137 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 188, July 1938)

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

70. **Powell, Oscar Bernard.** The development of education in Jack county. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 20–21)

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

71. **Reeves, Elton Traver.** An historical study of the "Old Cataldo mission" and its effect on education in the Northwest. Master's, 1938. Washington. 55 p. ms.

72. **Reitemeyer, *Sister* Mary of the Cross.** The history of Incarnate Word academy, San Antonio, Texas. Master's, 1938. Peabody. 84 p ms.

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

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

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

74. **Rinehart, Howard R.** The history and development of education in Huntington township, Ross county, Ohio. Master's, 1938. Ohio State. 80 p. ms.

75. **Rissler, Herbert E.** A history of education of Clay county, Indiana. Master's, 1937. Ind. St. T. C. 84 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 185, July 1938)

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

76. **Ross, Joseph S.** The development of education in Hughes county, Oklahoma. Master's, 1938. Okla. A. and M. Coll.

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

*77. **Sandison, Mildred Lee.** The National education association, 1857–1892. Master's, 1938. George Washington. 100 p. ms.

Presents a historical review of the National education association from its beginnings as the National teachers' association, 1857–1869, through 22 years of its history as the National education association, 1870–1892.

78. **Scarlett, Lelia Aline.** The history of education in Lake Charles prior to 1907. Master's, 1938. Louisiana State. 147 p. ms.

Traces the history of education in Lake Charles, La., from its earliest beginnings until the city system separated from the parish system in 1907.

79. **Schuck, Victoria.** Administrative organization of the state of California under the first constitution. Doctor's, 1938. Stanford. (Abstract *in:* Stanford university. Stanford university bulletin, vol. 13. Sixth series, no. 72: 96–101)

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

80. **Scott, Howard Newton.** The origin, development, disintegration and influence on Oklahoma education of the "Old Lincolnville or Quapaw mission" and related schools, Ottawa county. Master's, 1938. Okla. A. and M. Coll.

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

81. **Seay, Henry Alex.** The development of education in Mason, Texas. Master's, 1938. Texas.

82. **Siffrin, Susie Utz.** A history of Patapsco female institute. Master's, 1937. George Washington. 147 p. ms.

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

83. **Smith, Margaret Wolfe.** The social and political background of public education in the United States from 1820 to 1860. Master's, 1938. Maryland. 102 p. ms.

Shows that a tendency toward equality, the new position of women, and other factors in our social and economic development created the scene in which the American school naturally came into its own.

84. **Smith, *Sister* Mary Catherine.** The educational work of the Sisters of St. Joseph (Chambery) in the United States. Master's, 1938. Catholic Univ. 58 p. ms.

Gives a brief account of the origin of the Sisters of St. Joseph in Le Puy, France, and of the foundation in Chambery, and discusses the educational work of the Chambery Sisters in the United States from 1885 to 1938.

85. **Smith, Olive.** A historical survey of the development of education for special types in Massachusetts. Master's, 1938. Mass. St. Coll. 92 p. ms.

86. **Snyder, Roy R.** A history of the development of Vincennes public schools, 1853–1938. Master's, 1938. Ind. St. T. C. 90 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 188–89, July 1938)

87. **Stark, Willis Orville.** A history of secondary schools in Kansas. Master's, 1938. Stanford. 198 p. ms.

88. **Stout, Faun Vernon.** The history and development of education in Wilbarger county, 1858–1937. Master's, 1937. South. Methodist. (Abstract *in:*

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

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

89. **Tutwiler, Agnes.** The story of private white education in Greensboro, Alabama, prior to 1900. Master's, 1938. Alabama.

*90. **Waldo, Dorothy.** The development of the boarding school for girls in the state of Massachusetts. Doctor's, 1937. Harvard. 404 p. ms.

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

91. **Waldrip, William Leroy.** History and policies of Commonwealth college. Master's, 1938. Peabody. 90 p. ms

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

92. **Walker, Judson.** A history of education of Dutchess county, New York. Master's, 1938. N. Y St. Coll. for Teach. 327 p ms.

*93. **Wickiser, Ralph Lewanda.** The development of a public education policy in Illinois, 1818–1868. Doctor's, 1938 Peabody. Nashville, George Peabody college for teachers, 1938. 10 p. (Abstract of Contribution to education, no. 211)

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

†94 **Wilson, Carl B.** The Baptist manual labor school movement in the United States. Its origin, development and significance. Waco, Baylor university, 1937. 159 p. (Baylor bulletin, vol. 40, no 4)

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

95. **Witters, Harold Harry.** Origin and development of Cook academy to 1937. Master's, 1938. Rochester. 150 p. ms.

*96. **Worthley, Mary Genn.** The history of the private schools of Portsmouth, New Hampshire, from 1765 to 1800. Master's, 1938. George Washington. 194 p. ms.

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

*97. Yeakel, *Sister* Mary Agnes. The nineteenth century educational contributions of the Sisters of Charity of St. Vincent de Paul in Virginia. Doctor's 1938. Johns Hopkins. Baltimore, Johns Hopkins press, 1939. 115 p. (Johns Hopkins university. Studies in education, no. 27)

EDUCATIONAL BIOGRAPHY

98. Atkinson, Cornelia Louisa. The life of *Colonel* John Julius Dargan and his influence on education in South Carolina. Master's, 1938. South Carolina. 51 p. ms.

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

90. Benoit, Dolive. Lakanal et le College d'Orleans. Master's, 1938. Louisiana State. 57 p. ms.

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

100. Bershen, Louis S. Sinclair Lewis: His life, his work, and his influence on education. Master's, 1937. T. C., Col Univ. 14 p. ms.

*101. Brinson, Lessie Brannen. A study of the life and works of Richard Malcolm Johnston. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 11 p (Abstract of Contribution to education, no. 195)

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

102. Burke, Maurice H. Chauncey Rose—his life and contribution to education. Master's, 1938. Ind. St. T. C. 64 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 187–88, July 1938)

103. Carlson, C. Allen. M. Bates Stephens, state superintendent of public instruction in Maryland. Master's, 1938. Maryland. 113 p. ms.

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

104. Carr, Arthur T. Samuel Lewis: Educational and social reformer. Doctor's, 1938. Western Reserve

105. Cheves, Monnie T. The educational and political career of James Benjamin Aswell. Master's, 1937. Louisiana State. (Abstract *in*: Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 53–54)

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

106. Crawford Helen Royse. The contribution of Benito Juarez to education. Master's, 1938. Texas.

107. Elmore, Edna E. Calvin Ellis Stowe and American education. Master's, 1938. Maryland. 87 p. ms.

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

108. **Evjen, John O.** The life of J. H. W. Stuckenberg, theologian, philosopher, sociologist. Minneapolis, L. F. Church publishing company, 1938. 536 p. (Carthage college)

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

109. **Feser, Katie.** Judge G. Wooten: the father of the Paris public schools. Master's, 1938. East Texas St. T. C. 124 p. (Abstract *in*: East Texas state teachers college. Graduate studies (abstracts), 1937–38: 13)

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

110. **Gough, Josephine Florence.** The contributions of Charles W. Eliot to secondary education. Master's, 1937. Tulane.

111. **Houlne, *Sister* Antoinette Marie.** Abbé Lanne as a Christian educator. Master's, 1938. Catholic Univ. 57 p. ms.

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

112. **Hower, William Clair.** Lowell Mason, musician, composer, educator. Master's, 1938. Temple. 66 p. ms.

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

113. **LeFever, Leloy.** The reputation of Jean Jacques Rosseau in England from 1750 to 1850. Master's, 1938. Kans. St. T. C., Emporia. 69 p. ms.

114. **Santos, Alfonso Pablo.** Rizal's educational achievements and influence on Philippine education. Master's, 1938. Southern California.

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

*116. **Spencer, Margaret.** Traits of notable educators. Doctor's, 1937. New York. 215 p. ms.

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

117. **Thompson, Frances Isobel.** Yates Snowden: a sketch of his life and services as journalist and educator. Master's, 1938. South Carolina. 61 p. ms.

*118. **Wade, Elizabeth Williams.** A New England Frost: a study of the life and letters of Robert Frost, poet and gentleman. Master's, 1938. Boston Univ. 123 p. ms.

Describes Robert Frost in relation to different environments and quotes some of his poems in order to show that they merit a place in the literature of the world. Describes Frost's teaching at Pinkerton academy, and at Plymouth normal school, his life and travels in England, and his recognition as a first-rate poet, his life in Vermont, his teaching fellowship at the University of Michigan, and his teaching in a number of different colleges and universities in 1926–27, his work as professor of English at Harvard university in 1936.

*119. **Wieand, David J.** William Ernest Hocking as a Christian educator. Master's, 1938. New York. 129 p. ms.

Presents a critical evaluation of his important works.

120. **Willis, James Otis.** Moses Waddel and his Willington academy. Master's, 1938. South Carolina. 57 p. ms.

Records briefly a sketch of Waddel's life and a short history of his famous academy.

CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES

*121. **Atyeo, Henry C.** The excursion as a teaching technique. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 225 p. (Contributions to education, no. 761)

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

122. **Baker, Wilma Dell.** Lobbying activities in Topeka of the Kansas state teachers' association for state aid to public schools, 1915–1937. Master's, 1938. Stanford.

123. **Bell, LeRoy.** Growth of cooperation in the Thornapple N. K. Kellogg school district. Master's, 1937. Michigan.

124. **Bennett, Herman D.** A study of the attitude of teachers toward and interest in professional organizations. Master's, 1938. Pittsburgh. (Abstract in: University of of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 14: 362-63)

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

125. **Brown, Fannie Rowe.** A study of certain contemporary American experimental schools. Master's, 1938. Southern California.

126. **Carter, T. M.** Citizens evaluate their schools. School and society, 47: 719–23, June 4, 1938. (Albion college)

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

127. **Caton, Julian W.** The organization and legislative activities of the New Mexico educational association. Master's, 1938. New Mexico. 86 p. ms.

128. **Coley, Bertie Iola.** The educational program of the South Carolina federation of women's clubs, 1898–1938. Master's, 1938. South Carolina. 114 p. ms.

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

129. **Collins, Mary Evans.** A study of the 1936–37 programs of the parent-teacher associations of Los Angeles. Master's, 1938. Southern California.

130. **Dougherty, Edwin Shull.** Study of public schools of District 9 of North Carolina. Master's, 1938. Peabody. 61 p. ms.

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

*131. **Elliott, Travis.** The Nash plan. Master's, 1937. East Texas St. T. C. Austin, Steck company, 1939. 46 p.

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

132. **Ely, Philip L.** The status of pupils of different foreign ancestry in the Valley Wheel schools. Master's, 1938. Mass. St. Coll. 55 p. ms.

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

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

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

*135. **Frindell, Harold M.** The origin and development of the National collegiate athletic association: a force for good in intercollegiate athletics. Master's, 1938. New York. 57 p. ms.

*136. **Gilmore, Charles Haygood.** Distribution among state agencies of the control of public education. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 12 p. (Abstract of Contribution to education, no. 225)

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

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

Studies the social backgrounds of the youth of Sioux City, and their cultural levels as shown by their reading interests, affiliation with culture groups, cultural self-expression, contact with events and situations providing more intensive cultural stimulation, ideals, and

attitudes. Discusses the influence of economic and occupational status on their culture levels, the influence of the Girl scouts as a character building agency, the racial factor in the youth culture process, and the size of the family as a factor in youth culture.

†138. **Henry, Nelson B.** *and* **Kerwin, Jerome G.** Schools and city government: a study of school and municipal relationships in cities of 50,000 or more population. Chicago, University of Chicago press, 1938. 204 p. (Studies in public administration, vol. 8)

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

139. **Holloman, Curtis Carson.** Comparison of white and Negro education in Panola county, Mississippi. Master's, 1938. Peabody. 101 p. ms.

Compares the education of white and Negro pupils in Panola county for the school year 1936–37. Finds the white teachers unusually well trained; the Negro teachers inadequately trained; 65.1 percent of the educable population which was Negro received 9.03 percent of the total amount expended for education; the average annual salary for white teachers was $739.88 and $166.29 for Negro teachers, expenditures for transporting white children was nearly double the entire amount spent for all Negro education; both white and Negro schools are in good condition in the separate school districts but the county Negro schools are in poor condition, pupil teacher ratio in white schools was 31.4 and in Negro schools 59.8; curricula in white schools was largely college preparatory, and the Negro schools adhere strictly to the state course of study.

140. **Hounchell, Paul.** What is the mind of America on education? Harrisonburg, Va., Madison college, 1938.

141. **Howse, William Lewis,** *jr.* The educational director. Southwestern Baptist. 170 p. ms.

142. **Johnson, Kenneth Harra.** Survey of achievement and progress in the skill subjects. Master's, 1938. Southern California.

143. **Lawler, Celia M.** A comparative study of some mass movements in education. Master's, 1938. Southern California.

144. **Lewis, Howard Chapin.** A report of West De Pere public schools for 1937–38. Master's, 1938. Wisconsin.

145. **Loper, Henry Junior.** The effects of the depression on the public schools of Pontiac, Michigan. Master's, 1938. Rochester. 92 p. ms.

†146. **Moehlman, Arthur B.** Social interpretation. New York, D. Appleton-Century company, 1938. 485 p. (University of Michigan)

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

147. **Moore, John Fred.** A comparative study of white and Negro education in Alabama. Master's, 1938. Peabody. 39 p. ms.

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

148. **Morgan, Bert N.** A study of personality (neurotic disposition) and its relation to intelligence, home and family influences, school activities, and scholastic achievement. Master's, 1938. Kans. St. T. C., Emporia. 39 p. ms.

149. **Morrow, Zelda.** A study of what modern educators are thinking about attitudes and appreciations in relation to education. Master's, 1938. Oregon.

†150. **Mort, Paul R.** *and* **Cornell, Francis G.** Adaptability of public school systems. New York, Teachers college, Columbia university, 1938. 146 p.

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

151. **Neil, Jennie Leannette.** A review and synthesis of experimental investigations dealing with schoolroom learning. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies Abstracts of theses and reports for higher degrees, 1938: 105–106)

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

152 **Olds, Tullye B.** Provision for continuity in progressive education. Doctor's, 1938. Yale.

153. **Oliver, Horace S.** The 6-6 and 8-4 types of school in Iowa. Master's, 1938 Drake. 78 p. ms.

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

154. **Pond, Millard Z.** The significance of the American frontier in the development of an educational program for meeting national problems. Master's, 1938. Wittenberg. 121 p. ms

†155. **Purdue university. Division of educational reference.** Further studies in attitudes, series III. Lafayette, Ind., 1938. 151 p. (Studies in higher education, 34)

Contents: (1) Effect of defined social stimulus material upon the stability of attitudes toward labor unions, capital punishment, social insurance, and Negroes, by Wilbur Hall, p 7 19; (2) Experiment on the retention of attitudes as changed by instructional materials, by H. H Remmers, p. 20–22; (3) Apprentices' attitudes toward their training and the construction of a diagnostic scale, by H Eugene Geiger, p 23–45; (4) Studying workers' attitudes in industry, by Lyle Tussing, p 46 67; (5) Effects of a guidance program on vocational attitudes, by H. H. Remmers *and* L. D Whisler, p 68–82; (6) Effect of instruction on pupils' attitudes toward agricultural policies, by H. H Remmers *and* L. D Whisler, p. 83–99; (7) Attitudes of prospective teachers toward certain institutions, proposed social actions and practices, by Charles E Emery, p 100-13; (8) Interrelationships of attitudes of parents and children, by H. H. Remmers *and* L D Whisler, p 114–25; (9) "Reliability" of scores on attitude scales as related to scoring method, by L. D. Whisler, p. 126–29; (10) Valuation of a three axial scale to measure attitudes toward any existing or proposed social activity, by Lee Hart Dixon, p. 130–41; (11) Experimental study of limiting response on attitude scales, by John W. Hancock, p. 142–48.

*156. **Ramsey, Grace Fisher.** The development, methods, and trends of educational work in museums of the United States. Doctor's, 1938. New York. 338 p. ms.

Studies museum educational work in adult education, in teacher training both for teachers in service and for student teachers; the development of museum educational work through organized visits of school groups with the trends followed and the methods which have been developed in handling and instructing classes; the work done by museums with handicapped children; the development of museum work in the education of the

individual child and in work with children's clubs, in extension work through loan collections and other materials for school use, for branch or neighborhood museums, lecture centers, nature trails, field excursions, and radio broadcasts. Studies the academic qualifications, experience, and salaries of the educational staffs.

157. Robinson, Bertha L. A study of the lay opinion on educational issues in the East Jackson public schools. Master's, 1938. Michigan.

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

159. Schrey, Henry Edward. Effectiveness of the parent-teachers associations in the State of Arizona. Master's, 1938. Colo. St. Coll. of Ed.

160. Sellman, John L. Characteristics, differences and activities of departmental age levels. Bachelor of Divinity, 1938. Union Theological.

***161 Sheats, Paul Henry.** Education and the quest for a middle way. Doctor's, 1936. Yale. New York, Macmillan company, 1938. 190 p.

162. Small, Lyle L. Democratic ideals of certain eighteenth century statesmen and implications thereof having meaning for modern education. Master's, 1938. Oregon.

163. Snapp, Herbert L. Education for conservation. Master's, 1938. Ohio State. 100 p. ms.

164. Snoke, James S. Home-school contacts through pupil media. Master's, 1938, Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 378–80)

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

165. Stine, Clyde S. Problems of education among the Pennsylvania Germans. Doctor's, 1938. Cornell.

166. Stuart, Judson V. American education week in the development of school-community relations. Master's, 1938. Peabody. 82 p. ms.

167. Swaim, Laura G. The parent teacher association in the schools of Burlington county, New Jersey. Master's, 1938. Temple. 103 p. ms.

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

†168. Thorndike, Edward L. The teaching of controversial subjects. Cambridge, Harvard university press, 1937. 39 p. (Inglis lecture, 1937)

169. Thurston, L. M. *and* **Miller, C.** New technics for meetings. Nation's schools, 21: 4, April 1938. (University of Pittsburgh)

170. Toler, *Mrs.* Velta E. P. Educational activities of Texas Federation of women's clubs, 1897–1937. Master's, 1938. Texas.

171. Van Lewen, Vernard E. A study of a public school system in Dexter. Master's, 1938. Michigan.

172. Waggoner, Felton Forrest. An analysis of the growth of certain Rusk county, Texas, schools during the period of major development of oil, 1930–1938. Master's, 1938. Texas.

173. **Ward, William Goodman.** The Catholic school system. Master's, 1938. Southern California.

174. **Watson, Mary Lillian.** A comparative study of the achievements and intelligence of students from two schools. Master's, 1938. Alabama.

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

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

176. **Willis, Joseph F.** Local school news in weekly newspapers in towns of New York state between 800 and 1,100 population Master's, 1938. N. Y. St. Coll. for Teach. 69 p. ms

SURVEYS

177. **Acker, Archie.** A survey of the schools of Stonewall county. Master's, 1938. West Texas St. T. C. 114 p. ms.

*178. **Alm, L. Oscar.** An educational survey of Mountrail county. Master's, 1938. North Dakota 135 p. ms.

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

179. **Blankenship, William Clayton.** State school adequacy survey, Works progress administration, district 18. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 6–7)

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

*180. **Bringgold, Howard D.** Survey of the programs of work offered in the schools in Stevens county, Minnesota. Master's, 1938. North Dakota. 83 p. ms.

Surveys the curricula of the 60 one teacher schools, 5 village and town schools, and the agricultural school in Stevens county Discusses the organization of the schools, the length of the school day and the length of the school period, tuition paid for non-resident high-school pupils; the tendency for the schools to cling to the traditional curriculum; teaching load; high-school curricula and electives. Offers a plan for the alternation of subjects in the high schools of the county. Discusses the average training of the teachers in the schools of the county, their marital status, supply and demand, tenure, their teaching experience and teaching load, supervision. Describes the school library facilities, the library budget, and the training of the librarian. Discusses the use of textbooks and of reference books; the extracurricular program of the schools, training for the use of leisure time, health service, guidance, and testing. Offers suggestions for equalising educational opportunity throughout the county, and for raising the standards of the teaching profession.

181. **Caudill, James A.** Survey of the Lovell public school system. Master's, 1938. Wyoming. 119 p. ms.

182. **Clark, James J.** A survey of Roosevelt school, Phoenix, Arizona. Master's, 1938. Southern California.

183. **Curry, Edward Clayton.** An administrative survey of the schools of Smith county, Texas. Master's, 1938. Texas.

184. **Cushman, Martelle L.** Natural community school survey of Mackinaw county, Michigan. Master's, 1937. Michigan.

185. **Dalton, Kathryn.** An educational survey of a city seven-grade school. Master's, 1938. N. Y. St. Coll. for Teach. 64 p. ms.

186. **Deveraux, Jerome E.** A survey of rural schools in Sublette county. Master's, 1938. Wyoming. 74 p. ms.

187. **Dutcher, Louis H.** A 10-year pupil population survey of the city of Rensselaer. Master's, 1938. N. Y. St. Coll. for Teach. 40 p. ms.

*188. **Egge, Peter Arthur.** A survey of work programs in Nelson county schools. Master's, 1938. North Dakota. 147 p. ms.

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

*189. **Fadenrecht, John H.** Survey of the schools of Steele county, North Dakota, with special reference to transportation. Master's, 1937. North Dakota. 102 p. ms.

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

*190. **Griffin, Francis E.** A study of certain New York state common-school districts of small enrollment. Master's, 1938. Cornell. 115 p. ms.

Studies the 192 districts which failed to average a pupil enrollment of more than five for the 3-year period ending in 1934. Discusses the locations, full valuations of the districts local school tax receipts, receipts from state aid, total expenses of the small enrollment districts, total value of all school property, training, and salary of the teacher Shows that a particular formula cannot be applied to solve the problem of the small enrollment district ; that the arbitrary closing of certain schools does not answer the problem ; that the consolidation of these districts with another convenient common district seems to offer the method of approach least likely to provide a desirable solution Suggests that the central rural school district would be the best solution to the problem, and that until this unit of administration can be attained, the most practical solution to the problem seems to lie in contracting for the instruction of all pupils in the school of another district, a district maintaining a high school.

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

192. **Hiskey, Marshall S.** A brief history of the city of Derby, Kansas, and a survey of the Derby public school system, 1936–37. Master's, 1938. Kans. St. T. C., Emporia. 190 p. ms.

193. **Horne, David J.** A survey of the schools of Wythe county, Virginia, relative to their improvement. Master's, 1938. South Dakota. 56 p. ms.

194. **Lintz, Harry Alexander.** Survey of the Lynwood elementary school district. Master's, 1938. Southern California.

195. **McConnell, Floy Charles.** Administrative survey of the public schools of Weslaco, Texas. Master's, 1938. Texas.

*196. **Myhre, Olger.** A survey of schools in Eddy county, North Dakota. Master's, 1938. North Dakota. 114 p. ms.

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

*197. **Nestoss, Arthur B.** A program of work survey of the schools in Traill county, North Dakota. Master's, 1938. North Dakota. 88 p. ms.

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

198. **Ross, Ronald H.** A survey of the educational needs and possibilities of a portion of the fourth supervisory district of Washington county. Master's, 1938. N. Y. St. Coll. for Teach. 40 p. ms.

199. **Scally, Lawrence Edward.** A survey of the school population of a rural community. Master's, 1938. Louisiana State. 46 p. ms.

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

200. **Shaw, Beryl B.** An educational survey of the Howard city schools. Master's, 1938. South Dakota. 67 p. ms.

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

202. **Stockdale, S. M.** A survey of education and school finances in Stanley county, South Dakota, and proposed reorganization of school districts. Master's, 1938. South Dakota. 70 p. ms.

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

*204. **Swenson, Justin Willmore.** An educational survey of the programs of work in the schools of Roseau county, Minnesota. Master's, 1938. North Dakota. 99 p. ms.

Discusses the school organization, enrollments, general survey of the district; the training, experience, tenure, salaries, and selection of the teachers of the county; the elementary and

secondary school curricula; the types of assemblies, home room, music, clubs, athletics, declamation, school publications, dramatics, and other extracurricular activities; the organizational, instructional, guidance and health, measurement, vocational placement of graduates as service agencies; the school grounds, buildings, library services in the high schools, training of the librarian, expenditures for library books, science laboratories, and school gymnasiums.

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

206. **Trevarthen, F. W.** A sociological survey of Leoni number six school district, Jackson county, Michigan. Master's, 1937. Michigan.

207. **Unger, Robert McIlhenny.** A survey of the organization and administration of the schools of Carroll county, Maryland. Master's, 1938. North Carolina.

*208. **Young, Alfred R.** Appraisal of 30 rural schools of Atchison county, Kansas. Master's, 1938 Kansas. 82 p. ms.

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

FOREIGN COUNTRIES

209. **Avila, *Rev.* José M. Bettencourt.** Religious instruction in the elementary schools of Portugal from 1772 to 1911 Master's, 1938. Catholic Univ. 54 p. ms.

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

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

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

212. **Burns, Ray G.** The American institute of La Paz, Bolivia. Master's, 1938. Okla. A. and M. Coll.

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

213. **Cama, Katayun H.** A study of the native Hindustani melody pattern and the acquired English melody pattern with special reference to the teaching of English in India. Doctor's, 1938. Michigan.

214. **Chang, Ya Kun.** Lessons for China from the development of public-school support in the United States of America. Master's, 1938. Michigan.

215. **Dixon, Edward Everett.** Village-centered Christian education in North China; outline of a search for constructive hypotheses to be further tested. Master's, 1937. Columbia.

*216. **Doniger, Simon.** Children's literature in the Soviet Union as a method of social education. Doctor's 1938. New York. 281 p. ms.

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

*217. **Elwell, Clarence Edward.** The influence of the enlightenment on the Catholic theory of religious education in France, 1750–1850. Doctor's, 1938. Harvard. 502 p ms.

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

*218. **Hartshorne, Edward Y.** The German universities and national socialism. Doctor's. 1938 Chicago London, G Allen and Unwin, 1938. 184 p

219. **Hippaka, Thomas August.** A survey of education in Finland, 1800–1925. Doctor's, 1938 Wisconsin.

220. **Holaday, Beverly Eli.** Educational psychology in the Third Reich. Doctor's, 1937. Ohio State. (Abstract *in*: Ohio state university. Abstracts of doctors' dissertations, no. 25: 153–60)

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

221. **Hoffmeister, Mildred.** Primary education in the Punjab Province of India Master's, 1938 South. Methodist. (Abstract *in*: Southern Methodist university. Abstracts of theses, 1939: 14–15)

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

222. **Houghton, Charles W.** A study of the problem of guidance in the Central collegiate institute, Hamilton, Ontario. Master's, 1937. Michigan.

*223. **Hourihan, Mary V.** The official, political, social, and economic motives underlying the Italian foreign policy in central and southeastern Europe from 1920 through 1937, and the results to Italy of this policy. Master's, 1938. St. T. C., Fitchburg. 138 p. ms.

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

224. **Jalali-Shirazi, Mehdi.** Education in Iran and some suggestions for its betterment. Doctor's, 1938. Pittsburgh. (Abstract *in*: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 169-69)

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

*225. **Leasure, Nettie Norris.** Education for the BaKongo village based upon a sociological study of BaKongo life. Doctor's, 1938. T. C., Col. Univ. North Manchester, Ind., 1939. 241 p.

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

226. **Ling, Han Dah.** A study of English textbooks used in China from 1900 to 1937. Master's, 1938. Colorado. (Abstract *in*: University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 92)

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

227. **McGilliard, Virginia D.** Concept of experience reading for beginners and its application to the native children of Cameroon, North Africa. Master's, 1938. Ohio State. 156 p. ms.

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

229. **Mann, Cecil William.** The education system of the Colony of Fiji. Doctor's, 1938. Stanford. (Abstract *in*: Stanford university. Stanford university bulletin, vol. 13. Sixth series, no. 72: 129-31)

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

230. **Stella Maris, *Sister*.** Contributions of the missionary Sisters of the Sacred Heart to education in Italy and the United States. Master's, 1938. Fordham.

231. **Matsumoto, Toru.** The policy of religious education in the Christian middle schools in Japan. Bachelor of Divinity, 1938. Union Theological.

232. **Michaelides, George Peter.** The religious teachings and influence of Koraes, Kairis and Macrakis: a study in the history of the church of Greece during the nineteenth century. Doctor's, 1938. Hartford.

233. **Murphy, Alice Eugenia.** The training of laymen for Christian service in north China. Master's, 1938. Hartford.

234. **Ostman, Karin.** Physical education in the secondary schools of Sweden. Master's, 1938. Michigan.

235. **Robinson, Clarice Maurine.** A comparative study of the educational systems of Australia. Master's, 1938. Indiana. 251 p. ms.

*236. **Rockoff, Garson.** A supplementary reader on a boy's life in Russia, 1902–1911, and his growing up in America, 1911–1938. Master's, 1938. New York. 75 p. ms.

Presents a fictional biographical sketch of the social, economic, and political conditions of the author's family and community in Czarist Russia.

237 **Rosvall, Toivo David.** The philosophy of education in Nazi Germany Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 157–59)

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

238. **Schroer, Cornelia Rodeheffer.** An enterprise in homemaking for young persons 15 to 17 years of age in the Korioka Christian education center. Master's, 1938. Hartford.

239. **Schroer, Gilbert William.** A religious education program for the Nihon Kirisuto Kyokwai for Iwate prefecture. Doctor's, 1938. Hartford.

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

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

241. **Shaver, Frances Elizabeth.** Twentieth century reorganization of the French secondary school. Master's, 1938. Peabody. 100 p. ms.

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

242. **Smith, Charles S.** Protestant theological education in China. Doctor's, 1938. Yale.

*243. **Smuts, Adriaan Josias.** The education of adolescents in South Africa. Doctor's, 1937. T. C., Col. Univ. Capetown, Juta and company, 1938. 283 p.

244. **Twinem, Jessie Marguerite.** Toward a religious program for youth in north China. Master's, 1938. Hartford.

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

246. **Wade, Newman A.** Post-primary education in the primary schools of Scotland, 1872–1936. Doctor's, 1938. T. C., Col. Univ.

Discusses the outstanding educational traditions in Scotland and traces the development of post-primary education conducted under the primary school code from 1872 to 1936.

247. **Watson, Helen Rockwell.** A study of the physical recreation activities of selected European countries. Master's, 1938. Southern California.

INTERNATIONAL EDUCATION

248. **Arford, Carroll Wade.** International mindedness as related to the status of the individual. Master's, 1938 Washington Univ. 38 p. ms.

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

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

250. **Waters, Bess.** The elementary child and international relations. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 27–28)

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

*251. **Wellman, Henry George.** A specific record of the growth of community cooperation with the schools of New Rochelle for better understanding of international problems. Doctor's, 1938. New York. 109 p. ms.

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

EDUCATION—THEORIES AND PRINCIPLES

252. **Barrett, John Gerard.** Juan Luis Vives' views on education for social effectiveness. Master's, 1938. Boston Coll.

253. **Bero, *Sister* Mary Monica.** Milton's *Tractate on education* and Locke's *Thoughts concerning education:* a comparative study. Master's, 1938. Fordham.

254. **Bick, Kenneth Francis.** John Dewey's third step in reflective thinking. Master's, 1938. Wisconsin.

255. **Bolin, Ernestine.** Educational ideas of Herbert Spencer. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 7–8)

Compares the educational ideas of Herbert Spencer with current practice.

256. **Branch, *Sister* Marie Suzanne.** A comparison of Fénelon's and Dupanloup's ideas on education of girls. Master's, 1938. Catholic Univ. 66 p. ms.

Compares the ideas of the two French ecclesiastics on the education of girls. Finds that each was a defender and champion of women's education in his particular century; that

there is a striking similarity as to the aim, method, and content of education proposed by these two educators, and that they diverge on minor points only; that both discuss the preschool child, the adolescent, individual differences, and self-activity, all of which are prominent in current educational discussions.

*257. **Brickman, William W.** The contribution of Hermann Lietz to education. Doctor's, 1938. New York. 382 p. ms.

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

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

259. **Carpenter, John Hall.** Educational influence of Thomas Henry Huxley. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 10–11)

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

260. **Dame, J. Frank.** Naturalism in education—its meaning and influence. Doctor's, 1938. Temple. 166 p. ms.

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

261. **Dodgen, Eva Edith.** Theory of education in American literature. Master's, 1938. Texas.

262. **Filbeck, Orval.** John Calvin and Jean Jacques Rousseau: a contrast and comparison of their philosophies. Master's, 1938. East Texas St. T. C. 88 p. (Abstract *in*: East Texas state teachers college Graduate studies (abstracts), 1937–38: 14)

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

*263. **Flores, Diego.** Las ideas educativas de D Eugenio Maria de Hostos. Master's, 1938. New York. 53 p. ms.

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

*264. **Gettys, Joseph M.** The philosophy of life contained in the Fourth Gospel compared with the philosophies of Plato and Dewey. Doctor's, 1938. New York. 284 p. ms.

265. **Haake, Helen.** The educational theories expressed by Goethe in his autobiography and selected works. Master's, 1938. N. Y. St. Coll. for Teach. 88 p. ms.

266. **Hill, Charles Leander.** An exposition and critical estimate of the philosophy of Philip Melanchthon. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, no. 26: 85–92)

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

*267. **Hone, Sarah Noyes.** Russell's realism versus Urban's idealism. Doctor's, 1938. New York. 344 p. ms.

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

268. **Horne, Herman Harrell,** *ed.* Quintilian on education: selections from the Institutes of oratory, newly translated by Catherine Ruth Smith. New York, New York university press, 1937. 260 p. ms.

†269. **Kandel, I. L.** Conflicting theories of education. New York, Macmillan company, 1938. 177 p. (Teachers college, Columbia university)

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

*270. **Kang, Thomas J.** The philosophy of the Apostle Paul. Doctor's, 1938. New York. 317 p. ms.

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

271. **Kircher, Everett John.** Sources of a philosophy of education. Doctor's, 1938. Ohio State. (Abstract *in.* Ohio state university. Abstracts of doctoral dissertations, 27: 63–70)

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

272. **Koons, Martha Lucile.** The rise of educational philosophy relating to methods of teaching Master's, 1938. Colorado. (Abstract *in:* University of Colorado. Abstracts of theses and reports for higher degrees, 1938. 83)

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

*273. **Link, Seymour Gordden.** Matthew Arnold's *Sweetness and light* in America, 1848–1938. Doctor's, 1938. Peabody. 12 p. (Abstract of Contribution to education, no. 209)

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

274. **Meyer, Alfred John.** Philosophy of four progressive educators. Master's, 1938. Wisconsin.

275. **Olson, Carl.** A digest of teaching principles. Master's, 1937. Michigan.

276. **Overman,** *Sister* **Mary Loyola.** The educational theories of *Right Reverend* **Franz X. Eggersdorfer. Master's, 1938. Catholic Univ. 61 p. ms.**

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

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

278. **Porter, Dallas E.** The educational activities and ideas of Rutherford Birchard Hayes. Master's, 1938. Ohio State. 65 p. ms.

279. **Roach, Mildred Sparks.** The educational ideas of our presidents from Lincoln to Garfield. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 22–23)

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

280. **Scott, Della M.** The application of some modern educational theories and practices in a rural school. Master's, 1937. East Texas St. T. C. 73 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 21)

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

281. **Skipper, James Kinley.** Philosophical presuppositions in H. C. Morrison's educational theory. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, 27: 159–65)

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

282. **Tarr, Edward Willmore.** Study of the origins of progressive educational principles and their application in modern practice. Master's, 1938. Washington. 233 p. ms.

283. **Thomas, *Brother* Bonaventure.** Deweyism in the light of Catholic thought. Doctor's, 1938. Niagara.

284. **Warren, Naomi Hope.** Martin Grove Brumbaugh and his educational philosophy. Master's, 1938. Temple. 111 p. ms.

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

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

HOMOGENEOUS METHODS

285. **Comenetz, Naomi.** The community of ideas in the associative processes of a homogeneous group. Master's, 1938. Wellesley

286. **Dresser, Jay Dodge.** An experiment with ability grouping in elementary arithmetic. Master's, 1938. Southern California.

287. **Gerber, L. E.** A study of the practicability of homogeneous and heterogeneous grouping in ninth-grade English. Master's, 1938. South Dakota. 69 p. ms.

ACTIVITY PROGRAMS

288. **Brooks, Durward Earmon.** A comparative study of the traditional question and answer and pupil activity methods of classroom procedure. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 9–10)

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

289. **Buchanan, Vertie W.** Teaching arithmetic in an activity curriculum. Master's, 1938. East Texas St. T. C. 101 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 8–9)

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

290. **Dorffler, Tillie.** A plan for correlating the essential requirements of the Oregon state course of study for third grade with an activity unit. Master's, 1938. Oregon.

*291. **Lynch, James M.** The activity school psychologically examined. Doctor's, 1938. New York. 200 p. ms.

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

*292. **Martin, Ruth Marie.** The activity program versus the traditional method of instruction at the second grade level. Master's, 1938. Louisville. 200 p. ms.

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

*293. **Meyer, Bessie Terrell.** An activity program in an elementary school. Master's, 1935. Louisville. 157 p. ms.

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

294. **Smith, James Emery.** The activities program of the Palatka, Florida, elementary school. Master's, 1938. South Carolina. 46 p. ms.

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

CONTRACT PLAN

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

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

296. **Fordell, Pat.** A comparison of the unit system versus the traditional method of teaching elementary American history. Master's, 1937. Michigan.

297. Kooken, Nellie. The use and adaptations of the unit in the teaching of social studies with particular reference to the counties of Maryland. Master's, 1938. Maryland. 107 p. ms.

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

HOME ROOMS

298. **Burkhalter, *Mrs.* W. B.** A survey of socializing factors in home room guidance for a junior high school. Master's, 1938. West Texas St. T. C. 128 p. ms.

299. **Dromms, Ruth C.** An evaluation of home rooms in Scotia junior high school. Master's, 1938. N. Y. St. Coll. for Teach. 52 p. ms.

*300. **Dunsmoor, Clarence Clifford.** The role of the home room as an agency for guidance in junior high schools. Doctor's, 1938. Harvard. 385 p. ms.

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

301. **Lancaster, Allen H.** A plan for the organization of home room activities in the Dixon high school. Master's, 1938. Wisconsin.

302 **Murphy, George Eldred.** Pupil interest in the home room. Master's, 1938. Stanford. 41 p ms.

303. **O'Bannon, Norma Council.** Some major considerations relating to the home rooms of the proposed new elementary school building for Greenville, Mississippi. Master's, 1938. Alabama.

INDIVIDUAL INSTRUCTION

304. **Bannach, Henry E.** Individual instructions vs group instruction in seventh-grade arithmetic. Master's, 1938. Wisconsin.

METHODS OF STUDY

305. **Caldwell, Anita King.** An experimental evaluation of a selected procedure for the improvement of study habits. Master's, 1938. Drake. 99 p. ms

306. **Fletcher, Raymond.** The historical development and present status of supervised study. Master's, 1938. East Texas St. T. C. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 14)

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

RADIO IN EDUCATION

*307. **Atkinson, Carroll.** Education by radio in American schools Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 126 p. (Contribution to education, no. 207)

Examines the past and present radio activities and policies of state and territory departments of education; public-school systems representing population centers of 8,000 or more;

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

*308. Barnes, Edwin H. The utilization of the radio for educational purposes in Maryland. Master's, 1937. Maryland. 89 p. ms.

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

309. Bird, Winfred Wylam. An analysis of the aims and practice of the principal sponsors of education by radio in the United States. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

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

310. Clark, Weston Robinson. Radio listening activities of children in Washington, D. C. Doctor's, 1939. George Washington.

311. Courtney, Daniel Charles. The use of radio in a city school system. Master's, 1938. Boston Coll.

312. Dichter, Jack B. Radio as an instrument in the education of physically handicapped children. Master's, 1938. Temple. 171 p. ms.

Analyzes replies to a questionnaire sent to 190 institutions in the United States, Alaska, and Puerto Rico. Finds that 84 institutions were equipped with one or more radio-receiving sets; that 68 said that educational programs for children were available; and that 62 institutions utilize these programs.

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

Shows that thus far the home economist has made little use of radio drama as a means of influencing attitudes, appreciations, and misunderstandings in the field of personal, home, and family living. Discusses the educational values of dramatic productions in providing the means for vicarious participation, emotional stimulus, creative expression, and group

activity. Describes two dramatic radio programs written on some of the common problems arising between parents and children as shown by the results of a questionnaire answered by more than 100 high-school seniors.

314. **Merrill, Edwin J.** A study of the listening habits of junior high school students in regard to music programs on the radio. Master's, 1937. Michigan.

315. **Power, Mary Gardner.** The influence of radio on the child. Master's, 1938. Southern California.

*316. **White, Sidney Parmenter.** A discussion of some of the problems facing the American system of broadcasting. Master's, 1938. St. T. C., Fitchburg. 66 p. ms.

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

317. **Wolf, Ximena Juanita.** Educational broadcasting. Master's, 1938. Texas.

VISUAL INSTRUCTION

318. **Bartruff, Harry L.** The use of slow motion pictures in teaching tumbling. Master's, 1938. Southern California.

319. **Blanchard, Harold Roy.** An experimental study in techniques employed in presenting different visual education aids. Master's, 1938. Iowa. 175 p. ms.

*320. **Buckingham, Burdette Hawkins.** The significance of visual education to the textbook publisher. Master's, 1938. Boston Univ. 63 p. ms.

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

321. **Callahan, Harold Robert.** The relative effectiveness of techniques of using sound films for instruction. Master's, 1938. Kansas St. Coll.

322. **Carothers, George Norris.** The motion picture in the public school. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses, and reports for higher degrees, 1938: 35–36)

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

*323. **Chapman, Leland Hildreth.** The present status of visual aids in the secondary schools of Massachusetts. Master's, 1938. Boston Univ. 91 p. ms.

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

324. **Cooper, Charles D.** The reactions of sixth-grade children to commercial motion pictures as a medium for character education. Doctor's, 1938. Cornell.

325. **Dwyer, *Sister* Anita Margaret.** The psychology of visualization in education. Master's, 1938. Boston Coll.

326. **Erickson, Ernest Victor.** The use of motion pictures in general science. Master's, 1938. Wisconsin.

327. **Fanning, Leah Irene.** A study of the use of motion pictures in the programs of certain Protestant churches. Master's, 1938. Southern California.

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

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

329. **Hanson, Olaf.** The use of visual aids in religious education for primary children. Master's, 1938. Hartford.

330 **Hazlett, J. Roy.** The *organization, administration, and supervision of* departments of visual-sensory aids. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 113–21)

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

331. **Ines, Doroteo Bautista.** Influence of motion pictures upon Sunday school children (ages 11–17) of Christian churches of Los Angeles, California. Master's, 1938. Southern California.

*332. **Jason, Richard E.** The use of films in teaching the unit *weather* for grade 9. Master's, 1938. Boston Univ. 121 p. ms.

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

333. **Johnson, Joe.** Analysis of the periodical literature in Oklahoma agricultural and mechanical college library with reference to the pedagogy of visual education. Master's, 1938. Okla. A. and M. Coll.

334. **Konopka, Victor Thomas.** The use of motion pictures in the accredited public high schools of Florida. Master's, 1938. Florida.

335. **Leslie, Lloyd H.** Visual aids in everyday business. Master's, 1938. Southern California.

336. **McCowen, Max C.** A controlled experiment in visual education in general science. Master's, 1938. Ind. St. T. C. 50 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 190, July 1938)

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

337. **Marble, Arthur L.** Selected historical photoplays and scenarios as extracurricular aids in eleventh-grade social studies. Doctor's, 1938. Southern California.

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

338. **Mead, Stephen.** A proposed moving-picture educational program for small city schools. Master's, 1938. Michigan.

339. **Patrick, Howard.** An evaluation of practices in the administration of visual education departments. Master's, 1938. Southern California.

340. **Posey, Lucy Alice.** The organization and administration of a visual aids department in a city school system. Master's, 1938. Texas.

341 **Ramseyer, Lloyd Louis.** A study of the influence of documentary films on social attitudes. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, 27: 109–17)

Describes an experiment carried on in 14 schools located in various parts of Ohio, representing various types of communities and sizes of schools, and using as subjects 1,886 different individuals ranging from pupils from the seventh grade to and including adults. Uses films depicting the work of the WPA and films on soil erosion. Finds that the documentary film can change the attitudes of individuals of the various ages used in this study; that the changes were less consistent with the younger than with the older pupils, that girls were more favorable to the WPA and government help in the control of soil erosion than were the boys; that environmental background influenced the attitudes of the individuals; that the pictures helped the individuals to think more clearly in relation to the problems dealt with by the films.

342. **Rugg, Kenneth C.** A survey of the use of motion pictures as a means of visual education in public schools of the Rocky mountain area. Master's, 1938. Wyoming. 85 p. ms.

343. **Rule, Philip McNeil.** A comparison of the effect of certain sound and silent motion pictures on the learning and retention of pupils in high school biology and chemistry classes. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 122–23)

Uses 178 pupils in four biology and two chemistry classes of the Fort Collins high school, as subjects in an attempt to determine whether factual information is acquired more readily and retained better when presented by means of the educational sound motion picture than when presented by means of the educational silent picture. Indicates that factors other than the general type of film presentation must be considered in determining effective use of motion pictures in the fields of chemistry and biology.

344. Short, Robert M. An analysis of the techniques used by small school administrators in developing a program of motion picture education. Master's, 1938. Ohio State. 74 p. ms.

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

345. Simkins, Ethel Willminna. The use of visual aids in the teaching of high-school biology. Master's, 1938. Texas.

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

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

347. Yeager, W. A. Progress in visual sensory education. Visual review, 1938. (University of Pittsburgh)

PSYCHOLOGY—EDUCATIONAL

*348. **Adams, Lois.** Five methods of serial rote learning: a comparative study. Doctor's, 1938. Columbia. New York, 1938. 67 p. (Archives of psychology, no. 221)

Compares five methods of learning serial rote material by trial and error, using 75 10- and 11-year-old boys and girls as subjects, divided into five groups. Each group learned the material by all the five methods, with a different form for each method. Finds the first method, going back to the beginning before correcting the error, the best and most popular method with the pupils; little difference between the methods in retention as measured after an interval of 10 to 17 days.

349. Blado, Ernest. Some factors affecting the permanence of learning. Master's, 1938. Wisconsin.

*350. **Boyer, William Harold.** Blind alley length as a selective factor in maze learning. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 38 p. (Contribution to education, no. 218)

351. Drake, Raleigh M. Outline-workbook for educational psychology. Macon, Ga., R. M. Drake, 1937. 139 p. (Wesleyan college)

†352. **Eaton, Merrill Thomas.** A study of bilateral transfer. Bloomington, Indiana university, 1938. Bulletin of the School of education, 14: 25–42, March 1938. (Two studies in education)

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

353. Fulton, E. E. The effect of review cramming upon retention immediate and delayed. Master's, 1938. Okla. A. and M. Coll.

Describes an experiment conducted with high-school students in the social sciences to determine the effect of 50 minutes of review cramming on retention immediately, 6 weeks later, and 12 weeks later. Indicates that in general a period of 50 minutes of review cramming has little effect on marks made on a test immediately following the cramming period, and no effect on the marks made 6 or 12 weeks later.

354. Gates, Louise W. An experimental study of the relationship between so-called trial and error and rational methods of learning in children, and the genetic development of these methods with age and learning ability. Doctor's, 1938. Minnesota.

355. **Gibson, Eleanor J.** A systematic application of the concepts of generalization and differentiation to verbal learning. Doctor's, 1938. Yale.

356. **Guest, Lester Philip.** A study of the immediate retention of oral material. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 129–31)

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

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

358. **Lane, Elizabeth Bobette.** Discrimination learning in children. Master's, 1937. Columbia.

359. **Laurent, Grace King.** The dependence of learning upon maturation. Master's, 1938. Tennessee. 182 p. ms.

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

*361. **Loder, James Edwin.** A study of aural learning with and without the speaker present. Doctor's, 1937. Nebraska. Journal of experimental education, 6: 46–60, September 1937. (Reprint)

362. **Moritz, Marie Whiteside.** The relation of "creative motion" to education. Master's, 1938. Southern California.

363. **Osborne, R. Travis.** A comparative study of the interest and importance ratings of several problems in educational psychology as rated by prospective teachers attending the University of Georgia. Master's, 1938. Georgia. 68 p. ms.

364. **Philips, Elinor Grace.** The present status of transfer of training. Master's, 1937. Michigan.

365. **Powers, Chester R.** An experimental study in teaching improvement in thinking. Doctor's, 1938. T. C., Col. Univ.

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

†366. **Prescott, Daniel Alfred.** Emotion and the educative process: a report of the Committee on the relation of emotion to the educative process. Washington, D. C., American council on education, 1938. 323 p. (Rutgers university)

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

367. **Quinn, Helen Cecelia.** The influence of explicit instructions to plan upon performance. Master's, 1938. Loyola. 104 p. ms.

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

368. **Richards, Lee Randall.** The effect of successful and of emphasized unsuccessful responses upon contiguous unsuccessful responses in serial learning. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 119–20)

*369. **Ward, Lewis B.** Reminiscence and rote learning. Doctor's, 1934 Yale. Columbus, Psychological review company, 1937. 64 p (Psychological monographs, vol. 49, no. 4. whole no., 220, 1937)

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

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

CHILD STUDY

†371. **Abbott, Grace.** The child and the state. Chicago, University of Chicago press, 1938. 2 vols.

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

372. **Barnes, Margaret R.** Children's explanations of natural phenomena Doctor's, 1938. Western Reserve.

373. **Brennen, Marjorie C.** Study of children's imagery in visual and auditory comprehension. Master's, 1938. Boston Univ. 79 p. ms.

374. **Bretnall, Pearl E.** A statistical analysis of relationships between home variables and incidence of behavior problems in young children. Doctor's, 1938 California.

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

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

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

378. **Coughlan, William Joseph.** The contributions of G. Stanley Hall to the child study movement. Master's, 1938. Boston Coll.

379. **Darling, Ralph P.** Autonomic action in relation to personality traits of children in a behavior clinic. Doctor's, 1938. Illinois.

380. **Day, Elma Louise.** The endocrine glands as related to intelligence and behavior problems of children; a survey of the literature. Master's, 1937. Columbia.

381. **Dwyer, Susan Mary.** Case histories of non-stuttering children. Master's, 1938. Iowa.

382. **Egland, George Oliver.** Psychological factors associated with repetitions in the speech of preschool-age children. Master's, 1938. Iowa.

383. **Fairlie, Lillian Howard.** Ascendant behavior of young children in an orphanage. Master's, 1938. Iowa.

384 **Foertsch, Fred E.** A survey of investigations concerning anatomical age. Master's, 1938. Temple. 350 p. ms.

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

385. **Forrest, *Sister* M. Saint Justin.** A survey of children's likes, dislikes, wishes, ambitions, phantasies, pleasant memories, unpleasant memories, and fears. Master's, 1938. Villanova. 83 p. ms.

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

387. **Gordon, Maggie Bell.** Portrayal of childhood in pre Revolutionary American prose. Master's, 1938 Peabody. 65 p ms.

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

388. **Hausrath, A. H.** Child care unit of Triplett high school uses real babies. Clearing house, 12: 51–52, September 1937 (Iowa state college)

389. **Haws, Maggie.** A study of techniques for evaluating child growth and development. Master's, 1938. Louisiana State. 100 p. ms

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

390. **Hendrix, Venita Frances.** A comparative study of the character traits of orphanage and non-orphanage children Master's, 1938. Texas.

391 **Hinton, Ralph T.** The role of the basal metabolic rate in intelligence of children. Doctor's, 1938 Northwestern.

392. **Keithly, Rowlen B.** The relationship between physiological age and motor and physical development. Master's, 1938. Iowa.

393. **Knott, Virginia Bergstresser.** Physical measurement of young children: a study of anthropometric reliabilities for children three to six years of age. Doctor's, 1938. Iowa (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

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

394. **Lawrence, James F. D.** Societal pressure: a factor in the anti-social behaviorisms of children of illegitimate parentage Master's, 1938. Boston Coll. 115 p. ms.

395. **Lederer, Ruth Klein.** An exploratory investigation of handed status in the first two years of life. Doctor's, 1938. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 57)

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

396. **Lee, Alice Keakealani.** A study of the Hawaiian vocabulary of certain groups of preschool children in Hawaii. Master's, 1937. Hawaii.

397. **Martin, Phyllis Irene.** An approach to child study through literature. Master's, 1938. Ohio State. 153 p. ms.

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

398. **Muse, Mary Ethel.** The emotional development of the child. Master's, 1938. Wisconsin.

399. **Pratt, Catherine A.** A study of the behavior problems of a group of adopted children. Master's, 1938. Catholic Univ. 67 p. ms.

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

400. **Raney, Edward T.** Lateral dominance in identical twins. Doctor's, 1938. Brown.

401. **Redfield, Janet E.** The light sense in newborn infants. Doctor's, 1938. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 57)

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

402. **Ross, Arlene J.** The development and training of the emotions in the pre-school child. Master's, 1938. Wisconsin.

*403. **Skodak, Marie Paula.** Children in foster homes: a study of mental development. Doctor's, 1938. Iowa. Iowa City, University of Iowa, 1939, 156 p. (University of Iowa studies, new series, no. 364. Studies in child welfare, vol. 16, no. 1)

Studies the pattern of the mental development during the preschool years of children placed in foster homes in infancy; the pattern of those placed during the preschool years; and the relationships between the mental development of the children and various factors, such as education, occupation, and intelligence of the true and the foster parents. Uses 154 children from inferior true-family backgrounds who had been placed in superior foster homes under the age of 6 months and who had been given at least two intelligence tests; and 65 children who had lived from 2 to 5 years in underprivileged homes or in institutions and were then placed in foster homes. Finds that children placed in infancy are above average in intelligence and superior to expectancy judging from family histories; children placed at the older ages gain in IQ after a period of residence in the foster homes and the greatest gains are made by those initially lowest in IQ. Concludes that a child's mental development is determined largely by the environmental influences to which he is exposed and that these influences are cumulative.

404. **Stout, Lola Tracy.** A study of the current practices in buying clothing for certain preschool children in Oklahoma. Master's, 1938. Okla. A. and M. Coll.

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

405. **Swan, Carla.** Individual differences in the facial behavior of preschool children. Doctor's, 1938. Yale.

406. **True, Agnes A.** A study of the development of prehension in the northern colored infant. Doctor's, 1938. Michigan.

407. **Walker, Constance.** A qualitative study of the consistency of dominance in children. Master's, 1937. Columbia.

SEX DIFFERENCES

408. **Fugitt, Marion Goyer.** A study of the anatomical, physiological, and psychological characteristics of boys and girls. Master's, 1937. Louisiana State. (Abstract *in*: Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 113–14)

TESTS AND TESTING

PSYCHOLOGICAL TESTS

*409. **Altender, Louise E.** The value of intelligence, personality, and vocational interest tests in a guidance program. Doctor's, 1938. New York. 130 p. ms.

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

410. **Attwood, Philip Baxter.** The relation of speed and accuracy to scores on intelligence tests. Master's, 1938. Stanford. 78 p. ms.

411. **Baker, Ida May.** The development of testing materials for evaluating thinking in situations involving quantitative activities. Doctor's, 1937. Ohio State. (Abstract *in*: Ohio state university. Abstracts of doctors' dissertations, no. 25: 19–27)

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

412. **Berman, Leo.** A new form of human stylus maze and the effect of various signal-combinations upon the learning of it. Master's, 1937. Columbia.

413. **Bennett, Mary W.** Factors influencing performance on group and individual tests of intelligence: 1. Rate of work. 2. Social facilitation. Doctor's, 1938. California.

*414. **Bolles, Mary M.** The basis of pertinence: A study of the test performance of aments, dements, and normal children of the same mental age. Doctor's, 1937. Columbia. New York, 1938. 51 p. (Archives of psychology, no. 212)

415. **Christ, Austin F.** The relation of mental test ratings to achievement of high-school pupils. Master's, 1938. Lawrence, 105 p. ms.

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

416. **Close, Ruth Lucretia.** Special aptitudes of students rating low in general intelligence. Master's 1938. Southern California.

417. **Dworsky, Alexander.** A comparison of conceptual capacities of non-educated and educated adults as judged by their performances on the Vigotsky concept-formation test. Master's, 1937. Columbia.

418. **Eliach, Ezekial.** The influence of bilingualism on the intelligence test scores of school children. Master's, 1937. Columbia.

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

420. **Goodman, Howard William.** A comparison of group test mental age and performance on the Witmer formboard. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 418–19)

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

421. **Heaton, Martha.** A comparison of the performance of normal children and feeble-minded children of the same mental age on the tests in the Pintner-Patterson scale. Master's, 1938. Kansas. 95 p. ms.

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

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

423. **Hilty, Dorothy Pauline.** Differential responses of epileptics and non-epileptics to items of the 1916 Stanford Binet scale. Master's, 1938. Ohio State. 32 p. ms.

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

424. **Hunter, Mary.** A study of the Rorschach *Erlebnis-typus* of comparable white and Negro groups. Doctor's, 1938. T. C., Col. Univ.

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

425. **Logan, *Brother* E. Thomas.** The need of psychological examinations and treatment in Catholic schools for the purpose of avoiding and treating maladjustments and delinquencies. Master's, 1938. Villanova. 70 p. ms.

426. **McMurtry, Herbert C.** The influence of variation in complexity of tasks upon intelligence test performance. Doctor's, 1938. Oregon.

427. **Marsh, Charles Judd.** Performance test abilities of adults. Doctor's, 1938. Stanford. (Abstract *in*: Stanford university. Stanford university bulletin, vol. 13. Sixth series, no. 72: 102–104)

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

428. **Merrihew, James Lloyd.** Attitudes and the measurement of attitudes. Master's, 1938. Wisconsin.

429. **Miller, Kenneth.** The use of the American council psychological examination and the cooperative English test as criteria for predicting college success. Master's, 1938. Southwest Texas St. T. C. 70 p. ms.

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

430. **Now, Herbert O.** The value of intelligence tests in the small high school Master's, 1938 Miami. 97 p. ms.

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

431. **Peiser, Walter Gilbert.** The prognosis value of the American council on education psychological examination. Doctor's, 1938 Louisiana State. 143 p. ms.

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

432. **Piersel, William Guthrie.** Trends in intelligence testing in the United States. Doctor's, 1938. Indiana 314 p. ms

433. **Rhodes, Lucille Kremith.** The use of intelligence tests in industry Master's, 1938 Southern California.

*434. **Rothera, Ralph Edward.** A study in extra-sensory perception. Master's, 1938. St. T. C., Fitchburg. 72 p. ms.

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

435. **Ryans, David G.** Experimental analysis of persistent behavior: 1. Measuring traits presumed to involve persistence Journal of general psychology, 19: 333–53, October 1938. (William Woods college)

436. ——— An experimental attempt to analyze persistent behavior: II. A persistence test. Journal of general psychology, 19: 355–71, October 1938. (William Woods college)

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

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

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

*438. **Sheehan, Mary Rose.** A study of individual consistency in phenomenal constancy. Doctor's, 1938. Columbia. New York, 1938. 96 p. (Archives of psychology, no. 222)

Describes an experiment conducted with a group of young college women ranging from 19 to 28 years of age.

439. **Stone, Anna Elizabeth.** The diagnostic significance of the association motor test with delinquents. Master's, 1938. Iowa.

*440. **Teepe, Elizabeth Ada.** "Speed" and "power" on a test of mental ability, as related to age and sex of subject. Master's, 1938. George Washington. 40 p. ms.

Attempts to determine whether age and sex are related to the scores made on the Otis self administering tests of mental ability when varying time limits are permitted, using 300 students at George Washington university as subjects, ranging from undergraduates to graduates in Psychology and Education. Indicates that all of the subjects took, on the average, slightly longer than standard time on the tests; students under 25 years of age seemed to be slightly quicker in completing the test than those between 25 and 64 years of age; the older female subjects took a relatively longer time to complete the test than did the males, a high consistency of performance is shown regardless of age or sex, the more mature males (over 40) tended to improve their scores slightly on an extension of time; the female group did not show a consistent gain for any one age group; initial scores were not altered greatly when age and sex groups were combined Indicates that neither sex nor age are related to the scores made on a test of mental ability when varying time limits are permitted

441. **Thomas, Lawrence G.** An appraisal of psychological testing. Doctor's, 1938. Yale.

442. **Thomsen, Anne.** The American council on education psychological examination as a measure of differentiable abilities. Doctor's, 1938 Southern California.

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

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

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

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

445. **Wilmot, Wilbur G.** Predictive significance of American council on education psychological examinations in high school. Master's, 1938. Oregon.

SOCIAL INTELLIGENCE—TESTS AND SCALES

446. **Baer, Leona Opal.** A comparison of ratings on the Bernreuter personality inventory with case history records. Master's, 1938. Iowa.

447. **Bell, Evelyn Poindexter V.** Evaluation of two general personality tests for use in a guidance program in high school by system of estimates. Master's, 1938. Sam Houston St. T. C. 174 p. ms.

*448. **Dillingham, Howard Irving.** The relationship of certain factors of social adjustment to academic success. Doctor's, 1938. Syracuse. 87 p. ms.

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

449. **Gibbons, Charles Crew.** An attempt at the objective measurement of social adaptability. Master's, 1938. Ohio Univ. 67 p. ms.

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

450. **Hand, S.** An evaluation of the University of Minnesota personal qualities and abilities rating scale. Minneapolis, University of Minnesota, 1937.

Analyzes more than 1,000 ratings on home economics students, and as a result the scale has been completely revised.

451. **Hartley, Paul A.** The measurement of personality growth and the relation of personality problems to school achievement during school. Master's, 1938. Michigan.

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

453. **Huntley, Charles W.** Judgments of self based upon records of expressive behavior. Doctor's, 1938. Harvard.

454. **Irwin, Ralph A.** Stereotypes as materials for attitude test construction. Doctor's, 1938. Ohio State. 687 p. ms.

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

*455. **Koran, Sidney K.** A study of developmental age, Brown personality inventory scores, and certain other traits in elementary school boys. Master's, 1938. Penn. State. 53 p. ms.

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

456. **Lane, Caroline.** A study of three personality questionnaires dealing with expressed problems, introversion-extroversion and adequacy. Master's, 1937. Columbia.

457. **Lindley, Clyde Joe.** A study of social intelligence at the high-school level. Master's, 1938. Iowa.

*458. **Lombardi, Maryellen Maher.** The inter-trait rating technique. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 99 p. (Contributions to education, no. 760)

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

460. **Martin, Hermon W.** Effects of practice on judging various traits of individuals. Doctor's, 1938. North Carolina.

461. **Metour, Gildas Eugene.** An intensive case analysis of some social types of personality: a study of wishes, social participation, and personality organization. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh Abstracts of theses, researches in progress, and bibliography of publications, 14: 207–11)

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

*462. **Mosher, Charles I.** A factor analysis of certain neurotic symptoms. Doctor's, 1937. Chicago. Psychometrika, 1: 263–86, December 1937. (Reprint)

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

463. **Munn, Merton D.** The measurement of social maturity in children Doctor's, 1938. Cincinnati.

464 **Nelson, B. Lillian.** Relation between ratings on personal grooming and personal and social adjustment scores of a group of sixth grade girls. Master's, 1938. Iowa State. 45 p. ms.

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

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

466. **Raylesberg, D. D.** The construction and application of a scale of attitudes of adolescents toward parental control. Master's, 1938. Coll. of the City of N. Y. 124 p. ms.

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

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

Constructs a graphic form of rating scale for rating industry, appearance, leadership, reliability, emotional control, and general ability of the students. Describes an experiment in which 10 different teachers rated the members of the senior class of the Hanover senior high school, Hanover, Pa. Finds that in most cases the teachers are able to agree on the degree to which pupils possess or do not possess the traits under consideration; that some

of the traits rated do not lend themselves to this rating plan; and that in most cases the teacher's ratings on traits other than scholarship does not add anything that either the teachers' grades or students' IQ cannot give Indicates that the use of rating scales by teachers depends a great deal on their own personality and training; and that the teacher is usually too subjective in his rating of students.

468. **Roeder, Wesley Sundae.** A measurement and comparison of personality traits of maladjusted and normal pupils. Master's, 1938. Southern California.

469. **Rosenblatt Judith.** A functional analysis of introversion as a personality trait. Master's, 1937. Columbia.

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

471. **Schneider Frances.** A study of attitudes of boys toward certain family relationships. Master's, 1938. Minnesota. 92 p. ms.

Analyzes replies to a questionnaire checked by 160 boys in five cities and towns and by 22 experts Finds that the majority of the boys, even before instruction, had attitudes regarded as desirable by the adult experts; that many of the viewpoints were changed little by instruction, and that greater improvement was made by the groups taught with the major objective of changing attitudes than by the groups in which this was not a definite aim

*472. **Sheehy, *Sister* Loretta Maria.** A study of preadolescents by means of a personality inventory Doctor's, 1938. Catholic Univ. Washington, Catholic university of America, 1938. 76 p.

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

*473. **Simpson, Ray H.** A study of those who influence and of those who are influenced in discussion. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 89 p. (Contributions to education, no. 748)

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

474. **Smethers, Ferdinand.** A study of the relationship between scores on behavior rating scales and actual behavior problems. Master's, 1938. Kansas. 116 p. ms.

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

*475. **Spencer, Douglas.** Fulcra of conflict: a new approach to personality measurement. Doctor's, 1938. T. C., Col. Univ. Yonkers-on-Hudson, World book company, 1939. 306 p.

Studies the rationale and methodology of personality test construction, restricted to instruments of the paper and pencil, self-report type; personality conflict by quantitative

methods, including the construction and experimental try-out of the experience appraisal, an instrument designed to measure a type of conflict at the adolescent level.

476. **Varvel, Walter A.** The Rorschach personality test in relation to perceptual closure. Doctor's, 1938. Kansas.

477. **Wetherby, Harold Calvert.** Evaluation as a device for extending the area of common concern. Master's, 1938. Ohio State. 111 p. ms.

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

EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

*478. **Beck, Roland Lycurgus.** The reliability and validity of a natural test in English composition for high-school seniors and college freshmen. Doctor's, 1932. Oklahoma. 7 p. ms.

479. **Benner, Keith LaVern.** A study showing the relationship between reading readiness tests and success in first-year reading. Master's, 1938. Iowa. 49 p. ms.

480. **Berg, Homer C.** Studies in the measurement of ability in English correctness: IV. A study of the use of the separate answer sheet with multiple choice types of tests in capitalization. Master's, 1938. Iowa. 63 p. ms.

481. **Bibler, Loren E.** A study of the beliefs of teachers of Paulding county with reference to county elimination and district state scholarship team tests. Master's, 1938. Ohio State. 104 p. ms.

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

482. **Bickford, Romich E.** Studies in the measurement of ability in English correctness: V. A comparison of the supply and the multiple choice types of tests in capitalization. Master's, 1938. Iowa. 48 p. ms.

483. **Boehncke, Frieda Caroline.** A comparative study of the Goodenough drawing test and the Leiter international performance scale. Master's, 1938. Southern California.

484. **Buegel, Herman.** An experimental comparison of two different levels of ideational content on the learning of serial motor performance. Master's, 1938. North Dakota.

485. **Burt, Robert Ormand.** Studies in the measurement of ability in English correctness: VI. A critical evaluation of the supply and the error-correction types of punctuation tests. Master's, 1938. Iowa. 68 p. ms.

486. **Colvin, Harry Everett.** Studies in the measurement of ability in English correctness: XIII. A comparison of the supply type of punctuation test with a special kind of multiple-choice test. Master's, 1938. Iowa. 55 p. ms.

487. **Covington, Annie Mary.** The desirability of a functional pupil evaluation technique. Master's, 1938. Peabody. 80 p. ms.

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

488. **Crane, Dorothy E.** A study of scores in biology tests. Master's, 1938. Kansas. 104 p. ms.

Analyzes objective test scores of five sections of a class in biology for four semesters, 1935–36 and 1936–37, of Senior high school, Leavenworth, Kans. Shows that long objective tests may be used effectively to measure achievement in several sections of the same subject.

489. **Evans, Robert L.** Studies in the measurement of ability in English correctness: I. Comparison of the supply and error-correction types of capitalization tests. Master's, 1938. Iowa. 29 p. ms.

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

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

*491. **Giles, Dorothy Ellen** *and* **Lillis, Claire Frances.** The reliability and validity of the Klar scale for evaluating children's drawings. Master's, 1938. Penn. State. 53 p. ms.

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

492. **Goodfellow, Earl Todd.** Progressive validation of test items on the basis of internal consistency. Master's, 1938. Kansas St. Coll.

*493. **Gordon, Mary Agnes.** General and specific factors in transfer of training within verbal tests. Doctor's, 1938. Columbia. New York, 1938. 41 p. (Archives of psycology, no. 227)

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

494. **Gunn, Helen Verda.** An objective grammar test for high school. Master's, 1938. Oklahoma. 40 p. ms.

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

495. **Hanes, Glen M.** An information test in biology. Master's, 1938. Ohio Univ. 115 p. ms.

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

496. **Harshbarger, Albert Edward.** A study of the high school testing services of Indiana. Master's, 1938. Purdue. 52 p. ms.

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

497. **Hartman, Walter Harold.** Studies in the measurement of ability in English correctness: II. Comparison of the supply type of capitalization test with a special kind of multiple-choice test. Master's, 1938. Iowa. 62 p. ms.

498. **Haslam, Phyllis.** The prediction of ability on the Arthur point performance scale from the Merrill-Palmer scale. Master's, 1938. Iowa.

499. **Heilman, J. D.** Report on the cooperative testing program of the teachers college personnel association. Greeley, Colorado state college of education, 1938.

500. **Held, O. C.** Nelson-Denny reading test as an English placement test. School and society, 49: 64, January 14, 1939. (University of Pittsburgh)

501. ——— Useful mathematics placement examination. School and society, 46: 503, October 16, 1937. (University of Pittsburgh)

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

503. **Howard, Frederick T.** Scaling a scientific attitude involving cause and effect relations. Master's, 1938. Colo. St. Coll. of Ed.

504. **Jackley, Martin Francis.** Studies in the measurement of ability in English correctness: IX. A comparison of the supply type of punctuation test with a special kind of multiple-choice test. Master's, 1938. Iowa 76 p ms.

505. **Johnson, Charles W.** The relation of state-wide testing programs to state supervision and accreditation of high schools. Doctor's, 1938. Cincinnati.

506. **Johnston, David H.** A statistical analysis of the 1935 academic arithmetic test. Master's, 1937. Iowa. 99 p. ms.

507. **Johnston, Martin McKinley.** Diagnostic music test for band and orchestra, grades 9, 10, 11, and 12 Master's, 1938. Wisconsin.

508. **Johnston, William Milo.** Validation of an analytical language test for grades 3, 4, and 5. Master's, 1938. Iowa. 94 p. ms.

509. **Koch, Kenath Benjamin.** Studies in the measurement of ability in English correctness: XII. A comparison of the supply type of punctuation test with a special kind of multiple-choice test. Master's, 1938. Iowa. 68 p. ms.

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

511. **Kupjian, Haig.** A study of testing practices in the secondary schools of Delaware. Master's, 1938 Temple. 59 p. ms.

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

512. **LeHane, Kathryn.** An experimental determination of the content of a language test for children entering the B1 grade from non-English-speaking homes. Master's, 1938. Southern California.

513. **McCullough, Theodore O.** A study of the relative validity of two types of objective punctuation tests. Master's, 1938. Iowa. 149 p. ms.

514. **McFarland, Adaline.** The validity of the Park-Franzen test for readiness to do first-grade work as a prognostic measure of reading. Master's, 1938. Colo. St. Coll. of Ed.

515. **McKinzie, Helen Elizabeth.** An articulation test for pupils in grade 1. Master's, 1938. Iowa.

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

517. **Moore, Clarence Lee.** A study of the norms on the new Stanford achievement tests and the Iowa every-pupil tests of basic skills. Master's, 1938. Iowa. 41 p. ms.

518. **Munden, Cecil Leon.** A proposed standardized testing program for the secondary schools. Master's, 1938. Wisconsin.

*519. **Netzer, Royal F.** The evaluation of a technique for measuring improvement in oral composition. Doctor's, 1937. Iowa. Iowa City, University of Iowa, 1939. 48 p. (University of Iowa studies, new series no. 367. Studies in education, vol. 10, no. 4. Research studies in elementary school language, no. 2)

520. **Noble, Robert Delano.** Studies in the measurement of abilities in English correctness: X. An evaluation of the separate answer sheet for a multiple-choice test of punctuation ability. Master's, 1938. Iowa. 74 p. ms.

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

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

523. **Power, Lloyd.** The relation of the educational age of the New Stanford achievement test to the various subject ages in an Oklahoma school. Master's, 1938. Okla. A. and M. Coll.

Studies the results of the New Stanford achievement tests administered to 969 children in grades 2 to 12, inclusive, in an Oklahoma school Finds that reading shows the highest correlation with general achievement, and that the subjects which show the next highest correlation with general achievement are the subjects which have the highest correlation with reading.

*524. **Remsberg, Ruth.** The construction and standardization of an objective test in foods for the senior high schools. Master's, 1937. George Washington. 52 p. ms.

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

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

*526. **Sachs, Cecelia Silver.** The construction of an objective test in first aid for use in the secondary schools. Master's, 1938. George Washington. 32 p. ms.

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

527. Sikene, Dorothy Margaret. Serial testing versus non-serial testing on the 1937 revision of the Stanford-Binet. Master's, 1937. Columbia.

528. Skidmore, John W. Some administrative uses of tests. Master's, 1938. Kansas. 54 p. ms.

Analyses data secured from 48 students in the Welda high school, Anderson county, Kans. Shows that the most important administrative uses of tests in a small system are to determine the nature and amount of ability represented by the pupils of the school, the spread of that ability in class groups, the achievement of pupils of the school, and the general advancement and improvement of the school.

*529. Smith, Bunnie Othanel. Logical aspects of educational measurement. Doctor's, 1937. T. C., Col. Univ. New York, Columbia university press, 1938. 182 p.

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

*531. Thomas, Mildred Mary. The history and development of tests and examinations. Master's, 1938. Boston Univ. 225 p. ms.

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

532. Tinkelman, S. The validation and selection of test items, with special reference to the factor of item difficulty. Master's, 1938. Coll. of the City of N. Y. 236 p. ms.

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

533. Wedel, Leonard Enoch. Approximation to normalcy of the distribution of scores on the Rinsland teaching reading tests from grades 1 to 8. Master's, 1938. Oklahoma. 30 p. ms.

534. Williams, James E. A program of standard testing by remedial teaching in junior high school. Master's, 1938. Tennessee. 96 p. ms.

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

535. Wilson, Claude Victor. The relative values of four kinds of tests. Master's, 1938. Southern California.

536. Yarborough, Ollie Jean. An attempt to standardize the Rigg poetry test for high schools. Master's, 1938. Okla. A. and M. Coll.

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

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

538. Zwald, Merwin Lester. Studies in the measurement of ability in English correctness: VIII. A comparison of the supply and multiple-choice types of punctuation tests. Master's, 1938. Iowa. 72 p. ms.

PHYSICAL ABILITY—TESTS AND SCALES

*539. **Altenburg, West Joseph.** A study of a method of measuring muscle compressibility. Doctor's, 1938. T. C., Col. Univ. Ann Arbor, Mich., Ann Arbor press, 1938. 61 p.

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

540. **Bass, Ruth I.** An analysis of the components of tests of semi-circular canal function and of static and dynamic balance. Doctor's, 1938. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 57)

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

541. **Braverman, William.** A comparative study of two sets of motor ability tests. Master's, 1938. Temple. 98 p. ms.

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

542. **Campbell, Virginia Morrison.** The development of achievement tests in badminton. Master's, 1938. Texas.

543. **Charlesworth, John.** A study of physical efficiency as determined by the pulse-ratio test, using different types of exercise. Master's, 1938. Iowa.

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

*545. **Cunningham, Glenn V.** The relation of selected cardiovascular and strength measures to physical fitness of outstanding athletes. Doctor's, 1938. New York. 65 p. ms.

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

*546. **Cureton, Thomas Kirk, *jr.*** Standards for testing beginning swimming. Doctor's, 1938. T. C., Col. Univ. New York, Association press, 1939. 190 p.

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

547. **Dickinson, Russell Edward.** A study of various methods of rating physical efficiency based on the response of the heart to exercises of graded intensities. Master's, 1938. Iowa.

548. **DuBois, Kenneth B.** The relationship of the strength index to performance in track and field activities for junior high school boys. Master's, 1937. N. Y. St. Coll. for Teach.

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

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

550. **Elbel, Edwin R.** A study in response time before and after strenuous exercise. Doctor's, 1938. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 57)

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

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

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

552. **Gudgen, Prentice Everett.** A study of the limitations of the pulse-ratio technique as a measure of physical efficiency. Master's, 1938. Iowa.

553. **Hopke, Jack Alonzo.** Strength and skill increment of athletes and non-athletes. Master's, 1938. Peabody. 55 p. ms.

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

*554. **Hutto, Louis Edgar.** Measurement of the velocity factor and of athletic power in high school boys. Doctor's, 1938. T. C., Col. Univ. Ann Arbor, Mich., Ann Arbor press, 1938. 29 p.

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

555. **Jebens, Herbert H.** Push and pull test as a measurement of arm and shoulder girdle strength for high-school boys. Master's, 1938. Iowa.

*556. **Kelley, Rachel L.** Establishing a strength index norm table for women between the ages of 20 and 35. Master's, 1938. Boston Univ. 42 p. ms.

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

*557. **Korb, Edward Martin.** A method to increase the validity of measuring posture. Master's, 1938. Boston Univ. 48 p. ms.

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

*558. **Larson, Leonord A.** A study of the validity of some cardio-vascular tests. Doctor's, 1938. New York. 130 p. ms.

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

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

Describes an experiment conducted with 998 young men between the ages of 20 and 30, who were given the physical fitness index testing program.

*560. **Lynch, William Thomas.** A revision of the strength index norms for girls between the ages of 10 and 20 years. Master's, 1938. Boston Univ. 92 p. ms.

Tests 2,283 girls in elementary, junior and senior high schools, academies, and colleges around Boston, in revising strength index norms.

†561. **McCloy, C. H.** Appraising physical status: Methods and norms. Iowa City, University of Iowa, 1938. 260 p. (University of Iowa studies, new series, no. 356. Studies in child welfare, vol. 15, no. 2)

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

*562. **McElroy, H. Nelson.** A study of the relationship of certain physical skill tests with the strength index. Master's, 1936. New York. 47 p. ms.

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

564. **Moser, Jake Henry.** An attempt to devise a simple method of measuring potential football intelligence. Master's, 1938. Iowa.

565. **O'Connor, Burton Leemoine.** A study of physical efficiency as determined by the pulse-ratio test, using deep knee-bends as the exercise. Master's, 1938. Iowa.

566. **Rains, Horace.** Comparison of the physical efficiency of instructional classes in track and other groups by means of Tuttle's pulse ratio test. Master's, 1938. Ohio State. 90 p. ms.

Compares class groups at the Ohio state university in required physical education activities.

567. **Schiff, Fred S.** A test of skills performed in the game situation of handball. Master's, 1938. Ohio State. 63 p. ms.

Develops a technique for measuring the achievement of handball players while they are actively participating in a game.

568. **Smith, Barbara Elizabeth Caroline.** A study of the kinesiological and psychological characteristics affecting the degree of success in the Wellesley college motor test. Master's, 1938. Wellesley.

569. **Snyder, Dorrice.** The correlation between the hurdle jump as a measure of general motor maturity and handwriting. Master's, 1937. Indiana. 60 p. ms.

Describes an experiment in which tests of motor maturity and handwriting were given to 440 elementary school children in grades 1 to 6 Finds that motor maturity is an important factor in handwriting, but that it plays different roles at various ages.

570. **Sutherd, Calvin E.** A study of the prognostic value of the Rogers strength index in estimating probable success of high-school boys in football. Master's, 1938. Michigan.

571. **Ts'ui, Ya Lan.** A motor ability test for high-school girls based upon an objective criterion. Master's, 1938. Wellesley.

*572. **Tufts, Mary O.** A study in the relationship of physical strength and personality traits. Master's, 1938. Boston Univ. 26 p. ms.

Describes an experiment in which the Bernreuter personality inventory, and the Rogers physical fitness index were administered to students ranging in age from 11 to 21 years, in high school, college, and nurse training schools. Finds no relationship between physical fitness and any of the six personality traits measured by Bernreuter.

573. **Voth, Albert C.** A study of personality types through the autokinetic phenomenon. Doctor's, 1938. Kansas.

574. **Wettstone, Eugene.** Tests for predicting potential ability in gymnastics and tumbling. Master's, 1938. Iowa.

575. **Wu, Thomas M.** The prediction of ability in the high jump from functional and anthropometric measurements. Master's, 1938. Iowa.

VOCATIONAL TESTS

576. **Avrick, Ethel.** A comparison of the abilities of 200 girls as measured by the Woodworth-Wells easy and hard directions test and the Girls mechanical assembly test. Master's, 1937. Columbia.

577. **Ball, Richard S.** The predictability of occupational level from intelligence. Master's, 1937. Indiana. 36 p. ms.

Indicates from a study of 60 individuals examined in 1918 and 159 examined in 1923 and rated on the Barr scale for their occupation in 1937, that intelligence tests scores may be valuable for long-time prediction in vocational guidance.

578. **Carr, Edward J.** The factorial analysis of the vocational guidance tests in use in the psycho-educational clinic. Doctor's, 1938. Penn. State.

579. **Crawshaw, Marshall Richard.** Testing the reliability and validity of the Los Angeles office employment test. Master's, 1938. Southern California.

580. **Croft, Lysle W.** An empirical comparison of the Thurstone vocational interest schedule and the Strong vocational interest blank among senior high school and freshman college students. Doctor's, 1938. Kentucky.

581. **Easter, Dwight Rodger.** A study to determine the effectiveness of a series of equated tests as measures of progress in typewriting. Master's, 1938. Southern California.

582. **Gerkey, Donald B.** The preparation and partial validation of a series of objective tests for use in a course in general metal work for high schools. Master's, 1937. Michigan.

583. **Jones, Alicia Lola.** Testing needs in a high-school guidance program. Master's, 1938. Wisconsin.

584. **Jones, Georgiana.** A study to determine the reliability of two different series of printed typewriting tests. Master's, 1937. Michigan.

585. **Lackey, Florence Woodard.** A study of the prognostic value of the MacQuarrie test for mechanical ability in first-year typewriting speed. Master's, 1938. Okla. A. and M. Coll.

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

586. **Marshall, M. V.** The validity of the Stanford scientific aptitude test. Journal of educational research. (Franklin and Marshall college)

Compares the marks on the test of 18 seniors majoring in science, with their marks in all science courses, professor's ratings. Finds a high correlation between the Stanford scientific aptitude test and the marks in science courses and professors' ratings.

587. **Nickel, Arthur Horace.** A survey study of aptitudes and aptitude testing. Master's, 1938. Wisconsin.

588. **Morris, Charles McD.** An experimental analysis of certain performance tests. Doctor's, 1938. New York.

589. **Norlin, Alvin P.** A comparative study of the results of a first semester test of typewriting students taught under full-time supervision and part-time supervision in schools with less than 200 students. Master's, 1937. Michigan.

590. **Pang, Madonna.** Selective tests for power machine operating in a vocational high school. Master's, 1937. Columbia.

591. **Roland, Mary Catherine.** A comparative study of performance on the I. E. R. girls assembly test at various mental ages. Master's, 1937. Columbia.

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

593. **Scott, M. J.** Devising a farmer's interest test. Master's, 1938. Washington Univ. 71 p. ms.

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

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

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

595. **Starbuck, Edmund O.** Short-cut scoring of the Strong vocational interest blank. Master's, 1938. Ohio State. 57 p. ms.

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

596. **Torno, William H.** The construction of an industrial arts achievement test in woodworking. Master's, 1938. Mass. St. Coll. 125 p. ms.

597. **Werrell, Angus J.** A study to develop an employment procedure through job analysis and job specifications. Master's, 1938. Colo. St. Coll. 90 p. ms.

Applies job-analysis sheets to 32 jobs in the Gates rubber company, Denver, and uses the sheets to measure applicants for jobs.

RESEARCH, EDUCATIONAL

TECHNIQUES

598. **Atkinson, Arthur M.** Critical analysis of research techniques in educational measurements, educational administration, history of education, and higher education. Doctor's, 1938. Pittsburgs. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researchas in progress, and bibliography of publications, 14: 13–21)

Analyzes research techniques which have been used in the fields of educational measurements, educational administration, history of education, and higher education. Attempts to find the recurrent problems and techniques used in each of the fields; to identify the major types of research; to analyse the nature of the data and the techniques used in their collection; to analyse the techniques employed in treating the data and to indicate the extent to which each of these techniques is utilized in the various major types of research; and to indicate the influence of criticism on the techniques of research. Analyzes 540 doctors' dissertations and 150 magazine articles; the dissertations were from all of the

universities recommended by the American association of universities as superior for educational research. Finds that although certain specific techniques are used more frequently in one type of research than in another, there is a tremendous amount of overlapping among the various types as far as specific types are concerned. Recommends that when research methods are being considered, emphasis be placed on the specific techniques rather than on the general type of research.

599. Geer, Richard Wilson. An evaluation of physical education theses. Master's, 1938. Southern California.

600. Metcalf, John Calvin. The doctorate in Southern universities. Charlottesville, University of Virginia, 1937.

601. Taber, Gertrude Josephine. A critical analysis of research techniques in five fields of education as presented in doctors' dissertations. Doctor's, 1938. Pittsburgh (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 292–300)

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

602. Tirey, Robert E. A study of opinions as to the value of the master's thesis as held by graduates of Indiana state teachers college. Master's, 1937 Ind. St. T. C. 33 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 182–83, July 1938)

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

REPORTS

603. Barlow, James Forace. Subject bibliography of masters' theses in the Department of physical education of George Peabody college. Master's, 1938. Peabody. 130 p. ms.

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

†604. Capps, A. G. *and* Clements, H. M. Abstracts of dissertations in education accepted by the University of Missouri. Columbia, University of Missouri, 1938. 59 p. (University of Missouri bulletin, vo. 39, no. 19. Education series, 1938, no. 85)

Abstracts all of the dissertations accepted for the doctoral degree from 1916–1938, inclusive.

†605. Chicago. University. Register of doctors of philosophy, June 1893–April 1938. Chicago, 1938. 207 p. (Announcements, vol. 38, no. 14)

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

†606. Clark university. Abstracts of dissertations and theses, 1938, vol. 10. Worcester, Mass., 1938. 163 p. (Clark university bulletin, no. 140)

†607. Colorado. University. Abstracts of theses and reports for higher degrees, 1938. Boulder, 1938. 188 p. (University of Colorado bulletin, vol. 38, no. 19. General series, no. 423. University of Colorado studies, vol. 26, no. 1)

†608. Columbia university in the City of New York. Masters' essays, 1937. New York, Columbia university press, 1937. 43 p.

609. **Davis, Donald Albert.** Analysis of master's theses in education, Duke university, 1934–1938. Master's, 1938. Duke. 106 p. ms.

Analyzes 150 theses on 19 characteristics.

610. **Doyle, Henry Grattan.** Doctors' degrees in modern foreign languages, 1933–34. Modern language journal, 22: 456–59, March 1938. (George Washington university)

611. ——— Doctor's degrees in modern foreign languages, 1937–38. Modern language journal, 23: 53–58, October 1938. (George Washington university)

†612. **East Texas state teachers college.** Graduate studies (abstracts) 1937–38. Commerce, 1938. 28 p. (Bulletin, vol. 21, no. 5)

Abstracts masters' theses presented by students in 1937–38 in partial fulfillment for the degree of master of arts or master of education, some of which were listed in the Bibliography of research studies in education, 1936–37, Office of Education Bulletin, 1938, no. 5.

†613. **Fordham university.** Dissertations accepted for higher degrees in the Graduate school. New York city, 1938. 94 p.

All of the doctors' dissertations and most of the masters' theses on education were listed in the Bibliography of research studies in education, 1936–37, Office of Education Bulletin, 1938, no. 5

614. **Fraedrich, Vivian Ruth.** An evaluation of physical education theses. Master's, 1938. Southern California.

†615. **Gilchrist, Donald G.** Doctoral dissertations accepted by American universities, 1937–38, compiled for the Association of research libraries, New York, The H. W. Wilson company, 1938. 109 p (no. 5)

†616. **Harrison, Margaret Willgoose,** *comp.* List of doctoral dissertations in history now in progress at American universities, December 1938. Washington, D. C., Carnegie institution of Washington, 1939. 66 p.

†617. **Indiana state teachers college.** Abstracts of unpublished masters' theses, Indiana state teachers college, 1938. Teachers college journal, 9: 175–95, July 1938.

†618. **Iowa. University.** Programs announcing candidates for higher degrees, 1938. Iowa City, 1938. u. p. (University of Iowa studies, new series, no. 360. Series on aims and progress of research, no. 57)

†619. **Kansas. University.** Graduate research studies in education. Bulletin of education, 4: 31–41, March 1938.

Lists the authors and titles of doctors' dissertations from 1920–1937 and the authors and titles of masters' theses from 1896–1937.

†620. ——— Reviews of masters' theses. Bulletin of education, 4: 24–30, March 1938.

Gives brief abstracts of some of the theses completed within the past 2 years.

†621. **Lehigh university.** Abstracts and bibliography of the published work of the members of the faculty, Lehigh university, 1935–37. Bethlehem, Pa., 1938. 64 p. (Lehigh university publications, vol. 12, no. 1. Institute of research. Circular no. 136. Annual abstract no. 1)

†622. **Louisiana state university.** Abstracts of theses, regular session, 1936–37, summer session, 1937. University, 1938. 130 p. (University bulletin, vol. 30 N. S., no. 3)

Some of the dissertations and theses listed were previously reported, and were included in the Bibliography of research studies in education, 1936–37, Office of Education Bulletin, 1938, no. 5.

†623. **New York state college for teachers.** Masters' theses, 1933–1937: an annotated bibliography. Albany, 1938. 62 p. (Official register, vol. 33, no. 4)

Many of these theses have been listed in earlier numbers of the Bibliography of research studies in education.

†624. **New York university.** School of education. Abstracts of theses submitted in partial fulfillment of the requirements for the degrees of doctor of philosophy and doctor of education, February–June, 1938. New York, 1938. 167 p.

†625. **Northwestern university.** Summaries of doctoral dissertations submitted to the Graduate school of Northwestern university in partial fulfillment of the requirements for the degree of doctor of philosophy June–August, 1937. Chicago, 1938. 285 p. (Vol. 5)

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

†626. **Ohio state university.** Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1937. The graduate school, Columbus, 1937. 338 p. (Abstracts of doctors' dissertations, no. 24)

Some of these dissertations were listed in the Bibliography of research studies in education, 1936–37, Office of Education Bulletin, 1938, no. 5.

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

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

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

†630. ——— Directory of those granted the degree of doctor of philosophy by the Ohio state university. The graduate school. Columbus, 1938. 145 p. (Ohio state university no. 8)

Gives the names, fields of specialization, and dissertation titles of all those upon whom the degree has been conferred up to July 1938; gives positions and addresses wherever known.

†631. **Pennsylvania state college.** Abstracts of studies in education at the Pennsylvania state college, part 8 (1938). State College, 1938. 47 p. (Pennsylvania state college. Studies in education, no. 21)

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

†632. **Pittsburgh. University.** Abstracts of theses, researches in progress, and bibliography of publications, vol. 14, 1938. Pittsburgh, 1938. 494 p. (University of Pittsburgh bulletin, vol. 35, no. 1)

†633. **South Atlantic modern language association.** Thesis supplement: theses in English and modern foreign languages accepted in the colleges of North Carolina, South Carolina, Georgia, Florida, and Alabama, 1917–1937. Chapel Hill, N. C., 1938. 15 p. (South Atlantic bulletin, vol. 4, no. 1s)

†634. **Southern Methodist university.** Abstracts of theses: masters' degrees in the Graduate school, no. 5. Dallas, Texas, 1938. 44 p.

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

†635. ——— Abstracts of theses: masters' degrees in the Graduate school, no. 6. Dallas, Tex., 1939. 51 p.

†636. **Stanford university.** Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, with the titles of theses accepted for the degrees of master of laws, engineer, master of education, and master of arts, 1937–38. Stanford University, California, 1938. 163 p. (Stanford university bulletin, vol. 13. Sixth series, no. 72)

†637. **Tulane university of Louisiana.** Graduate school. Titles of theses, 1885–1937. New Orleans, 1939. 31 p.

†638. **U. S. Library of Congress.** A list of American doctoral dissertations printed in 1936, received in the Catalog division from January 1936 to September 1937, with supplement to earlier lists, prepared by Mary Wilson MacNair and Margaret Neal Karr. Washington, U. S. Government printing office, 1938. 416 p.

†639. **University microfilms.** Microfilm abstracts: A collection of abstracts of doctoral dissertations which are available in complete form on microfilm. vol. 1, no. 1. Ann Arbor, 1938. 82 p.

†640. **Virginia. University.** Abstracts of dissertations accepted in partial fulfilment of the requirements for the degree of doctor of philosophy, 1937. Charlottesville, 1937. 108 p.

Includes a list of masters' theses completed during 1937.

†641. ——— Abstracts of dissertations accepted in partial fulfilment of the requirements for the degree of doctor of philosophy. 1938. Charlottesville, 1938. 119 p.

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

CURRICULUM STUDIES

642. **Alexander, Charles Edwin.** Enriching the program of studies of the small high school. Master's, 1938. Wyoming. 81 p. ms.

643. **Andrews, Bonnie Florence.** The factor of authority in determining curricula and courses of study in secondary schools as shown in legislation. Doctor's, 1938. California.

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

644. **Cary, Miles Elwood.** Integration and the high-school curriculum. Doctor's, 1937. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctors' dissertations, no. 25: 75–84)

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

645. **Caughman, J. M.** Newer practices in developing the secondary curriculum. Master's, 1938. Peabody. 102 p. ms.

*646. Connole, *Rev.* Roger Joseph. A study of the concept of integration in present-day curriculum making. Doctor's, 1937. Catholic Univ. Washington, D. C., Catholic university of America, 1937. 117 p.

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

647. Couey, Fred William. Certain guide-lines for relating a junior high-school curriculum to pupil personnel. Doctor's, 1938. Washington. 187 p. ms

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

648. Edwards, William Thomas. A reconstructed curriculum guide for the promotion of educational insight. Doctor's, 1938. Ohio State.

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

649. Garnett, Eleen A. A survey of student evaluation of curricular offerings and curricular needs in the Peekskill senior high school. Master's, 1937. N. Y. St. Coll. for Teach.

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

650. Hart, Corinne. An effort to determine the extent to which the present curriculum meets the needs of the Eureka high school. Master's, 1938 Okla. A. and M. Coll.

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

†651. Hendrickson, Andrew. Adult education courses of study: an appraisal. New York, Teachers college, Columbia university, 1938. 27 p. (Occasional papers on adult education, no. 1)

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

652. Hernick, Michael E. High-school curriculum-making procedures in Maryland. Master's, 1937. Duke. 141 p. ms.

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

*653. Kambour, George Constantine. Provisions for the enrichment of the curriculum of small Massachusetts high schools. Master's, 1938. Boston Univ. 73 p. ms.

Attempts to analyse and summarize the current problems which the small secondary schools face, and provisions for their solution as advocated by recognized authorities. Analyses returns from a check list sent to the principal of each of the 109 secondary schools of Massachusetts located in towns of 5,000 population or less. Shows that the 4- and the 6-year schools used alternation of subjects for enrichment of the curriculum; that 7 of the 91 schools whose replies were received use the practice of scheduling related classes for the same class period, the same room, and the same teacher; that 13 schools use supervised correspondence study; that half of the 6-year schools and slightly more than one-quarter of the 4-year schools use the unit assignment as a method of instruction; that

the practice of engaging itinerant personnel is fairly common in small schools; and that 6 of the schools report the cooperative ownership of itinerant material, i. e., motion picture projector.

654. **Lewis, Russell T.** A graphic analysis of integration possibilities in the tentative course of study, grades 1-6. Master's, 1938. Southwest Texas St. T. C. 39 p. ms.

655. **McCaskill, James Lane.** Procedure for determining the curricula for a public junior college. Master's, 1938. Peabody. 68 p. ms.

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

656. **Millar, Janet Marshall.** A consideration of principles basic to a program of secondary curriculum revision. Master's, 1938. Wisconsin.

657. **Musselwhite, Lloyd Pace.** Establishment of centers of interest and allocation of problems of life to grade level. Master's, 1937. Mississippi. 132 p. ms.

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

658. **Nock, Rupert A.** Curriculum for the eleventh grade of a small Massachusetts high school. Master's, 1938. Boston Univ. 120 p. ms.

*659. **Patty, William L.** A study of mechanism in education: An examination of the curriculum-making devices of Franklin Bobbitt, W. W. Charters, and C. C. Peters from the point of view of relativistic pragmatism. Doctor's, 1936. T. C, Col. Univ. New York, Teachers college, Columbia university, 1938. 183 p. (Contributions to education, no. 739)

660 **Perry, C. E.** A curriculum for southeast Portland schools. Master's, 1938. Oregon.

661. **Phelps, Victor.** Planning a program of curriculum study for a city elementary school. Master's, 1938. Oregon.

662. **Poe, Lillian Field.** A teacher's guide for organizing instruction. Master's, 1938. Peabody. 107 p. ms.

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

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

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

*664. **Shearer, Allen Everett.** Procedures in curriculum revision programs of selected states. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 10 p. (Abstract of Contribution to education, no. 200)

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

665. **Slockbower, Edward Windsor.** A course of study for grades one to six in New Mexico schools. Master's, 1938. Colo. St. Coll. of Ed.

666. **Steele, *Sister* Mary Coletta.** A comparative study of the curricula in the elementary public schools of Connecticut during the periods 1838–1890, and 1890–1938. Master's, 1938. Fordham.

667. **Storms, J. Roy.** Trends in subjects offered and pupil registration in those subjects in New Mexico high schools. Master's, 1938. New Mexico. 67 p. ms.

668. **Swift, George A.** Developing a junior high school curriculum at Holton, Kansas. Master's, 1938. Kansas. 192 p. ms.

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

669. **Tracy, Walter E.** Curriculum adjustment in the elementary schools of Wyoming. Master's, 1938. Wyoming. 108 p. ms.

670. **Wake, Orville Wentworth.** Ability of teachers to interpret the new Virginia curriculum. Master's, 1937. Duke. 139 p. ms.

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

671. **Walker, Alva Alson.** A comparative study of state organizations for curriculum study in the southern states. Master's, 1938. Louisiana State. 174 p. ms.

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

672. **West, Phebe.** An educational program for an Aleut village school. Master's, 1938. Washington. 129 p. ms.

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

673. **Whitwell, Charles Garland.** The development of the curricula in the public schools of the Philippine Islands. Master's, 1938. Texas.

674. **Williams, Robert Leroy.** Problems involved in developing a functional course of study. Master's, 1938. Texas.

675. **Wilson, Irl Clifford.** A curriculum survey of the William McKinley junior high school of Los Angeles with recommendations for improvements. Master's, 1938. Southern California.

READING

*676. Adams, Phyllis Mona. A study of individual differences in fourth grade reading. Master's, 1938. Boston Univ. 51 p. ms.

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

677. Adams, Willie Belle. Diagnosis and treatment of reading disabilities of seven elementary school pupils. Master's, 1938. Okla. A. and M. Coll.

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

678. Alcott, Vincént P. A report of diagnosis in reading conducted in grades 1, 2, and 3, Horicon public schools. Master's, 1938. Wisconsin.

679. Alderman, Everett. The effect of size of type on speed of reading and the determination of various factors that may influence the results. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14 : 7–12)

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

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

681. Anderson, Bessie Maxwell. Relation of attitude towards reading to progress in reading. Master's, 1938. Peabody. 36 p. ms.

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

682. Anderson, Don Edwin. The relation between reading accomplishment and mental maturity. Master's, 1938. Southern California.

683. Andrews, Gunby Houston. An experiment to improve the reading ability of a group of retarded children of the fifth grade. Master's, 1938. Texas.

684. Anto, Delphine M. The effect of high vocabulary rating on the comprehension of children's reading. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14 : 360–61)

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

685. **Bailey, Eugene C.** The effect of the ordinary and the readerless methods of instruction on the teaching of intermediate grade reading. Master's, 1937. Duke. 148 p. ms.

686. **Banks, Benjamin.** A study of certain aspects of vocabulary research: spoken vocabulary, word meanings, vocabulary tests. Master's, 1938. Temple. 152 p. ms.

687. **Benner, William Raymond.** Identification and remedial instruction of pupils showing reading difficulties. Master's, 1938. Temple. 47 p. ms.

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

*688. **Bennett, Chester Clarke.** An inquiry into the genesis of poor reading. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 139 p. (Contributions to education, no. 755)

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

689. **Bergeron, H. J.** A study of multiple group and a single group method of instruction in first-grade reading. Master's, 1937. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 30 N. S., no 3:94)

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

690. **Bevans, Lloyd E.** Phonics in primary reading (what to teach—grades 1 and 2). Master's, 1938. Iowa. 173 p. ms.

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

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

692. **Bordelon, Wilmore Joseph.** The use of recognized methods for stimulating, elevating, and making permanent interest in free reading. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3:94)

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

693. **Bost, Charles Edward.** A study of the reading abilities and disabilities of 955 fourth-grade pupils in 20 schools of Springfield, Ohio. Master's, 1938. Wittenberg. 161 p. ms.

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

694. **Brady, Mary C.** A study of the reading disabilities of 27 elementary school children. Master's, 1938. N. Y. St. Coll. for Teach. 69 p. ms.

695. **Breidenstein, Charlotte Anita.** To note the effect of special units of instruction on reading ability of seven pupils in grade seven of University high school in 1937–38. Master's, 1938. Michigan.

*696. **Burns, Barbara.** A diagnostic study of reading difficulties in fourth grade. Master's, 1938. Boston Univ. 56 p. ms.

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

697. **Byrnside, David S.** A comparative study of reading attainment in free reading and formal reading program. Master's, 1938. Louisiana State. 73 p ms.

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

698. **Campa, Ruth Miller.** The evaluation of two procedures in preparing children to read. Master's, 1938. Alabama.

699. **Carver, Dorcas E.** A study of the growth in reading as shown by tests. Master's, 1938. Florida.

700. **Cavanaugh, Hilda.** Reading readiness. Master's, 1938. Wisconsin.

701. **Cavanaugh, Mildred R.** A survey of unpublished reading vocabulary studies from the first to the sixth grade. Master's, 1938. Temple. 345 p. ms.

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

702. **Chapman, Carrie S.** A study of the reading ability of special class pupils. Master's, 1938. Oregon.

703. **Cornell, Bernice.** An experiment with a seventh-grade class in remedial reading based on correlation with the content subjects. Master's, 1937. Michigan.

704. **Cumbee, Carroll Fleming.** A study of the reading tendencies of a selected group of children. Master's, 1938. Florida.

705. **Deal, Hazel Marion.** The development of reading readiness since 1900. Master's, 1938. Georgia. 106 p. ms.

*706. **Elivian, Jeanette.** Word perception and word meaning in silent reading in the intermediate grades. Master's, 1938. Boston Univ. 51 p. ms.

Describes an experiment in which tests were devised and administered to 126 children in the fifth and sixth grades to determine whether they could recognize words they did not know; could gain meanings from the context; to determine sex differences in the ability to find unknown words and to find the meanings in the context; to find the relation of these abilities to the different levels of reading achievement; and to determine the growth which took place in the giving of four practice tests Finds the children generally unable

to recognise words they did not know; ability to use context definitions to derive word meanings is not well developed; ability to use context to derive meanings improved markedly with reading ability; sex differences in these abilities were slight; and the amount of improvement in four practice tests was negligible for each of the skills tested.

707. Ellzey, Rose C. A comparative study of the reading ability of French-speaking and Spanish-speaking pupils in the elementary grades. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 34–35)

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

708. Everitt, Bonnie Dean. A critical study of the Texas first-grade reading program. Master's, 1938. Texas.

709. Finlayson, John L. The effectiveness of remedial instruction in reading in the Waller high school, Chicago. Master's 1938. Michigan.

*710. Friar, Ethel H. The psychology of non-readers. Doctor's, 1938. New York. 110 p. ms.

Tests 39 non-readers in a New York City school to find the nature and causes of their reading difficulties. Finds that each non-reader must be tested individually; that there are several factors responsible for reading difficulties in each case; that these pupils need more oral and phonetic work, and need to increase their speed of reading; that remedial teaching should begin immediately; and that more seventh- and eighth-grade pupils failed to reach the norms than did pupils in the first through the third grades.

711. Gilbert, H. M. A study of reading ability and teachers' marks. Master's, 1938. North Carolina.

712. Gill, Lela Merres. A program for fifth and sixth grade reading. Master's, 1938. Ind. St. T. C. 165 p. ms. (Abstract *in:* (Indiana state teachers college. Teachers college journal, 9: 180, July 1938)

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

†713. Gray, William S. *and* Holmes, Eleanor. The development of meaning vocabularies in reading: an experimental study. Chicago, University of Chicago, 1938. 140 p. (Publications of the laboratory schools of the University of Chicago no. 6)

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

714. Guthrie, Paul Lawrence. A study of certain reading skills in grades 4, 5, and 6. Master's, 1938. Indiana. 66 p. ms.

715. Hale, Louise Kent. Construction of reading material in games by children of grades 3 and 4. Master's, 1938. Iowa.

716. Hamilton, Mary Evelyn. The relationship of reading comprehension and speed to student success in the Lexington, Virginia, high school. Master's, 1938. South Carolina. 40 p. ms.

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

718. **Harvin, Ila Maria.** A county wide study of activities used to develop reading readiness. Master's, 1938. Peabody. 78 p. ms.

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

719. **Harris, Viva Emba.** Teaching Corpus Christi beginners through first grades to read with a critical analysis of objectives, materials, methods, and procedures in the light of modern theory and practices. Master's, 1938. Tex. Coll. of Arts and Ind. 71 p. ms.

720. **Heflin, H. B.** A comparison of two methods of remedial reading instructions. Master's, 1938. Peabody. 92 p. ms.

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

721. **Honsinger, Richard W.** Case studies of a remedial reading program in an elementary school. Master's, 1937. St. Coll. of Wash. 75 p. ms.

722. **Hopkins, Lenore Livingston.** An experimental study of the use of visual aids in the teaching of beginning reading. Master's, 1938. Southern California.

723. **Hopkins, Walter C.** The relation of reading ability to scholastic achievement and the effects of remedial reading in the ninth grade. Master's, 1938. Wittenberg. 48 p. ms.

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

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

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

725. **Inness, Marjory.** A statistical analysis of the effect of word content versus the situation on stuttering during oral reading. Master's, 1938. Iowa.

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

727. **La Fetra, Edgar Curray.** An experimental investigation of the improvement in reading ability of a low group B8 class. Master's, 1938. Southern California.

*728. **Lamport, Harold Boyne.** A history of the teaching of beginning reading. Doctor's, 1935. Chicago. Chicago, University of Chicago libraries, 1937. 113 p.

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

Describes an experiment in which the paragraph sections of Form A of the Nelson-Denny reading test were used to measure hearing comprehension, and the comparable part of Form B was used, to measure reading comprehension of 156 freshmen, 8 sophomores, and 1 junior selected at random from the University's freshman speech classes. Concludes that comprehension is a centrally determined function, operating, generally, quite independently of the mode of presentation of the material.

730. **Lefever, Viola Helen.** An analysis of professional literature relating to free reading in the junior high school. Master's, 1938. Southern California.

731. **LeHew, Helen.** Imagery characteristics of retarded and accelerated readers. Master's, 1938. Washington Univ. 94 p. ms.

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

732. **McCallister, Mabel.** A comparison of two methods of teaching reading to extreme reading disability cases. Master's, 1938. Washington Univ. 107 p. ms.

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

*733. **Mann, Gilbert Chauncey.** Administering a corrective reading program in ninth-grade English classes of a small high school. Master's, 1938. Boston Univ. 195 p ms.

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

734. **Manor, Bertie.** Relation between reading and activities in a first-grade program. Master's, 1938. Peabody. 75 p. ms.

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

735. **Messenger, Thomas William.** A program of remedial reading in the ninth grade based on reading difficulties encountered in general science. Master's, 1938. Iowa. 53 p. ms.

736. **Michel, Gladys Rosa.** A study of the reading errors of a selected group. Master's, 1938. Stanford. 104 p. ms.

737. **Morgan, David Hitchens.** Motor factors in reading: a cinemanalysis of eye movements of identical and like-sex fraternal twins in reading prose. Doctor's, 1938. California.

Compares the reading performance as shown by rate of reading, ocular progressions, total regressions, fixations, and average pause duration of 35 pairs of identical and 33 pairs of fraternal twins selected from 102 pairs in grades 3 through 10. Finds that on all the measures except regressive movements, both groups of twins yielded significant inter-pair correlations; that the curves of pair differences revealed a similarity greater in the identical group than in the fraternal for rate of reading and average pause duration.

738. **Most, Ida Dorothy.** The established scientific aids for the supervision of reading in the first six grades. Master's 1937. St. Coll. of Wash. 68 p. ms.

*739. **Neeb, Marie Marguerite.** The prognosis of success in 1A reading. Master's, 1937. George Washington. 44 p. ms.

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

740. **Nicholson, Novella Hartley.** An investigation to determine the relative value of systematic and incidental instruction in seventh-grade reading. Master's, 1938. Southern California.

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

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

742. **Ogg, Helen Loree.** A critique of the oral and silent reading of poetic literature. Doctor's, 1938. Southern California.

743. **Page, Princessa.** A critical study of the aims, values, and techniques of remedial reading in secondary schools Master's, 1938. Southern California.

744. **Paul, Jeff P.** A study of the relationship between the entrance age of first-grade pupils and teachers' marks in reading, and promotions in Avoyelles parish, 1934–37. Master's, 1938. Louisiana State. 20 p ms.

Indicates that the age of pupils making the best record was slightly under 6½ years, that pupils just under 7 scored second best, and that the groups 6 years and under were comparatively weak

745. **Peterson, E. E.** A study of the effect of the use of *Better study habits* by Salisbury on reading comprehension and reading rate. Master's, 1938 Michigan.

746. **Poindexter, James Edward.** A study of the size of the basic recognition vocabularies of a group of Emory university students. Master's, 1938. Emory. 77 p. ms.

Computes the size of the vocabulary of the members of a group of 46 persons, and compares the relative accuracy of various methods of testing the size of reading or recognition vocabularies Finds that the mean size of recognition vocabulary is 60,759 words, which is about the average for college students; that there is a tendency for mean vocabulary size to increase with advancement in class standing in college about 2,000 words a year; that students score higher on multiple choice tests than on any of the three subsidiary tests; and that there is a definite correlation between multiple choice scores and each of the three subsidiary scores which measure recognition vocabulary.

747. **Porter, Willis Putnam.** A study of the reading progress of one class of beginning readers. Master's, 1938. Iowa. 214 p. ms.

†748. **Rinsland, Henry D.** *and* **Moore, James H.** The vocabulary of elementary school children of the United States. Norman, University of Oklahoma, 1938. 46 p. ms. (Works progress administration of Oklahoma, project 465–65–3–37)

749. **Ritter, Esther.** Remedial treatment of oral reading difficulties in the junior and senior high schools. Master's, 1938. Southern California.

750. **Robinson, Joseph Cook.** A comparative study of two methods of grouping for reading instruction. Master's, 1938. Southern California.

751. **Sampson, Sarah I.** An evaluation for the teaching for efficiency in reading, arithmetic and spelling in a third-grade class. Master's, 1938. Ohio State. 126 p. ms.

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

*752. Schlegel, Albert G. W. An experiment to determine the relative effectiveness of two different types of supplementary reading materials in the intermediate grades. Doctor's, 1935. Penn. State. State College, Pennsylvania state college, 1937. 42 p. (Pennsylvania state college. Studies in education, no. 18)

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

754. Shoulders, William B. A study of a program of extensive-intensive reading in grades 4, 5, 6, 7, and 8. Master's, 1938. Tennessee. 94 p. ms.

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

755. Simpson, Wendell H. A course in reading for liberal arts graduates who wish to supervise an elementary school. Master's, 1938. N. Y. St. Coll. for Teach. 144 p. ms.

756. Slater, Lillian. An investigation of reading disability in the ninth grade of a central rural school. Master's, 1938. N. Y. St. Coll. for Teach. 106 p. ms.

757. Slimer, Gertrude. Trends in reading objectives in the upper elementary grades. Master's, 1938. Peabody. 135 p. ms.

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

758. Sloan, Elsie Janette. Overlapping of reading abilities in Edwardsville high school. Master's, 1938. Washington Univ. 62 p. ms.

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

*759. Smith, Esther M. Tachistoscope studies of word-perception abilities in the second grade. Master's, 1938. Boston Univ. 83 p. ms.

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

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

*761. Smith, Gertrude Bain. Word mastery of first-grade children. Master's, 1937. George Washington. 43 p. ms.

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

762. Smith, Jane Elizabeth. A case study investigation of factors related to reading ability for 30 first-grade children. Master's, 1938. Iowa. 133 p. ms.

*763. Smith, Mary Elizabeth. An investigation of six possible factors in word difficulty. Master's, 1938. George Washington. 35 p. ms.

Analyzes the 10,000 words in Thorndike's *Teachers' word book* to determine the percentage of consonants and vowels, tall letters, tall and descending letters, ratio of syllables to letters, ratio of syllables to words, and average number of letters per word; and analyzes 1,000 words from one book for each grade from the first through the sixth. Finds that three factors included in this analysis showed no, or a negligible, relationship to word difficulty, and that the other three factors were associated with word difficulty. Shows that grade placement must be based not only on the relative difficulty of single words, but also on interest factors, sentence structure, and other factors.

†764. Smith, Nila Banton. Remedial instruction in reading with college freshmen. Bloomington, Indiana university, 1938. 35 p. (Bulletin of the School of education, vol. 15, no. 1)

Describes an experiment conducted during the school year 1937–38, with 21 students at Indiana university who were receiving financial aid through the National youth administration, to determine the possibilities of improving the reading ability of good readers as well as of poor readers. Shows that students who were given remedial instruction made substantial gains in all of the aspects of reading measured by the Iowa silent reading tests, and the Minnesota reading examination for college students; that students who were the best readers at the beginning of the experiment made the greatest total gains in both comprehension and speed as a result of their course in remedial instruction. Shows a wider difference in gains between the high group and the middle group than between the middle group and the low group.

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

Attempts to determine what effect recall tests have on retention of facts which children acquire through reading, when the materials and the methods of study are similar to those used in classroom situations. Divides 3,605 sixth-grade pupils, representing 91 elementary schools in 9 school systems, into 10 groups; uses 2 of these groups to obtain information on previous knowledge and the effect of immediate test repetition; uses the other 8 groups to obtain data on retention. Shows that retention benefited significantly from recall. Suggests the use of immediate recall tests as one means of aiding retention in the elementary school.

766. Sterling, Helen Winfield. A comparison of basic factors in reading patterns with intelligence. Master's, 1938. Peabody. 23 p. ms.

Finds that the less intelligent children make significantly more regressions than the more intelligent pupils.

767. Stipe, Agnes Amy. A study of the effects of remedial training on the reading comprehension maturity of college freshmen. Master's, 1938. Iowa.

*768. Sullivan, *Sister* Mary Christina. A phonetic analysis of the new Gates' primary reading vocabulary. Master's, 1937. Catholic Univ. Washington, Catholic education press, 1938. 47 p. (Catholic university of America. Educational research monographs, vol. 11, no. 2)

769. Wallace, *Mrs.* Mary Yeater. The improvement of reading in the primary grades of Smith county schools. Master's, 1938. Texas.

770. Ward, Oneta Askew. Maladaptations in reading. Master's, 1938. Emory. 106 p. ms.

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

771. **Warren, Arthur Bertrand.** The effect of acrophobia on the reading habit. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 161–63)

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

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

773. **Whittaker, Bernice.** A professionalized study of the teaching of elementary reading. Master's, 1938. Tennessee. 244 p ms.

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

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

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

HANDWRITING

775. **Ashton, Recene V.** A study of illegibilities in handwriting. Master's, 1938. Iowa. 68 p. ms.

776. **Grabill, Gladys B.** A comparative study of supervised and unsupervised handwriting. Master's, 1938. Southern California.

777. **Myers, Eugene Ekander.** A beginning course in lettering Master's 1938. North Dakota.

778. **Nugent, John Joseph, *jr.*** Experimental study in bilateral transfer in the case of handwriting Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 154–56)

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

*779. **Rowley, Florence.** Motor coordination in the field of handwriting. Master's, 1938. Boston Univ. 56 p. ms.

Compares speed of handwriting from copy with motor coordination as shown by the results of four motor tests, to determine whether slow handwriting is the result of low muscle coordination. Describes an experiment in which tests were given to 209 children in grades 4, 5, and 6. Indicates that low motor coordination is not the cause of slow handwriting.

780. **Sherman, Eva Edith.** An experimental investigation of the modifiability of slant in the handwriting of elementary school pupils. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 420–21)

Describes an experiment conducted with 446 children in the 5B grade of 10 Pittsburgh public schools, divided into experimental and control schools, in which the children in the

experimental schools were given a short lesson analyzing the elements of slant orally with no practice, and the children in the control schools were allowed to practice writing instead of having an oral lesson. Shows that the children in the experimental classes showed consistent gains between sample one and sample two of their handwriting, whereas the children in the control classes did not make a positive gain.

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

SPELLING

782. **Barker, Thomas.** A spelling list for grades seven and eight from the Oklahoma WPA list of children's words. Master's, 1938. Oklahoma. 109 p. ms.

783. **Billingslea, Edith Ellen.** A spelling list for the sixth grade from the Oklahoma WPA list of children's words. Master's, 1938. Oklahoma. 84 p. ms.

784. **Cajero, Manuel.** Study of spelling difficulties. Master's, 1938. Arizona St. T. C. 38 p. ms.

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

785. **Crews, Inez Smith.** A comparison of the test-study method with the informal-functional method of teaching spelling to third-grade pupils. Master's, 1938. Southwest Texas St. T. C. 38 p. ms

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

786. **Dinsmore, Robert Louis.** An analysis of certain fifth-grade spelling errors. Master's, 1938. Colo. St. Coll. of Ed.

787. **Engelhardt, *Sister* M. Veronica.** The influence of the degree of difficulty of the interpolated activity on the amount of retroactive inhibition. Master's, 1938. Catholic Univ. 18 p. ms.

Describes an experiment conducted with 635 children from the third, fourth, sixth, and seventh grades to determine the influence of degree of difficulty of the interpolated material on the amount of retroactive inhibition, using for original learning a serial list of verbs taken from the first 1,500 words of Thorndike's *Teachers' word book*, and for interpolated activity, lists of spelling words selected from the Iowa spelling scales Notes retroactive inhibition in all experimental groups. Concludes that degree of difficulty is a qualifying factor in its influence on retention and that as the difficulty of the interpolated learning increases, the degree of retroactive inhibition decreases

788. **Good, Raymond K.** A comparison of three methods of testing in spelling. Master's, 1937. Michigan.

789. **Mires, Lassa Iona.** A spelling list for the second grade from the Oklahoma WPA list of children's words. Master's, 1938. Oklahoma. 61 p. ms.

790. **Norvell, *Mrs.* Juanita S.** A vocabulary study of the words misspelled by fifth-grade children. Master's, 1938. Texas.

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

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

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

793. Allison, Helen Gould. A year's teaching of ninth-grade English. Master's, 1938. Peabody. 308 p. ms.

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

794. Aubrey, Jane. The composition interests of Ohio state university high-school pupils as exhibited in a free-writing program. Master's, 1938. Ohio State. 250 p. ms.

Analyzes the interests exhibited in the writing of a class of 57 students at the Ohio state university school, during the school years 1932–33 and 1933–34. Compares major and minor interests, boys' interests with those of girls; interests shown during each of the 2 years. Finds that the free-writing program was conducive to growth.

795. Beckham, Carolyn. The history of the teaching of high-school English from 1870 to 1900. Master's, 1938. Stanford. 160 p. ms.

796. Beitelspacher, Norma Katherine. A grammar usage workbook for eleventh- and twelfth-grade pupils. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses, and reports for higher degrees, 1938: 26)

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

797. Bellows, Susie M. Content and form of fourth-grade children's writings. Master's, 1938. Peabody. 44 p. ms.

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

798. Berns, Mayme Elizabeth. A study of levels of English usage. Master's, 1938. Indiana. 194 p. ms.

***799. Blair, Mary Elizabeth.** A study of the types and causes of sentence structure errors made by typical junior high school pupils. Master's, 1938. New York. 63 p. ms.

800. Boutelle, *Mrs.* Margaret W. *and* Maguire, Lillian. Constructions in English which children must learn. Gainesville, University of Florida, 1938.

801. Bowen, Brita Rose. An investigation of subject A English as taught at the University of California at Los Angeles. Master's, 1938. Southern California.

802. Burton, Mary Ada Elizabeth. A year's teaching of English in ninth grade. Master's, 1938. Peabody. 276 p. ms.

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

803. Chamberlen, Frederick T. A comparative survey of the proficiencies in English usage of eighth-grade pupils subjected to the different attitudes held

by two secondary schools toward entering freshmen. Master's, 1938. Southern California.

804. Clark, Isabelle Totten. An analysis of typical projects in English composition in secondary schools. Master's, 1938. Southern California.

†805. Coale, Willis B., Smith, Madorah E., *and* Masuoka, Jitsuichi. Successful practices in the teaching of English to bilingual children in Hawaii. *Washington, United States Government printing office,* 1938. 183 p. (Office of education. Bulletin, 1937, no. 14. Project in research in universities) (University of Hawaii)

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

806. Conrad, Hazel Lois. Syllabus for the teaching of oral English in grade eight. Master's, 1938. Iowa. 78 p. ms.

807. Corbert, Edith Williams. An investigation into the method of teaching grammar. Master's, 1938. Southern California.

*808 Corson, Hazel. Individual differences in the extent and level of the education. Bulletin, 1937, no. 14. Project in research in universities) (Uni- 37 p. ms.

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

809. Crink, Mary Elizabeth. A year's English for the non-academic pupil. Master's, 1938. Wisconsin.

810. Crowley, Margaret Mary. Course of study constancy in English grammar. Master's, 1938. Fordham. 65 p. ms.

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

811. Davis, Bettie Freeman. An experimental evaluation of home work in English composition in first-year high school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 95)

812. Deter, Francis H. The development of thinking through the medium of English teaching. Master's, 1938. Ohio State. 139 p. ms.

813. Dingman, Erwin. A survey of spoken language errors. Master's, 1938. Michigan.

814. Doney, Wesley F. A study of the general language and written composition abilities of seventh-grade pupils in public schools of Wyandotte, Michigan. Master's, 1938. Michigan.

815. Doohen, Nora. A study of prevailing practices in the teaching of tenth-grade English in South Dakota. Master's, 1938. South Dakota. 85 p. ms.

816. **Eckerson, Lois Dorothea.** The estimation of individual differences in the total size of general English recognition vocabulary. Master's, 1938. Southern California.

817. **Fry, Eleanor.** English in the progressive junior high school. Master's, 1938. Oklahoma. 46 p. ms.

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

818. **Gardner, Elizabeth Pearl.** Minimum essentials in English for the ninth grade. Master's, 1938. Ohio Univ. 117 p. ms.

819. **Grider, Marcella Hermine.** A study of the instructional materials used by English teachers in grades 7 to 12 in village and rural consolidated high schools of northeastern Oklahoma. Master's, 1938. Okla. A. and M. Coll.

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

820. **Haas, Virgil Lee.** The English efficiency of college freshmen. Master's, 1938. Kansas St. Coll.

821. **Hanson, Rita Mary.** A critical evaluation of form elements in letter writing. Master's, 1938. Iowa. 115 p. ms.

822. **Hardie, Leonard R. H.** How to teach English expression cooperatively. Master's, 1938. Southern California.

*823. **Hartman, Theo Campbell.** The department of superintendence and the teaching of English, 1865–1937. Master's, 1938. George Washington. 95 p. ms.

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

*824. **Heil, Clinton Franklin.** Predicting success in ninth-year English, algebra, and civics on the basis of seventh- and eighth-year records. Master's, 1938. Penn. State. 38 p. ms.

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

*825. **Henley, Ruth Evelyn.** Comprehension difficulties of various sentence structures. Master's, 1938. Boston Univ. 68 p. ms.

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

826. **Hoffman, Howardine G.** Bilingualism and oral and written expression in fifth-grade children. Master's, 1938. Southern California.

827. **Jackson, *Mrs.* Lucile Prim.** An analysis of the language difficulties of the Spanish-speaking children of the Bowie high school, El Paso, Texas. Master's, 1938. Texas.

828. **Kaapu, Myrtle King.** A study of the influence of Japanese syntax and idiom upon the spoken and written English of a group of ninth-grade pupils. Master's, 1937. Hawaii.

829. **Kennedy, *Sister* Marie Ancilla.** A modern program in English for Catholic high schools. Master's, 1938. Peabody. 908 p. ms.

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

830. **Kinhart, Howard A.** The effect of supervision on high-school English. Doctor's, 1838. Johns Hopkins.

831. **Lawrence, Christine.** A workbook for the correction of English errors. Master's, 1938. Southern California.

832. **McCall, Harlan R.** A survey of the pupils taking English 11 in the Charlotte high school in respect to their grades in English, their intelligence, and their reading ability. Master's, 1938. Michigan.

833. **McPhail, Harry Roderick.** Measured evidences of growth in primary language abilities. Master's, 1938. Iowa. 78 p. ms.

*834. **Maguire, Agatha Catherine Frances.** Three units in eleventh grade English. Master's, 1938. Boston Univ. 96 p. ms.

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

835. **Melton, James O.** An evaluation of a fused program of English and American history with respect to capitalization and punctuation. Master's, 1938. Southern California.

836. **Nowlin, Lela.** An experiment in the use of school publications as laboratory work in English. Master's, 1938. Texas.

*837. **Painter, Florence M.** Children's interests and written information. Master's, 1938. George Washington. 80 p. ms.

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

838. **Pallissard, Rene Louis.** A suggestive procedure for securing and keeping up-to-date related English subject matter in trade and industrial education. Master's, 1938. Okla. A. and M. Coll.

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

839. **Peters, Annie Laurie.** A critical evaluation of a vitalized program of English composition in Bolton high school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 101–102)

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

840. **Phelps, Ella.** English in some consolidated rural agricultural high schools of Michigan. Master's, 1938. Michigan.

841. Rhum, Gordon Julius. A study of how well group instruction in English correctness meets the needs of the pupils at the high-school level. Master's, 1938. Iowa. 72 p. ms.

842. Rudolp, Esther. An English course of study for non-college-going high-school pupils. Master's, 1937. Michigan.

843. Russell, Jean L. A study of the relation of formal and applied grammar as studied in the standard test scores and compositions of ninth-grade students in the Lawrence junior high school. Master's, 1938. Kansas. 47 p. ms.

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

844. Shanahan, *Sister* Mary St. John. The language courses in the secondary schools of the thirteenth century as measured by twentieth century standards. Master's, 1938. Fordham.

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

*845. Shea, Marion Emory. A working plan for the integration of English with the other subjects of the general elementary curriculum at the New Jersey state teachers college at Newark. Doctor's, 1938. New York. 115 p. ms.

Includes a brief sketch of the integration and free expression movements and their application to the practical problems of integrating English with other subjects. Finds that a workable plan is possible which includes a handbook of standards, cooperation among departments, reports from all faculty on student strength and deficiencies, deferred credit plan, and personnel work.

846. Shepherd, Lou A. Suggestions for language lessons (course of study) for 24 weeks. Cedar Falls, Iowa state teachers college, 1938. 31 p. ms.

847. Sherer, Helen Katherine. Means of motivating composition in rural junior high school. Master's, 1938. Ohio State. 89 p. ms.

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

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

849. Smith, Bernard J. A survey of the prevailing practices of teaching ninth-grade English in the high schools of South Dakota. Master's, 1938. South Dakota. 77 p. ms.

850. Smith, John J. A study of some important investigations in the teaching of correct usage and functional grammar. Master's, 1938. St. T. C., Bridgewater. 68 p. ms.

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

851. Smukler, Freda. The language handicap of bilinguals. Master's, 1937. Columbia.

852. Spielman, Esther Frene. Adjectives and adverbs in spontaneous letters of children in grades four, five, and six. Master's, 1938. Colo. St. Coll. of Ed.

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

854. Stafford, Lloyd Albert. An analysis of the spoken vocabulary and sentence usage of prospective teachers. Master's, 1938. Iowa.

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

LITERATURE

856. Bricher, Marie Suzanne. A suggested list of world poetry for heterogeneous groups of children in the junior high school. Master's, 1938. Ohio State. 100 p. ms.

*857. Cerveny, George R. A study of Vernon Louis Parrington's method of literary criticism: Its origin, its content, its influence. Doctor's, 1938. New York. 156 p. ms.

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

858. Christenson, Alfred R. A unit of work correlating American literature and American history. Master's, 1938. Wisconsin.

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

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

*860. Eller, Dorothy May. The development of American Negro poetry and its African background. Master's, 1938. Boston Univ. 109 p. ms.

861. Hague, Anna Catherine. An experiment in contrasted methods of presenting poetry in the ninth grade. Master's, 1938. Colo. St. Coll. of Ed.

*862. Hall, Phyrne Leland. Appreciation units in English literature. Master's, 1938. Boston Univ. 84 p. ms.

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

863. Harrigan, Olive Katherine. Disguise in Shakespeare. Master's, 1937. Boston Univ. 106 p. ms.

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

864. Higbie, Dorothy. Reading T. S. Eliot in high school. Master's, 1937. T. C., Col. Univ. 32 p. ms.

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

865. Hindus, M. M. Factors affecting the evaluative judgments of poetry made by advanced college and postgraduate English students. Master's, 1938. Coll. of the City of N. Y. 68 p. ms.

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

*866. **Howard, Dorothy G. M.** Folk jingles of American children. Doctor's, 1938. New York. 235 p. ms.

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

*867. **Kangley, Lucy.** Poetry preferences in the junior high school. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 153 p. (Contributions to education, no. 758)

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

868. **Kleist, Evelyn Vallory.** Development of appreciation and understanding in young children of poetry. Master's, 1938. Wisconsin.

*869. **Kurke, George S.** The correlation of the educational classics and the junior high school theory and practice. Doctor's, 1938. New York. 272 p. ms.

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

870. **Livingston, Ida.** Fostering social consciousness in high-school pupils through the reading of long prose fiction. Master's, 1938. Ohio State. 128 p. ms.

*871. **Lyons, Mary F.** The development of literature in the Boston public kindergartens. Master's, 1938. Boston Univ. 71 p. ms.

Gives a brief history of the kindergarten movement in Boston, of early literature for children, and of the development of the children's room in libraries. Includes a brief biography of Mother Goose and her songs, of Sara Wiltse and her kindergarten stories. Gives lists of the books, stories, and poems used in the kindergartens during various periods since their founding.

872. **McKay, Jeannette Eilene.** Some aims, methods, and devices in the teaching of literature in the high school. Master's, 1938. Ohio Univ. 86 p. ms.

873. **McKellan, Isabelle E.** A program of study for a class in eighth-grade literature in the Grosse Pointe high school, Grosse Pointe, Michigan. Master's, 1938. Michigan.

874. **Marshall, Frances.** The selection and use of contemporary short stories in the senior high school literature program. Master's, 1938. Ohio State. 117 p. ms.

875. **Mays, Jessie B.** The development of children's poetry in the primary grades since 1700. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 19–20)

Traces the historical background of children's poetry from the time of the Greeks and Romans to the eighteenth century. Surveys briefly the children's poetry found in American primary textbooks since the time of the New England primer; and studies 15 second-grade readers published from 1929 to 1938 to determine whether or not the amount of poetry in primary textbooks is being reduced.

876. **Miller, Josephine E.** An organization of literature around social and economic problems. Master's, 1938. Nebraska. 113 p. ms.

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

877. **Miller, Pearl Louise.** Development in the methods of teaching English literature in the secondary schools, 1912–1937. Master's, 1938. Brown. 112 p. ms.

*878. **O'Leary, Mildred Julia.** Tristram in song and story. Master's, 1938. Boston Univ. 156 p. ms.

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

879. **Oppy, Gene B.** The implications of a pragmatic theory of art for the teaching of literature. Master's, 1938 Ohio State. 175 p. ms.

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

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

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

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

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

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

*883. **Van Cleve, Charles Fowler.** The teaching of Shakespearean plays in American secondary schools Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 9 p. (Abstract of Contribution to education, no. 213)

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

*884. **Vaughn-Eames, Lenore.** A study of student backgrounds for literary appreciation. Doctor's, 1938. New York 81 p ms

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

885. **Wilcox, Jim Jay.** A study of the interpretative ability of English students and English teachers as revealed in a survey of certain lyric poetry of the South. Master's, 1938. Kans. St. T. C., Emporia. 38 p. ms.

886. **Wirth, Bessie Coat.** The ethical values of Shakespeare as presented to the high-school students of *Julius Caesar*, *Macbeth*, and *Hamlet*. Master's, 1938. Loyola. 209 p ms.

FOREIGN LANGUAGES

CLASSICAL LANGUAGES

887. **Baker, Althea Eunice.** Study of the sources of the twelfth book of *The Aeneid*. Master's, 1938. Southern California.

888. **Bertrand, Roger.** The transfer of Latin to English usage. Master's, 1938. Mass. St. Coll. 39 p. ms.

889. **Brookes, Mary Etta Stephens.** A study of the sources of the eleventh book of *The Aeneid*. Master's, 1938. Southern California.

890. **Burton, Pauline Olga.** The development of appreciation in the teaching of second-year high-school Latin through the preparation and use of the supervised notebook. Master's, 1938. Michigan.

891. **Callaghan, *Sister* Honora.** Moral values in Caesar and Cicero. Doctor's, 1938. Boston Coll.

892. **Couch, Evelyn Isabelle.** Objective tests in Latin for the classroom teacher. Master's, 1938. Oklahoma. 102 p. ms.

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

893. **Douglass, Harl R. *and* Smith, Mary E.** The relation of high-school Latin to marks in the first year of arts college. School review, 45: 695–79, November 1937. (University of Minnesota)

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

895. **Holloway, *Sister* Mary Celine.** Motivation of high school Latin through religious correlation. Master's, 1938. Loyola. 109 p. ms.

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

896. **Judge, Helen C.** The changing aims of the teaching of Latin. Master's, 1938. Drake. 75 p. ms.

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

†897. **Thompson, James Westfall.** The literacy of the laity in the Middle Ages. Berkeley, University of California press, 1939. 198 p. (University of California publications in education, vol. 9)

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

898. **Ulm, Carmen.** Parallels in Roman and modern civilization—a plan for vitalizing the study of Latin. Master's, 1938. West Texas St. T. C. 121 p. ms.

*899. **Wallace, Edith Owen.** The notes on philosophy in the *Commentary of Servius* on the *Eclogues*, the *Georgics*, and the *Aeneid* of Vergil. Doctor's, 1938. Columbia. New York, Columbia university press, 1938. 200 p.

900. Woods, Miles Walker. Compound verbs used with the dative in Caesar. Master's, 1938. Peabody. 440 p. ms.

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

MODERN LANGUAGES

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

Finds that commercial subjects have replaced foreign languages to a large extent in the consolidated schools of Iowa.

902. Arsenault, Philip Elwyn. The objectives and methods in the teaching of French in secondary schools. Master's, 1938. Clark. 64 p. ms.

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

903. Ballard, Viola. Organized units to be taught in first-year Spanish in secondary schools. Master's, 1938. West Texas St. T. C. 316 p. ms.

904. Briones, Ignacio Tabuno. A study on the efficiency of linguistic learning. Doctor's, 1938. Indiana. 120 p. ms.

905. Campagna, Gerard L. The reading of French in secondary schools. Master's, 1937. T. C., Col. Univ. 12 p. ms.

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

†906. Coleman, Algernon *and* King, Clara Breslove. An analytical bibliography of modern language teaching, vol. II, 1932–1937. Chicago, University of Chicago press, 1938. 561 p.

907. Crain, Britt W. Modern language teaching in the United States with a special study of the status of Spanish in 15 East Texas counties. Master's, 1938. East Texas St. T. C. 103 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 10)

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

908. Farr, Geraldine. Student recognition of some Spanish-English cognates. Master's, 1938. Kans. St. T. C., Emporia. 121 p. ms.

909. Felder, *Mrs.* Grace Gilchrist. An evaluation of French as taught in the public junior colleges of Mississippi. Master's, 1938. Louisiana State. 68 p. ms.

*910. French, Milton L. Professor Lapper's new method of teaching modern languages: Composition, comparison, and critical evaluation. Doctor's, 1937. New York. 270 p. ms.

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

911. Giles, Pearllie Louise. Latin basis for syntax of French prepositions, pronouns, and word order. Master's, 1938. Peabody. 88 p. ms.

912. Gredis, Sadye Glasser. The socialization of the Spanish course. Master's, 1938. Southern California.

*913. **Greenberg, Jacob.** The relation of mental ability to achievement in foreign languages in the junior high schools of New York City. Doctor's, 1938. New York. 209 p. ms.

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

914. **Greer, M. Margaret.** A technique for guiding learning in German. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 367–68)

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

915. **Henry, Martin Albert.** Intensity and grammatical meaning, studied with special reference to the grammar of German Doctor's, 1938. Harvard.

916. **Hopkins, William C.** An analysis of the French two years regents' papers of June, 1936. Master's, 1937. N. Y. St T. Coll. for Teach.

Studies papers from six schools with enrollments ranging from 200 to 430 pupils and averaging 281 students; tabulates errors classified by types of errors and by schools

917. **Hottell, Marion Ray.** A study of the status of modern and ancient languages in the high schools of Kansas. Master's, 1938. Kansas St. Coll.

918. **Ledin, Velma.** Grammar for reading seven French texts. Master's, 1938. Southern California.

919. **Levitan, Leon Samuel.** Grammar for reading six French texts. Master's, 1938. Southern California.

920. **Litten, Carol Howland.** Grammar for reading 10 French dramas. Master's 1938. Southern California.

921. **McGuineas, Mary Josephine.** A broadening and finding course in French. Master's, 1938. Southern California.

922. **Martin, Dorothy Elliott.** Grammar for reading selected French texts. Master's, 1938. Southern California.

923. **Matties, John Battist.** A comparison of Spanish grammar vocabularies with the Spanish frequency lists. Master's, 1938. Stanford.

924. **Meyer, Dorothea.** Enrollment trends in foreign languages in the public and the private secondary schools of the United States. Master's, 1938. New Mexico. 111 p. ms.

925. **Morgan, Gladys V. D.** A study of the direct method in modern foreign-language teaching in the United States. Master's, 1937. St. Coll. of Wash. 87 p. ms.

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

926. **Palmer, Esther Elizabeth.** The development of the eclectic method of teaching French in the United States since 1875. Doctor's, 1938. New York.

927. **Peebles, Sally.** The phonetics laboratory and its usefulness. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 109–10)

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

928. **Robb, Lois English.** French pronominal verbs. Master's, 1938. Southern California.

929. **Roth, Maybelle Felker.** A tentative three-year secondary course of study in Spanish. Master's, 1937. Hawaii.

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

931. **Russell, Harry James.** Trends and techniques in the construction of reading materials for the modern foreign languages. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, 27: 129–38)

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

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

933 **Tabaka, Victor Philip.** Changing concepts in the teaching of foreign languages. Master's, 1938. Wisconsin.

934. **Tessier, Marie R.** The history and present status of the direct method of teaching high-school French in the State of New York. Master's, 1938. N. Y. St. Coll. for Teach. 33 p. ms.

MATHEMATICS

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

*936. **Bakst, Aaron.** Approximate computation. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 287 p.

937. **Barnes, David P.** Motivation of mathematics. Master's, 1938. Wisconsin.

938. **Benjamin, Edith.** Application of the principles of appreciation to mathematics. Master's, 1938. Oregon.

939. **Bing, R. H.** The mathematics that junior high school pupils use. Master's, 1938. Texas.

940. **Bradley, Catherine C.** Unit on banks and banking for junior high school mathematics. Master's, 1938. Wisconsin.

*941. **Carter, Lyda Marie.** An analysis of the outstanding interpretations of correlation up to 1910. Master's, 1937. George Washington. 23 p. ms.

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

942. Caulfield, Annabelle. String models of certain mathematical configurations. Master's, 1938. Peabody. 59 p. ms.

943. Clark, Daniel Hendricks. A comparison of the factors related to success in problem solving in mathematics for Latin-American and Anglo-American students in the junior school. Master's, 1938. Texas.

944. Cleveland, William R. Non-vocational course content in graphic representations. Master's, 1938. Colo. St. Coll. 92 p. ms.

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

945. Collins, Emaline. Mathematical abilities involved in secondary school home economics courses. Master's, 1938. Oklahoma. 43 p. ms.

Shows that mathematics is involved in all phases of homemaking.

*946. Cordrey, William Alonzo. Some significant applications of mathematics to the physical sciences. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 10 p. (Abstract of Contribution to education, no. 196)

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

947. Dodderer, Marian E. Analysis of literature to discover devices for motivation in mathematics. Master's, 1938. Nebraska. 116 p. ms.

Finds 11 major groups of devices for motivation; that motivation devices cannot be reduced to definite procedures; that personality and individual abilities of the class are important factors; that variety is essential and no one device is applicable to all situations. Shows that devices should help the student acquire necessary skill, knowledge, and appreciation of mathematics.

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

949. Dunlap, Mary Lelia. A study of materials and methods of instruction in ninth-grade mathematics. Master's, 1938. Oklahoma. 127 p. ms.

950. Fanning, James C. The mathematics used in everyday living by 611 adult citizens of Atlanta. Master's, 1938. Georgia. 64 p. ms.

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

*951. Funkhouser, H. Gray. Historical development of the graphical representation of statistical data. Doctor's, 1935. T. C., Col. Univ. Bruges, Belgium, Saint Catherine press, 1938. 134 p.

*952. Gallagher, Gertrude Burke. Insurance, an informational unit for junior high school mathematics. Master's, 1938. Boston Univ. 214 p. ms.

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

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

954. Hart, Ina Mae. Fundamental principles of accruals and prepayments for beginners of accounting. Master's, 1938. Peabody. 112 p. ms.

*955. Hopper, Vincent Foster. Medieval number symbolism: Its sources, meaning, and influence on thought and expression. Doctor's, 1938. Columbia. New York, Columbia university press, 1938. 241 p. (Columbia university studies in English and comparative literature, no. 182)

956. Irvin, Charles Verner. The status of mathematics in selected North central association high schools in Colorado, Kansas, Nebraska, and Wyoming. Master's, 1938. Wyoming. 101 p. ms.

957. Johnson, William Marvin. A study of the origin and development of general mathematics for the junior high school. Master's, 1938. Alabama.

958. Joseph, Belle V. A study of the development of the objectives of secondary school mathematics from 1890 to the present. Master's, 1938. Ohio State.

959. Kay, George William. The organization and evaluation of 15 mathematics projects for grades 6 to 10. Master's, 1938. Iowa. 199 p. ms.

960. Kelly, Robert Ellis. An experimental study of the teaching of seventh-grade mathematics. Master's, 1938. Southern California.

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

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

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

963. Lawrence, Anna Trask. Functional mathematics for the seventh grade. Master's, 1938. Stanford. 204 p. ms.

964. Levick, S. Samuel. The nature and the development of certain mathematical concepts at the junior high school level. Master's, 1938. Temple. 60 p. ms.

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

965. McCamey, Kathryn Elizabeth. Objectives of ninth-grade mathematics in recent courses of study. Master's, 1937. Duke. 112 p. ms.

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

966. Mallory, Virgil S. A course in mathematics for slow-moving ninth-grade pupils. Doctor's, 1938. T. C., Col. Univ.

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

967. Miller, Fred A. Enrollment changes in mathematics in 40 selected high schools in Pennsylvania. Master's, 1938. Pittsburgh. (Abstract *in:* University

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

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

968. **Moore, Gilbert Roosevelt.** The mathematical problems found in a rural district. Master's, 1938. Colo. St. Coll. of Ed.

969. **Morton, R. L.** The high-school mathematics preparation of Ohio university graduates. Mathematics teacher. (Ohio university)

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

*970. **Munshower, Carl Wallace.** The concept of function in the material of modern courses in mathematics for freshmen in liberal arts colleges. Doctor's, 1938. New York. 260 p. ms.

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

*971. **Pummill, Lawrence Edgar.** The function of mathematics in adult education. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 7 p. (Abstract of Contribution to education, no 204)

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

*972. **Radell, Neva Henrietta.** Accounting for the individual and family: A textbook with laboratory problems. Doctor's, 1938. New York. 243 p. ms.

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

973. **Reddick, Kenneth John.** Undetermined coefficients in mathematics Master's, 1938. Iowa.

974. **Reid, Norma Pearl.** Some creative activities in teaching junior high school mathematics. Master's, 1938. Michigan.

975. **Ritland, Hubert Oliver.** A study of the efficacy of review immediately preceding college mathematics. Master's, 1938. Stanford. 43 p. ms.

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

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

techniques or methods can be devised to reduce the errors in slide rule computation; and to determine a satisfactory course of study for teaching the use of the slide rule.

*977. **Stallings, Frank Hall.** The teaching of mathematics in the junior high schools of Kentucky. Master's, 1937. Louisville. 186 p. ms.

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

978. **Whelan, James Francis.** Correlation of the professional and subject-matter training in the preparation of teachers of high-school mathematics. Doctor's, 1938 Ohio State (Abstract *in:* Ohio State university. Abstracts of doctoral dissertations, 27: 193–98)

979. **Wickliffe, Letty M.** An experiment in teaching methematics to a class of the mentally subnormal. Master's, 1938. Michigan.

*980. **Williams, Avery E.** A survey of content in ninth-year mathematics. Master's, 1938. Penn. State. 92 p. ms

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

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

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

*982. **Wright, James Thomas Carr.** The function of mathematics in a state educational program. Doctor's, 1938. Peabody. Nashville, George Peabody college for women, 1938. 12 p. (Abstract of Contribution to education, no. 212)

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

ARITHMETIC

983. **Bailey, Rose.** Evaluation of a technique for remedial instruction in arithmetic. Master's, 1938. Peabody. 48 p. ms.

Inaugurates and evaluates a plan for reteaching the fundamental facts in arithmetic in functional situations to 52 upper elementary pupils. Finds that the remedial effort to develop proper concepts of all fundamental arithmetic facts in life-like situations

produced an increase in pupils' ability to solve both reasoning and computation problems, and that the greatest increase was in reasoning ability.

984. **Baker, Minnie M.** The effects of the study of elementary bookkeeping on speed and accuracy in the use of the fundamental processes of arithmetic and in problem solving. Master's, 1938. Kansas. 109 p. ms.

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

985. **Becker, Fredericka M.** Effect of the processes and their order upon the difficulty of arithmetic problems. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 361)

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

986. **Berglund-Gray, Gunborg.** The effect of process sequence on the interpretation of two-step problems in arithmetic. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 35–39)

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

987. **Byrd, Nancy Ann.** Out-of-school uses of arithmetic of sixth-grade children. Master's, 1938. Peabody. 44 p. ms.

Studies records kept by 56 sixth-grade children for a period of 18 weeks of the arithmetic actually used by them in their out-of-school life. Finds that nearly all of their recorded activities dealt with the use of money.

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

989. **Chamberlain, Ethel O.** A study of the social activities in third-grade arithmetic. Master's, 1938. Sam Houston St. T. C. 78 p. ms.

*990. **Connon, Isabella Mary.** Units in mathematics for groups of different abilities with special emphasis on the slow-learning group. Master's, 1938. Boston Univ. 135 p. ms.

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

*991. **Cooke, James Vintson.** The integrated method versus the formal method in teaching arithmetic. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 10 p. (Abstract of Contribution to education, no. 217)

Describes an experiment conducted with 208 pupils in the sixth grade in one of the public schools in Denton, Tex., divided into four sections which were further divided into a formal and an experimental group. Subject matter in arithmetic was presented to the formal groups using a logical, test, teach, reteach, and retest method. The experimental groups selected for classwork the arithmetic which arose in connection with their other courses in school, together with certain mathematical material found in

their reading and their activities on the playground. Finds that in eight different comparisons, the experimental group exceeded the formal group, but that no difference was statistically significant.

992. Dinneen, Ellen M. A study of the development of commercial arithmetic in New York state. Master's, 1938. N. Y. St. Coll. for Teach. 90 p. ms.

993. Dowd, Mary Josephine. Early numeration and fundamental computations. Master's, 1938. Boston Coll.

*994. DuBois, Marguerite Denise. A summation, in the light of reflective thinking, of research and the changing textbook emphasis in the field of the written problem in arithmetic. Master's, 1938. Boston Univ. 177 p. ms.

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

995. Froehlich, Gustav J. An analysis of the difficulties encountered in fractions. Master's, 1938. Wisconsin.

996. Gillette, John Shackelford. A comparison of blackboard with seat method of doing drill work in seventh-grade arithmetic. Master's, 1938. Tex. Coll. of Arts and Ind. 50 p. ms.

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

997. Heminway, Bessie E. A study of the comparative merits of two teaching methods in business arithmetic. Master's, 1938. Michigan.

998. Huffman, Helen. A suggested syllabus for teaching high-school arithmetic. Master's, 1938. Peabody. 58 p. ms.

*999. Jaffe, Samuel S. Proposed modification of the New York City course of study in arithmetic for dull normal pupils in grades 1–6. Doctor's, 1938. New York. 137 p. ms.

Revises the arithmetic course of study for use with dull normal pupils and evaluates it by use in 13 elementary schools.

*1000. Johnson, John Theodore. The relative merits of three methods of subtraction: An experimental comparison of the decomposition method of subtraction with the equal additions method and the Austrian method. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 76 p. (Contributions to education, no. 738)

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

1001. Jurgensen, Raymond Carl. A set of postulates for cardinal arithmetic. Master's, 1938. Iowa.

*1002. King, Bettina. A method of discovering interests and experiences of junior high school pupils as a basis for informational problem-solving units in arithmetic. Master's, 1938. Boston Univ. 212 p. ms.

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

1003. Lincoln, Madeline. The details of mathematics of years one and two that function. Master's, 1938. Mass. St. Coll. 39 p. ms.

*1004. **Lindberg, Olive M.** A study of the present use of decimals in manufacturing. Master's, 1937. Boston Univ. 65 p. ms.

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

1005. **McClelland, Hervey Horatio.** A survey of the social uses of arithmetic. Master's, 1938. Kansas. 36 p. ms.

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

*1006. **Mahoney, Olive G.** Extending first-grade experience in number. Master's, 1938. Boston Univ. 77 p. ms.

Attempts to develop units which will utilize to advantage the number experiences of first-grade children, to the exclusion of formal arithmetic. Describes an experiment carried out with an unselected group of first-grade children living in a congested district in Boston, 39 of whom come from homes where a foreign language is spoken at least part of the time.

1007. **Mayfield, Henry Louis.** A comparative study of the effects of homogeneous grouping upon the mastery of fundamentals in elementary school arithmetic. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 100)

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

1008. **Mellon, A. M.** Evaluation of commercial arithmetic knowledge possessed by applicants for the commercial teacher-training course of the School of business and civic administration of the College of the City of New York. Master's, 1938. Coll. of the City of N. Y. 72 p. ms.

Attempts to determine the levels of achievement in commercial arithmetic attained by prospective commercial teachers, by analyzing the types of errors made by 284 students who participated in the qualifying commercial arithmetic examinations given at the College of the City of New York. Recommends that students be given more basic training in principles underlying problem-solving.

1009. **Milas, Lucy.** A study of improvement in problem-solving ability. Master's, 1938. N. Y. St Coll. for Teach. 50 p. ms.

*1010. **Nelson, Helen Grace.** The corrective load in arithmetic in a junior high school. Master's, 1938. Boston Univ. 80 p. ms.

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

*1011. **Ray, Elizabeth.** Arithmetic readiness in the kindergarten and primary grades. Master's, 1938. Boston Univ. 170 p. ms.

Attempts to discover a test or plan that will disclose which children are ready for the beginnings of arithmetic and at what point or through what units the beginning approaches may be made. Compares children's attainments from various school systems, some of whom have a formal drill in grades 1 and 2. Describes an experiment in which a test was constructed and given to 21 kindergarten children, 218 first-grade, and 260 second-grade children in five towns near Boston and in a small college town in Massachusetts.

1012. **Robinson, Clark Norval.** Elementary school children's arithmetic needs arising in the home environment. Master's, 1938. Stanford. 90 p. ms.

1013. **Saylor, *Sister* M. DeChantal.** An analysis of certain factors involved in the learning of percent computations by slow groups at the junior high school level. Doctor's, 1938. Michigan.

1014. **Sheehan, Elizabeth R.** An analysis of the arithmetical ability of pupils in grades 6B through 7A in a second-class city. Master's, 1938. N. Y. St. Coll. for Teach. 97 p. ms.

1015. **Silverstein, Sadie.** An experimental study comparing two ways of teaching addition and subtraction of fractions. Master's, 1938. Michigan.

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

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

*1017. **Strickland, Ruth G.** A study of the possibilities of graphs as a means of instruction in the first four grades of the elementary school. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 172 p (Contributions to education, no. 745)

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

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

1019. **Tobin, *Sister* Mary Emeria.** A study of repetition and motivation in the learning of arithmetic. Master's, 1938. Catholic Univ. 22 p. ms.

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

1020. **Washburn, Stephen Merle.** The relative difficulty of the number combinations in 1937 as determined by repeating Clapp's investigation. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh Abstracts of theses, researches in progress, and bibliography of publications, 14: 322–28)

Seeks to determine, by exactly duplicating the investigation of Frank L. Clapp, in a comparable school situation, similarities and differences between pupil response to the number combinations at the time when he made his study, and those made by pupils 15 years later. Describes an experiment in which one set of tests was administered to more than 3,600 pupils in the schools of Bellevue, McKeesport, Pittsburgh, and Washington in Pennsylvania; and another set of tests was administered to more than 2,000 pupils in the same grades, 3–8, of more than 50 schools in western Pennsylvania. Finds the results

of this investigation very similar to the results found by Clapp; and that rural school pupils have a considerably higher percentage of error than urban pupils in the lower grades for all processes, and a higher percentage of error in multiplication in all grades.

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

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

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

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

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

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

ALGEBRA. GEOMETRY

1024. **Albers, Herbert H.** A comparison of two methods of teaching first year high school algebra. Master's, 1938. Washington Univ. 40 p. ms.

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

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

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

1027. **Banks, John Houston.** Grade placement of fundamental theorems and concepts of plane geometry. Master's, 1938. Peabody. 88 p. ms.

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

1028. **Beaty, Emily E.** A history of the teaching of elementary algebra in New York state since 1880. Master's, 1938. N. Y. St. Coll. for Teach. 100 p. ms.

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

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

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

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

1032. Bostwick, Dora Word. Trends in the content of elementary algebra since 1890. Master's, 1938. Louisiana State. 58 p. ms.

1033. Branham, Arthur Kenneth. Knowledge of high-school algebra retained by high-school seniors. Master's, 1938. Iowa. 60 p. ms.

*1034. Brownman, David E. Measurable outcomes of two methods of teaching experimental geometry: a controlled experiment with parallel equated groups to determine immediate and remote achievement of the lecture-demonstration and individual-laboratory methods. Doctor's, 1938. New York. 231 p. ms.

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

1035. Cady, Doyle Fagan. Additional tools for the plane geometry student. Master's, 1938. Iowa.

1037. Collins, Norman O. An analysis of various factors influencing retention of the subject matter of plane geometry. Master's, 1938. N. Y. St. Coll. for Teach. 35 p. ms.

1038. Crawford, Leonard. The content of senior high school geometry. Master's, 1938. Peabody. 90 p. ms.

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

1039. Fox, Margaret Edna. A compilation of practical applications for use in motivating pupils in the study of geometry. Master's, 1938. Oklahoma. 121 p. ms.

1040. Frank, Nihle B. A measurement of reasoning ability and its relationship to ability in geometry. Master's, 1938. Ohio Univ. 56 p. ms.

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

*1041. Henry, Albert LeRoy. A study to determine the effect of mathematical recreations in the teaching of ninth-grade algebra. Master's, 1937. Penn. State. 40 p. ms.

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

1042. Johnston, Eugene McLain. The achievement in plane geometry of students using a workbook and students using a textbook. Master's, 1938. Southern California.

1043. Kilpatrick, Sidney M. A study of the comparative achievement of pupils who begin algebra at different levels in high school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 98–99)

1044. Lankford, Francis Greenfield, *jr.* A study of elements and proofs of plane geometry. Doctor's, 1938. Virginia. (Abstract *in:* Virginia. University. Abstracts of dissertations . . . 1938: 47–52)

Collects items of plane geometry from selected sources, and assigns to each of them a numerical value indicating its relative importance for a course in high-school plane

geometry, by applying a statistical technique to the items Provides geometry teachers with a ranked list of items from which they may select content for their courses.

1045. **Linscheid, Harold Wilbert.** A study in the prediction of plane geometry marks in high school. Master's, 1937. Phillips. 108 p. ms.

1046. **Marshall, M. V.** Some factors which influence success in college algebra. Mathematics teacher, 32: 172–74, April 1939. Lancaster, Pa., Franklin and Marshall college, 1937.

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

1047. **Miller, Earl Justin.** Recent trends in verbal algebra problems. Master's, 1938. Iowa. 45 p. ms.

1048. **Nielson, Mildred Rosamond.** Permanent outcomes resulting from teaching plane geometry by two different methods Master's, 1938. Iowa State.

1049. **Novak, William Woodrow.** A survey of geometry methods and their application to Tuscaloosa county, Alabama. Master's, 1938. Alabama.

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

1051. **Redd, John H.** Current trends in the teaching of algebra in the junior high school. Master's, 1938. Southern California.

1052. **Shasteen, Richmond Clay.** The teaching of locus problems. Master's, 1938. Peabody. 86 p. ms.

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

1053. **Sanders, Edna M.** A study of the relationship between the time of study periods and the achievement of the pupils in ninth-grade algebra. Master's, 1938. Ind. St T. C. 32 p. ms (Abstract *in:* Indiana state teachers college Teachers college journal, 9: 178, July 1938)

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

1054. **Soelberg, Gunnar Forseth.** The relation of standardized tests to objectives in teaching plane geometry. Master's, 1938. Colo. St. Coll. of Ed.

1055. **Shuster, John F., *jr.*** A study of functional thinking in algebra. Master's, 1938. Ohio State. 250 p. ms.

1056. **Stacy, Starr Neely.** A comparative study of trigonometric content in freshman college courses. Master's, 1938. Peabody. 208 p. ms.

Compares the trigonometric content of 16 trigonometry textbooks with that of 13 freshman college textbooks in general mathematics. Finds that more than 50 percent of the trigonometric content in the trigonometry textbooks is found in general mathematics textbooks.

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

1058. **Taft, Harry Humphrey.** Functional thinking and verbal problem-solving in the teaching of ninth-grade algebra. Master's, 1938. Ohio State. 101 p. ms.

1059. **Taylor, William W.** Supplementary material on the triangle for teachers of plane geometry. Master's, 1938. East Texas St. T. C. 107 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 22)

1060. **Treece, Walter Allen.** An analytical study of sequence in combined geometry course. Master's, 1938. Peabody. 88 p. ms.

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

1061. **Ude, Norman Elwood.** Methods of elimination in algebraic equations. Master's, 1938. Iowa.

1062. **Van Adestine, Robert Frank.** Changes in pupil achievement in ninth-year algebra in Iowa high schools since 1930. Master's, 1938. Iowa. 34 p. ms.

1063. **Van Wie, Claude.** A follow-up study of the pupils electing mathematics beyond intermediate algebra in Saratoga Springs high school from September 1931 to June 1935. Master's, 1938 N. Y. St. Coll. for Teach. 122 p. ms.

1064. **Vopni, Sylvia.** A reorganization of the tenth-grade mathematics curriculum in terms of an analytic approach. Master's, 1938. Washington. 64 p. ms.

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

1065. **Weigel, Henrietta.** A professionalized study of high-school algebra. Master's, 1938. Tennessee. 117 p. ms.

SCIENCE

GENERAL SCIENCE

1066. **Ahner, Walter Lewis.** A tentative determination of the major concepts of physical science for secondary school curricula. Master's, 1937. Rochester. 84 p. ms.

1067. **Alderfer, A. Groff.** Free enriching materials available for use in high-school science courses. Master's, 1938. Temple. 379 p. ms.

1068. **Anderson, Ted C.** An experiment to determine the effect of a workbook on achievement in general science. Master's, 1938. Okla. A. and M. Coll.

Describes an experiment conducted with two controlled ninth-grade groups of 40 students each over a period of 14 weeks Finds that each group made greater progress from using the workbook; that the pupils of higher intelligence tended to profit more from the use of a workbook than students of lower intelligence; and that the omission of the workbook tends to effect adversely the higher group more than the lower group.

1069. **Baker, Adrian Leroy.** The development of science content courses for the training of elementary school teachers. Master's, 1938. Texas.

1070. **Binney, Amos Bates.** Some selected units of a handbook in physical science for elementary teachers. Master's, 1938. Sam Houston St. T. C. 251 p. ms.

1071. **Bronspiegel, Philip.** The organization of general science in the junior high school. Master's, 1938. St. T. C., Bridgewater. 56 p. ms.

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

1072. Conn, R. D. A plan for the reorganization of a course in ninth grade general science. Master's, 1938. Ohio State. 200 p. ms.

Presents three general science units on an activity program basis.

1073. Cook, Florence Marie. Reading guidance in high-school science classes. Master's, 1938. Southern California.

1074. Crawford, Carl Edwin. A study of the amount of science training and superstitious beliefs of Ohio public-school students. Master's, 1938. Indiana. 69 p. ms.

1075. Davies, Mary Thompson. A comparison of two types of assignment in general science. Master's, 1938. Louisiana State. 31 p. ms.

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

1076. Davis, George Warren. The knowledge of physical and chemical sciences needed for personal use. Master's, 1938. Southern California.

1077. Doss, Charles Lester. Generalized physical science in the senior high school. Master's, 1938. Southern California.

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

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

1079. Gettle, Rollin Brown. A unit for senior science drugs—poisons and cosmetics. Master's, 1938. Wisconsin.

1080. Hale, John Elden. The simple experiment in the general science laboratory. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 60)

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

1081. Hancock, Cyril Henry. An evaluation of certain popular science misconceptions. Master's, 1938. Colo. St. Coll. of Ed.

*1082. Hannigan, Elizabeth A. A comparative study of junior high school science curricula. Master's, 1938. St. T. C., Fitchburg. 92 p. ms.

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

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

Attempts to determine how much of a general science course a camper may contact in normal camp activities in a progressive private camp. Discovers that 62 percent of the camp activities afford a background of experience and activities for the general science course, and that 75 percent of the general science topics in a state course of study were found in camp activities.

1084. Houk, Willa Mae. A study of science teachers and science instruction in a selected group of Indiana cities. Master's, 1938. Ind. St. T. C. 87 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 183–84, July 1938)

Analyses data on the academic and professional training of science teachers in 18 cities in 18 counties of Indiana. Finds that few new teachers are entering the field of science

in the cities studied; that the average number of students in a class was 28; that most of the science teachers were tenure teachers as shown by the fact that the average number of years of teaching experience is 19.67 and that only 27 of the 139 teachers studied had taught 10 years or less; that 22.6 percent of the biology teachers were better trained in some other science; that the teachers teaching science in the cities studied had from 24 hours to a major in science; and that the last year for attending school was 1926 for the average of the teachers studied.

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

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

1087. **Johnson, Ellen Victoria.** A correlated science-language course of study for the fourth grade. Master's, 1938. Iowa. 210 p. ms.

1088. **Jones, William J.** Evaluation in secondary school physical science. Master's, 1938. Ohio State. 153 p. ms.

Surveys available testing procedures for various aspects of scientific thinking

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

1090. **Kinnear, D. L.** Units of work idea, general science, and biology. Master's, 1938. Va. Poly. Inst. 58 p. ms.

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

*1091. **Knowlden, Mary Van Ness.** Elementary science historical background as revealed in the Proceedings of the National education association, 1857–1895. Master's, 1938. George Washington. 132 p. ms.

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

1092. **Lazarus, A.** A survey of extracurricular student project work in the sciences in the secondary schools of the City of New York. Master's, 1938. Coll. of the City of N. Y. 88 p. ms.

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

1093. **Mack, Morris Quinn.** A study of the adaptation of secondary school science to the life-activities of the pupil. Master's, 1938. Southern California.

1094. **McKinney, George Tempel.** Scientific knowledge contributed by general science, biology, chemistry, and physics in relation to teachers' grades. Master's, 1938. Okla. A. and M. Coll.

Attempts to determine whether there is any relationship between general intelligence, scores made on the Cooperative general science test, and school marks made in general science, biology, chemistry, and physics by the 300 seniors of the class of 1938 of the Muskogee, Okla., Central high school. Finds a positive correlation between general intelligence and scores made on the Cooperative general science test and school marks in general science.

1095. **McKnelly, Cal.** An experiment in the use of free reading in general science. Master's, 1938. Southern California.

*1096. **Martin, Robert William.** The relation of certain factors of instruction to pupil growth in general science, with reference to certain schools in Missouri. Doctor's, 1937. New York. 286 p. ms.

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

1097. **Meyers, Dorothy Ruth.** The construction, teaching, and evaluation of a unit on air in science in the third grade. Master's, 1938 Drake. 198 p. ms.

1098. **Reed, Charles Gordon.** Popular misconceptions in the field of science. Master's, 1938. Colo. St. Coll. of Ed.

*1099. **Reynolds, Charles William.** The development of generalized science courses in state teachers colleges. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 7 p. (Abstract of Contribution to education, no. 210)

Analyzes replies to a questionnaire sent to the state teachers colleges, catalogs from the teachers colleges which did not reply to the questionnaire, research investigations and other periodical literature, textbooks, and answers to letters written to influential men in the field of science education, to determine the development and status of orientation or survey courses in science in the teachers colleges Finds that in every state that has state teachers colleges, survey science is offered in one or more schools; that total enrollment in survey science in 64 schools is 8,542, ranging from 6 in one college to 671 in another; that generalized science courses are required in a large number of teachers colleges; that there is no wholly satisfactory textbook for the teaching of generalized science; that the courses have become well established at the freshman and sophomore college levels; that the favorite methods of presenting the course are the lecture and the lecture-demonstration methods; that there is a wide variation in the maximum amount of credit allowed for the course; that the kind of testing used for the survey courses varies with the class size and method of instruction; and that of the 69 schools reporting, 75 percent report that one instructor teaches the class throughout the course, while 25 percent change teachers for the different subject-matter divisions Indicates that generalized science is serving a unique and distinctive purpose in the teachers colleges.

1100. **Rubie, Harry Charles.** A functional course in science. Master's, 1938 Southern California.

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

1102. **Selditch, H. G.** The science survey course in the college curriculum. Master's, 1938. Coll. of the City of N. Y. 52 p. ms.

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

1103. **Smith, Elliott Vantine.** Problem solving as a method of science teaching. Master's, 1938. Wisconsin.

1104. **Smith, James Warren.** A study of the difficult vocabulary encountered by 56 pupils in an eighth-grade general science class and a study of the scientific vocabulary appearing in the scientific articles of two daily newspapers. Master's, 1938. Michigan.

1105. **Southwell, Cash J.** A study of the vocabulary difficulties encountered by 70 pupils studying general science in eighth grade and study of scientific terms in two newspapers. Master's, 1938. Michigan.

1106. **Thurber, Walter A.** Suggestions for improvising material and resources for use with the New York state syllabus in elementary science. Master's, 1938. N. Y. St. Coll. for Teach. 103 p. ms.

1107. **Ulrey, Everard O.** Important scientists and their contributions with reference to physical science teaching. Master's, 1938. Ohio State. 143 p. ms.

1108. **Vicklund, O. W.** The elimination of superstition in junior high school science. Master's, 1938. Michigan.

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

Finds that the materials, field trips, units, and activities used in teaching elementary science in these counties meet state requirements

1110. **Williamson, Charles Brainerd.** Needs for a vocabulary study in ninth-grade general science as revealed by a word analysis of a portion of a text. Master's, 1938. Iowa 157 p ms.

1111. **Word, Aubrey Hugh.** Learning and forgetting in seventh-grade general science. Doctor's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 155–59)

Describes an investigation conducted with three sections of seventh-grade general science, roughly sectioned according to ability and previous achievement, in the Northside junior high school, Boulder, Colo., to study acquisition and retention as simultaneously functioning processes; to study learning cumulatively as the net result of acquisition and retention; to study retention after varying time intervals; and to study retention following summer vacation.

1112. **Wossman, Julia Caroline.** Eight years of adventuring in elementary science teaching. Master's, 1938. Louisiana State. 87 p. ms.

Gives a history of science teaching in an elementary school in which study was based on the materials of the local environment, taught by teachers with no training in science teaching and whose knowledge of nature materials was no greater than that of the average layman of the community Shows the vitalizing effect on school procedure; the growth of interest, curiosity, and knowledge on the part of the children and the teachers; and the reaction of the community.

1113. **Zeigler, Robert Terry.** A study of fact retention in general science. Master's, 1938. Iowa. 111 p. ms.

NATURE STUDY, BIOLOGY, BOTANY

1114. **Baker, Arthur O.** A survey of occupational opportunities dealing with work of a biological nature and its significance for the secondary school program. Master's, 1938. Stanford. 170 p. ms.

1115. **Bayley, John S.** Success in college zoology and botany as affected by the study of high-school biology. Master's, 1938. Maryland. 48 p. ms.

Finds that the study of high-school biology makes only a slight, probably negligible, contribution to success in college zoology and botany.

*1116. **Bingham, N. E.** Experimental investigation of high-school pupils in their study of the relation of food to physical well-being. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 117 p.

Describes a series of experiments conducted at the Lincoln school, of Teachers college, in two private schools in New York City, and in eight selected schools in New Jersey, Pennsylvania, Delaware, and Ohio to determine whether the study of the relation of food to physical well-being in high-school biology classes is truly educative, whether the out-

comes can be detected and measured, and whether they are such that they function in daily life. Finds the study of the relation of food to physical well-being to be truly educative; that pupils retain most of the gains made when tested 1 year after the experimental period.

*1117. Christy, Otto B. The development of the teaching of general biology in the secondary schools. Doctor's, 1936. Peabody. Journal of the Tennessee academy of science, 12: 170–350, July 1936. (Reprint) (*Contribution to* education, no. 201)

1118. Church, Holt S. The effect of biological knowledge on beginners in high-school biology. Master's, 1938. Kansas. 67 p. ms.

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

1119. Crowley, Cecil Carl. An experimental investigation of a How to study course given to ninth-grade biology pupils. Master's, 1938. Louisiana State. 57 p. ms.

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

1120. Evaul, Clarence Benjamin. A vocabulary study of tenth-grade general biology. Master's, 1938. Rochester. 96 p. ms.

1121. Felty, L. T. The criterion of biological compromise applied to current physical education programs. Master's, 1938. East Texas St. T. C. 90 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 13)

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

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

1123. Hance, R. T., Miller, I. F. *and* Harris, Olive. Some advantages of national organization for teachers of biology. Proceedings of the Pennsylvania academy of science, 12: 1938. (University of Pittsburgh)

1124. Hard, Harry Orson. Natural science survey courses in colleges. Master's, 1938. Colo. St. Coll. of Ed.

1125. Hodgson, William C. An analysis of the content of courses and methods used in teaching biology in the secondary school. Master's, 1938. Southern California.

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

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

1127. Jean, F. C. *and* Hard, H. O. Natural science survey courses in colleges. Science education, 22: 294–99, November, 1938 (Colorado state college of education)

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

1128. Johnson, Clifford O. Social hygiene in high-school biology. Master's, 1938. Iowa. 68 p. ms.

1129. **McCullough, A. W.** A study of student opinion in its relation to progress in biological science courses. Master's, 1938. Kansas. 68 p. ms.

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

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

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

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

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

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

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

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

1135. **Rust, Carolyn Davis.** Biology as a career. Master's, 1938. Peabody. 68 p. ms.

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

1136. **Schult, Veryl Gladys.** The teaching of physical geology. Master's, 1938. George Washington. 54 p. ms.

1137. **Taylor, Noel Alexander.** Biology museums in Pennsylvania high schools. Master's, 1937. Duke. 148 p. ms.

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

1138. **Theus, Mildred Marietta.** A unit project plan for the teaching of biology. Master's, 1938. Fordham. 234 p. ms.

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

*1139. **Winokur, Morris.** A reading book for orientation in biological science. Doctor's, 1938. New York. 2 vols.

1140. **Yourd, Roland B.** Apparatus and materials for high-school biology. Master's, 1938. Nebraska. 55 p. ms.

CHEMISTRY AND PHYSICS

*1141. **Aber, Lee Allen.** A study of the relative functional value of certain items of chemistry education. Master's, 1931. Penn. State. 58 p. ms.

1142. **Abramowitz, Louis H.** Teaching chemistry via generalizations; a unit on synthetics. Master's, 1937. Columbia.

*1143. **Bjorlie, C. Sidney.** Chemistry activity units for the integrated curriculum. Master's, 1938. North Dakota. 131 p. ms.

1144. **Bockwitz, Carroll Franklin.** An analysis of the mathematics skills used in solving the problems in Eldridge's *College physics*. Master's, 1938. Iowa. 65 p. ms.

*1145. **Chandler, Eric Byron.** A survey of the chemistry course in the South Carolina colored high schools. Master's, 1937. Boston Univ. 65 p. ms.

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

1146. **Conrey, Lawrence A.** Ability and achievement correlations in college physics courses. Master's, 1938. Wyoming. 124 p. ms.

1147. **Culp, William Russell.** A study of laboratory apparatus in physics in a number of first-class small-town high schools in northwest Missouri. Master's, 1938. Iowa. 225 p. ms.

1148. **Ford, Leonard A.** Experimentation in teaching chemistry. School science and mathematics, 924–26, November 1938. (Sioux Falls college)

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

1149. **Geyer, Warren Francis.** Functional chemistry in the junior high school. Master's, 1938. Colo. St. Coll. of Ed.

1150. **Green, Vern A.** The effects of mathematics on achievements in physics. Master's, 1938. Ind. St. T. C. 69 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 185–86, July 1938)

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

1151. **Gwinnell, Russell.** A study of the vocabulary difficulties encountered by a class in high-school chemistry. Master's, 1937. Michigan.

1152. **Horowitz, Charles Z.** A functional reorganization of subject matter in secondary school physics. Master's, 1938. Wisconsin.

1153. **Huff, Creed Fulton, *jr.*** The content of trade books in chemistry, 1913–1937. Master's, 1938. Peabody. 74 p. ms.

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

1154. **Hydrick, Calla.** Physics in the elementary school. Master's, 1938. Peabody. 58 p. ms.

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

1155 **Hymer, Mac R.** Mathematical skills involved in the solution of problems in Newton Henry Black's *College physics* Master's, 1938. Iowa. 53 p. ms.

1156. **Kearns, Everett Sanford.** Developing a practical high-school chemistry course. Master's, 1938. Ohio Univ. 113 p ms.

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

1157. **Marler, Leo.** A study of prognosis of success in high-school chemistry. Master's, 1937 Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N S, no. 3: 100)

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

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

*1159 **Mudge, Evelyn L.** Transfer of training in chemistry. Doctor's, 1935. Johns Hopkins. Baltimore, Johns Hopkins press, 1939. 76 p. (Johns Hopkins university studies in education no. 26)

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

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

1161. **Pancost, Maurice H.** Chemical information for beginning workers in metal working plants at Lansing, Michigan. Master's, 1938. Colo. St. Coll. 64 p. ms.

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

1162. **Peretz, M.** A suggested syllabus for a college course in paint, varnish, and lacquer chemistry. Master's, 1938. Coll. of the City of N. Y. 97 p. ms.

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

1163. **Powell, G. W. H.** A unit plan of teaching the beginning course in general college chemistry. Master's, 1938. Wittenberg. 48 p. ms.

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

1164. **Reynolds, William Nathan.** The status of the teaching of chemistry in the public white high schools of North Carolina. Master's, 1938. North Carolina.

1165. **Richards, Raymond E.** Essential equipment for teaching high-school chemistry. Master's, 1938. Iowa. 148 p. ms.

1166. **Scott, J. Irving E.** An experiment: the teaching of chemistry through the life situation method. Master's, 1937. Wittenberg. 133 p. ms.

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

1167. **Sharp, Clinton Harry.** The trends in the subject matter of high-school chemistry. Master's, 1938. Louisiana State. 143 p. ms.

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

*1168. **Stein, Pauline Kollmann.** An evaluation of the Louisville course of study in chemistry in relation to the educational and vocational interests of girls as discovered among pupils of the Louisville public schools from September 1935 to February 1937. Master's, 1937. Louisville. 117 p. ms.

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

1169. **Steketee, Charles A.** Survey of facts, skills, and procedures of mathematics required for success in high-school physics and chemistry. Master's, 1938. Michigan.

1170. **Stolar, Joseph Albert.** A mathematical analysis of the *College physics problems* by Foley. Master's, 1938. Iowa. 701 p. ms.

1171. **Ward, William T.** Practical laboratory exercises in elementary chemistry. Master's, 1938. Alabama.

1172. **Weiser, Raymond S.** The evaluation of subject-matter topics in descriptive and consumer chemistry. Master's, 1937. Michigan.

1173. **Wetzel, Junius Charles.** Deficiencies of elementary chemistry students in college and university. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 147)

Attempts to discover the weaknesses of elementary college chemistry students; to ascertain what discrimination is made in colleges between elementary chemistry students who have had and those who have not had high-school chemistry; and to learn what general type of high-school chemistry course is preferred by college instructors. Analyses data obtained by questionnaires sent to 62 college instructors representing 38 colleges. Finds that the chief weaknesses are: Difficulty in handling mathematical calculations, inability to write and balance chemical equations, inability to do logical chemical thinking; possession of a large assortment of unrelated facts, lack of skill in handling laboratory apparatus, and inability to use good English and to read satisfactorily. Shows that 61 percent of the colleges organize separate classes for students who have had high-

school chemistry; that approximately 33 percent of the college instructors prefer a student to have had a theoretical course in high-school chemistry; and the need of coordination between high-school and college chemistry teachers.

1174. Wood, Everett M. Trends in high-school chemistry as revealed by a study of textbooks covering the period 1877 to 1936. Master's, 1938. California, L. A.

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

SOCIAL SCIENCES

1175. Bernard, Harold. The content of social science survey courses in the junior college. Doctor's, 1938. Northwestern.

1176. Brummett, Anna Strassner. A comparison of the attitudes of persons who majored in social science in high school with those who majored in mathematics in high school. Master's, 1938. Washington Univ. 43 p. ms.

1177. Cameron, Wallace D. An experiment testing the efficiency and effectiveness of a human relations course as means of expanding curriculum of small or consolidated schools. Master's, 1938. Michigan.

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

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

1179. Cornwell, Ida Emilie. A critical examination of second-grade social studies. Master's, 1938. California, L. A.

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

1180. Fowler, Zedna. Changes in the social studies in junior high school. Master's, 1938. Ohio Univ. 51 p. ms.

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

1181. Grim, Paul Ridgeway. A technique for evaluating attitudes in the social studies. Doctor's, 1938. Ohio State. 136 p. ms.

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

1182. Gruis, Carl B. A comparison of the social science curriculum of 338 Iowa high schools in 1929–30 and 1936–37. Master's, 1938. Iowa. 106 p. ms.

1183. Habel, Marvin E. The social studies and consumer education. Master's, 1938. Ohio State. 110 p. ms.

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

1184. Hanna, Cornelia Johanna. Current trends in secondary social studies curricula as shown by a survey of state courses of study. Master's, 1938. Stanford. 97 p. ms.

1185. **Kelley, Ersa Dalton.** Training of high-school social-studies teachers for the new curriculum. Master's, 1938. Texas.

1186. **Kellough, Kenneth L.** Status of social science in accredited secondary schools in Nebraska in 1936–37. Master's, 1938. Nebraska. 92 p. ms.

1187. **Kasombi, Kamala.** Methods of teaching discussed in the books on teaching the social studies published since 1932. Master's, 1938. Michigan.

1188. **Lewis, Joseph Dean.** A functional social science program as based on the Report of the Commission on the social studies, American historical association, parts 1 to 15. Master's, 1937. Ball St. T. C. 73 p. ms.

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

1189. **Little, Horace Wilson.** Analysis of the trends in the organization of the social studies for the intermediate grades. Master's, 1938. Texas.

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

1191. **McNeill, Althea.** Communication as a unit of instruction in social studies. Master's, 1938. Peabody. 131 p. ms.

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

1192. **Motter, George** A comparative study of the results obtained from teaching social science by the workbook method and the discussion method. Master's, 1938. Miami. 98 p. ms.

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

1193. **Palmer, Irene.** A study of social science as the culminating point of changes in the educational theory and practice in the present public-school system in New York state. Master's, 1938. Fordham.

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

*1195. **Price, Roy Arthur.** The use of activities in social studies: A critical study of the effectiveness of 52 pupil activities as judged by teachers and students. Doctor's, 1938. Harvard. 306 p. ms.

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

1196. **Reed, Curtis J.** A survey of the social studies in the secondary schools of Kentucky. Master's, 1938. Kentucky. 46 p. ms.

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

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

*1198. **Strout, Harold Arthur.** Trends in the social sciences in the senior high schools of Massachusetts. Master's, 1938. Boston Univ. 53 p. ms.

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

1199. **Swindler, Robert Earl** A brief summary of developments in the social science curricula in the secondary schools. Charlottesville, University of Virginia, 1937.

1200 **Taylor, George William.** The development of human relations as an educational function of the elementary principal. Master's, 1938. Ohio State. 176 p. ms.

1201. **Tracy, Elsie.** The effectiveness of three methods of teaching social studies on the development of pupil personality. Master's, 1938. Michigan.

1202. **Wright, Fannie Hardin.** The development of the teaching of the social sciences in secondary schools in Arkansas. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university University bulletin, vol. 30 N. S., no. 3: 37)

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

1203. **Young, M. M.** The development and present status of the social studies in the Port Arthur schools. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 28–29)

GEOGRAPHY

1204. **Brady, Kathleen D.** Place geography knowledge of high-school history students. Master's, 1938. Rochester. 156 p. ms.

*1205. **Burke, Helen F.** Appreciation units in the teaching of geography in senior high school. Master's, 1938. Boston Univ. 154 p. ms.

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

1206. Glantz, Evelyn. Geography and the retarded child. Master's, 1938. T. C., Col. Univ. 86 p. ms.

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

*1207. Harper, Helen Virginia. Readjustment of the existing courses of study in geography and history in the fifth and sixth grades of the public schools of the District of Columbia. Master's, 1938. George Washington. 71 p. ms.

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

1208. Holland, Mary Louise. Sensory aids in the teaching of geography in the intermediate schools. Master's, 1938. Boston Coll.

1209. Metcalf, Ruth E. The evolution of geography as a high-school subject. Master's, 1938. St. T. C., Bridgewater. 59 p. ms.

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

*1210. Payne, Sarah Arvella. Human geographical relations in the African Gold Coast as evidenced in the cacao industry: a unit in commercial geography. Master's, 1938. New York. 42 p. ms.

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

1211. Peters, *Mrs.* Florence McKinney. Are visual aids and other enriched materials superior to the textbook method in teaching geography? Master's, 1938. Louisiana State. 85 p. ms.

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

1212. Schell, Paul L. The development of aims and objectives of geography teaching in the elementary schools. Master's, 1937. Ohio Univ. 176 p. ms.

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

1213. Shoffstall, James D. Variability in criteria and content of secondary geography texts and representative periodical material. Master's, 1938. Temple. 65 p. ms.

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

HISTORY

1215. Allen, Jack. Grade placement of history. Master's, 1938. Peabody. 91 p. ms.

1216. Arnold, Dwight Lester. A study of attitudes toward war and peace of pupils in fifth and sixth grades. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, 27: 18–19)

Describes an experiment conducted in the elementary public schools of Lakewood, Ohio, during the school year 1936–37 to determine the attitude of the children toward the

Germans, after a series of 26 stories was read to the children; using an attitude scale, pupils' writing on the reasons for their attitudes, an information test on information about the Germans, and a mental ability test. Indicates that the attitude scale is sufficiently reliable for use in measuring group attitude toward other races and nationalities; that pupil writing gives significant information as to many of the sources of information which accompany or support the attitudes; that teaching pupils good methods of use of data improved their ability to do that kind of critical thinking. Indicates that the development of more friendly international and interracial attitudes should go hand in hand with the attempt to make these attitudes more intelligent; and that greater emphasis should be placed upon critical thinking all through the school program.

1217. **Bray, Nell Hogan.** Fifty years in the teaching of history. Master's, 1938. Peabody. 100 p. ms.

Surveys the changes in the methods of teaching history in the United States and Great Britain from 1883–1935, and finds that comparatively little change has taken place in the teaching methods during the period.

1218. **Browning, Clark Witter.** A unit plan for the teaching of medieval history. Master's, 1938. Brown. 113 p. ms.

1219. **Buckley, Margaret Mary.** History program in the secondary school. Master's, 1938. St. T. C., Bridgewater. 55 p. ms.

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

1220. **Carr, Clifford M.** An investigation of the emphases and trends in high-school American history. Master's, 1938. Kans. St. T. C., Emporia. 71 p. ms.

1221. **Collins, Alton W.** Pupil comprehension of place location data in high-school United States history. Master's, 1938. Iowa. 85 p. ms.

1222. **Donlon, *Sister* Catherine Patricia.** Functionalizing history through teaching methods. Master's, 1938. Boston Coll.

*1223. **Grande, Harold S.** An experimental evaluation of the counter-chronological method of teaching history. Master's, 1938. North Dakota. 43 p. ms.

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

*1224. **Greene, Carroll Owen.** Four units for an eighth-year class in American history. Master's, 1938. Boston Univ. 110 p. ms.

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

1225. **Greene, Mary Elizabeth.** A professionalized study of elementary school history. Master's, 1938. Tennessee. 141 p. ms.

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

1226. **Hartwig, Caroline E. E.** The integration of Missouri history and American history for the senior high schools of Missouri. Doctor's, 1938. Missouri. (Abstract *in:* University of Missouri. Abstracts of dissertations in education: 27–28)

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

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

1228. **Hirschman, Ruth.** The effect of school and other selected social factors upon the attitude of high-school students toward war. Doctor's, 1938. Stanford. (Abstract *in:* Stanford university. Stanford university bulletin, vol 13. Sixth series, no 72: 33–38)

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

1229. **Kelley, Thomas Francis, *jr*** A workbook in ancient and medieval history. Master's, 1938. Brown. 72 p. ms.

*1230. **Knurow, Edward R.** The activities of Gen. Thaddeus Kosciuszko in America. Master's, 1938. St T C, Fitchburg. 181 p. ms.

1231. **Lipke, Melvin J.** Technique of study for eighth-grade history Master's, 1938. Wisconsin.

1232. **McCorvey, Dave M.** A history of world peace. Master's, 1938. Peabody. 60 p. ms.

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

1233. **Magnie, Bernice E.** An illustrated story of the Oregon trail for sixth-grade children. Master's, 1938. Colo. St. Coll. of Ed.

1234. **Michener, Charles Vernon.** Pupils' information bearing on important concepts in American history, 1803–1815. Master's, 1938. Iowa. 75 p. ms.

1235. **Miller, John William.** The interrelationships between attitude toward subject and teacher, and achievement in junior high school history. Master's 1938. Purdue. 29 p. ms.

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

1236. **Moody, W. P.** Critical summary of selected periodical articles in teaching history, 1936–1938. Master's, 1938. Peabody. 103 p. ms.

1237. **Mullins, Ervin E.** Units of work in Texas history for high schools. Master's, 1938. East Texas St. T. C. 187 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 19–20)

Evaluates the specific type of workbook, designed to fit a particular textbook; and the general type of workbook, designed to fit the subject rather than a single text. Constructs 10 units of work covering the history of Texas, constructed on the same principles

which characterize the general type of workbook. Offers suggestions for the correlation of Texas history with other high-school subjects

1238. **Palmer, Edward Y.** The value of directed study guides in teaching high-school American history. Master's, 1938. Southern California.

1239. **Phipps, William Rodgers.** An experimental study in developing history reading ability with sixth-grade children through development of history vocabulary. Doctor's, 1938. Johns Hopkins.

*1240. **Riger, Lester David.** The development of the teaching of history in the public senior high schools of Washington, D. C. Master's, 1938. George Washington. 80 p. ms.

Traces the introduction and growth of history as a subject in the secondary schools of the District of Columbia. Gives a brief description of the teaching of history in England from 1623 until the eighteenth century, when it was considered a discipline intended to train the mind; traces the teaching of history in Colonial America, and in the secondary schools of America prior to the Civil War Discusses the origin of the Washington, D. C., schools in 1806, and their subsequent history, and the development of secondary teaching in 1871; the influence of the Committee of 10, in 1892, on the teaching of history in the Washington secondary schools; the influence of the Committee of 5 on history teaching; the growth of interest in modern history; and the modern course of study.

1241. **Roark, Grace Beryl.** Early history of Fayette county, Iowa, for elementary school children. Master's, 1938. Peabody. 72 p. ms.

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

1242. **Rodgers, Myrtle May.** Folks and folks: A study of the three races of man on an elementary school level. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 103–104)

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

1243. **Sandborn, William.** The rise of nationalism: a unit in world history. Master's, 1938. Peabody. 87 p. ms.

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

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

1246. **Whitten, Woodrow Carlton.** Concepts relating to the development of religious liberty in America. Master's, 1938. Peabody. 74 p. ms.

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

1247. **Widoe, Frederick.** A study of the place concepts of pupils in world history. Master's, 1938. Iowa. 52 p. ms.

*1248. **Wilson, Alma J.** A comparison of two methods of teaching history. Master's, 1937. Hampton. 79 p. ms.

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

CIVICS

1249. **Cash, A. Burleigh.** Development of social intelligence through a proposed civics course in senior high school. Master's, 1938. Oregon.

1250. **Clifton, William F.** An analysis of the understanding of contemporary affairs by high-school pupils. Master's, 1938. Iowa. 88 p. ms.

1251. **Dyar, Jessie.** The results of a unit of work on conservation in the fifth grade. Master's, 1938. Emory. 127 p. ms.

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

1252. **Edney, Clarence W.** Practices of responsible citizenship. Master's, 1938. Nebraska. 136 p. ms.

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

1253. **Herman, Mildred Sarah.** A course of study for vocational civics Master's, 1938. Wisconsin.

1254. **Holt, Naomi.** Current events in the social studies program Master's, 1938. Peabody. 67 p. ms.

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

1255. **Hultgren, Lamont Wilbur.** Knowledge of contemporary affairs possessed by college seniors planning to teach. Master's, 1938. Iowa. 61 p. ms.

*1256. **Jones, Arthur C.** The construction and application of a 4-year course for non-academically minded pupils of Walpole high school. Master's, 1938. Boston Univ. 122 p. ms.

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

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

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

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

ECONOMICS

*1259. **Cline, Alvin Burton.** Interpreting economic democracy to the high-school student. Master's, 1938. Boston Univ. 99 p. ms.

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

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

1261. **Turpin, Oren Edwin.** A course of study in economic problems for the twelfth grade. Master's, 1938. Iowa. 232 p. ms.

POLITICAL SCIENCE

1262. **Bone, Hugh Alvin, *jr.*** The effect of college training on student political attitudes. Doctor's, 1937. Northwestern. (Abstract *in:* Northwestern university. Summaries of doctoral dissertations . . . 1937: 5: 120–26)

Analyzes replies of 2,475 students of eight schools of Northwestern university to a questionnaire in an attempt to discover which agencies of political education had the greatest influence on political attitudes Finds the home the most important agency in the development of political interests; the influence of university classes on the development of political interest moderate but not great; informal discussion on the street, in dormitories, and at home influenced the molding of political attitudes greatly; students prefer to get their news through dramatized radio programs, picture news weeklies, and sensational newspapers although skepticism of the reliability of newspapers is obvious; Northwestern university makes little effort to facilitate and promote political activity among its undergraduates; student government at Northwestern university was found to be the concern of only a small minority, the influence of civic societies and associations on college students is small; approximately 25 percent of the student body desires to run for public office; interest in active citizenship and intention to enter into such citizenship increase from the freshman to the graduate years.

*1263. **Flaherty, Paul Frederick.** Communism versus democracy: a comparison of the governmental principles of communism, as in the Union of Soviet Socialist Republics, with democracy, as in the United States. Master's, 1938. St. T. C., Fitchburg. 97 p. ms.

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

*1264. **Frierson, Marguerite Shepard.** A study of children's knowledge of current political and civic information. Master's, 1938. Boston Univ. 136 p. ms.

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

1265 **Miller, Eleanora.** American women in politics. Master's, 1938. Peabody. 50 p. ms.

Presents a teaching unit on American women in politics.

†1266. **Murphy, Gardner *and* Likert, Rensis.** Public opinion and the individual: a psychological study of student attitudes on public questions, with a retest 5 years later. New York, Harper and brothers publisher, 1938. 316 p. (Columbia university)

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

1267. **Pace, Charles R.** The relation of liberal-conservative attitude to knowledge of current affairs. Doctor's, 1938. Minnesota.

1268. **Sayre, Rollo Clifton.** Units for class use in the field of *Problems in American democracy.* Master's, 1938. Wisconsin.

*1269. Somerville, John MacPherson. Methodology in social science: a critique of Marx and Engels. Doctor's, 1938. Columbia. New York, 1938. 72 p.

Discusses the intellectual cooperation of Karl Marx and Friedrich Engels and their political, economic, and social beliefs.

PSYCHOLOGY

1270. Anderson, Virgil A. Auditory memory span as tested by speech sounds. Doctor's, 1938. Wisconsin.

*1271. Batcheler, L. R. A comparison of the efficacy of immediate review and delayed review. Master's, 1938. Penn. State. 39 p. ms.

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

1272. Bugelski, Bergen R. Factors determining individual differences in the pattern of work decrement. Doctor's, 1938. Yale.

1273. Bures, Charles Edwin. A logical analysis of the definition and formation of scientific concepts. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

*1274. Cameron, Alister. The Pythagorean background of the theory of recollection. Doctor's, 1938. Columbia. Menasha, Wis., George Banta publishing company, 1938. 101 p.

*1275. Carlson, Hilding Bror. Factor analysis of memory ability. Doctor's, 1937. Chicago. Journal of experimental psychology, 21: 477–92. November 1937. (Reprint)

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

1276. Chrisof, Cleo. The formulation and elaboration of thought-problems: an experimental study of thinking. Doctor's, 1938. Cornell.

1277. DeAngelus, Angelo F. Knowledge of results as a factor in motivation. Master's, 1938. Mass. St. Coll. 74 p. ms.

†1278. Deutsche, Jean Marquis. The development of children's concepts of causal relations. Minneapolis, University of Minnesota press, 1937. 104 p. (Institute of child welfare, monograph series no. 13)

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

1279. Forest, Susan Elizabeth. The effect of the combined factors of race and environment upon general intelligence. Master's, 1937. Columbia.

1280. Gammeter, Walter. Percentage differences of opinion items between chance groups. Master's, 1938. Washington Univ. 51 p. ms.

Compares group responses to 480 items.

1281. Gaston, E. Thayer. A study of several physical factors in tonal thinking. Master's, 1938. Kansas. 138 p. ms.

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

1282. Gilbert, Gustav. The hedonistic factor in memory in children and adults. Master's, 1937. Columbia.

*1283. Gould, Rosalind. An experimental analysis of "level of aspiration." Doctor's, 1938. Columbia. Provincetown, Mass., The Journal press, 1939. 114 p. (Genetic psychology monographs, vol. 21, no. 1)

1284. Harrison, Ellwood R. Personal tempo and the interrelationships of voluntary and maximal rates of movement. Doctor's, 1938. Johns Hopkins.

1285. Hubbell, Marian B. An investigation of the principles underlying "good" visual configurations. Doctor's, 1938. Bryn Mawr.

*1286. Kao, Dji-Lih. Plateaus and the curve of learning in motor skill. Doctor's, 1936. Michigan. Columbus, Psychological review company, 1937. 94 p. (Psychological monographs, vol. 49, no. 3. Whole no. 219, 1937)

1287. Letzter, Margaret Catherine. The rate of forgetting for incidental learning. Doctor's, 1937. Northwestern. (Abstract *in:* Northwestern university. Summaries of doctoral dissertations . . . 1937; 5: 220–25)

Describes an experiment conducted with 629 college men and women, members of psychology classes at Northwestern university and Lewis institute in Chicago, to study incidental memory of a motion picture to determine the rate of forgetting the picture after intervals of 24 hours, 48 hours, 1, 2, and 4 weeks. Finds that individuals vary greatly in their ability to retain incidentally learned facts, some remembering much on immediate recall but forgetting much subsequently, while others learn little but retain it over a longer period; that more items may be remembered at delayed recall than at immediate recall, in the case of both incidental and rote learning, and that motion-picture material acquired through incidental learning is retained longer than nonsense syllables learned under the conditions of learning and of recall as reported by other investigators.

*1288. Madigan, Marian East. A study of oscillation as a unitary trait. Doctor's, 1936. Chicago. Journal of experimental education, 6: 3–10, March 1938. (Reprint)

1289. Marzolf, Stanley Smith. Problems in the use of the case method. Doctor's, 1937. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctors' dissertations, no. 25: 251–57)

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

1290. Merchant, F. Educational implications of a self-psychology. Master's, 1938. Coll. of the City of N. Y. 120 p. ms.

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

†1291. Peabody studies in psychology. Peterson memorial number. Columbus, American psychological association, 1938. 237 p. (Psychological monographs, whole no. 225. Vol. 50, no. 5)

Contents: (1) Bibliography of the writings of Joseph Peterson, p. 5–11; (2) Does practice with inverting lenses make vision normal, by Joseph Peterson and J. Kimbark Peterson, p. 12–37; (3) Factors affecting speed in serial verbal reactions, by J. Ridley Stroop, p. 38–48; (4) Maturity and learning ability, by Wendell W. Cruse, p. 49–65; (5) The behavior of right and wrong responses during work and rest intervals, by Katherine Vickery, p. 66–83; (6) Learning to generalise, by James L. Graham, p. 84–115; (7) Comparative studies of full- and mixed-blood North Dakota Indians, by C. W.

Telford, p. 116–20; (8) Comparative studies of certain mental disorders among whites and Negroes in Georgia during the decade 1923–1932, by J E Greene, p. 130–54; (9) The measurement of attitudes towards mathematics, by Enri Belle Bolton, p 155–82; (10) A study of the interests of college students, by K. C Garrison, p. 183–202; (11) The relation of intelligence of college freshmen to parental occupation, by B F Haught, p 203–10; (12) The descriptive categories of psychology, by Lyle H. Lanier, p 211–37

1292. Peixotto, Helen Esther. An experimental study of personality factors in achievement. Master's, 1937. Columbia.

1293. Riley, *Sister* Rose Francis. Primacy and recency as factors in association. Master's, 1938. Catholic Univ. 34 p. ms.

Devises a test of 599 items in an attempt to determine the relative strength of primacy and recency when combined with frequency as factors in association Administers the test to 183 college and university women students, and to a group of 23 students in reverse order Shows a consistent advantage for recency.

***1294. Rush, Grace Preyer.** Visual grouping in relation to age. Doctor's, 1937. Columbia. New York, 1937. 96 p. (Archives of psychology, no 217)

1295. Ryans, David G. The concept of intelligence. Journal of educational psychology, 29: 449–50, September 1938. (William Woods college)

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

1296. ——— An experimental investigation of persistent behavior Doctor's, 1938. Minnesota.

1297. ——— The major observable dimensions of behavior Journal of general psychology, 19: 65–77, July 1938. (William Woods college)

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

1298. ——— The meaning of persistence. Journal of general psychology, 19: 79–96, July 1938. (William Woods college)

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

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

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

***1300. Shlaer, Simon.** The relation between visual acuity and illumination. Doctor's, 1937. Columbia. Journal of general psychology, 21: 165–88, November 20, 1937. (Reprint)

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

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

1302. Staubly, Ralph Franklin. A study of certain psychological factors in relation to belief. Master's, 1938. George Washington. 23 p. ms.

1303. Stearns, Isabel S. The nature of the individual. Doctor's, 1938. Bryn Mawr.

***1304. Tiernan, John Joseph.** The principle of closure in terms of recall and recognition. Doctor's, 1935. Nebraska. Lincoln, University of Nebraska, 1935. 12 p.

*1305. **Watson, Robert Irving.** An experimental study of the permanence of course material in introductory psychology. Doctor's, 1938. Columbia. New York, 1938. 65 p. (Archives of psychology, no. 225)

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

MUSIC EDUCATION

1306 **Allen, Warren Dwight.** Philosophies of music history. Doctor's, 1938 T. C., Col. Univ.

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

1307. **Annett, Thomas H.** State and county supervision of public-school music Doctor's, 1938. Cincinnati

*1308. **Bain, Wilfred C.** The status and function of a cappella choirs in colleges and universities of the United States Doctor's, 1938. New York 395 p. ms.

Surveys present practices and offers recommendations for a cappella choirs in the American colleges and universities

1309 **Barrigar, Roger** Problems in arranging the second and third movements from Beethoven's *Symphony no. 8* for high-school band. Master's, 1938. Iowa.

1310 **Baskerville, Gail Haroldson** History of music education in the Seattle public schools Master's 1938 Washington. 152 p. ms

*1311. **Bean, Kenneth L.** An experimental approach to the reading of music Doctor's, 1938 Michigan. Columbus, American psychological association, 1938. 80 p (Psychological monographs, whole no. 226. Vol. 50, no. 6)

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

1312. **Beck, Chester Louis.** The organization and development of a junior high school instrumental music department. Master's, 1937. Stanford. 168 p. ms.

1313. **Berchekas, Gregory Anest.** Problems in arranging Weber's *Euryanthe* overture for symphonic band. Master's, 1938. Iowa.

1314. **Bogard, Arlon O.** Problems in adapting standard compositions for brass chamber music groups in high school. Master's, 1938. Iowa.

1315. **Bray, Marjorie Elizabeth.** A survey of instrumental music instruction in Kern county. Master's, 1938. Southern California.

1316. **Bulber, Francis G.** The relation of acoustics to music. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin. vol. 30 N. S., no. 3: 63)

Discusses the basic acoustical laws, the nature and transmission of sound, the properties of musical tone, resonance and the behavior of sound waves; the acoustical design and

the working principles of the instruments of the orchestra, piano, organ, and the human voice; the development and physical analysis of the musical scale, as a basis for a course of study on the relation of acoustics to music.

1317. **Bunch, Edith Frances.** Musical likes and dislikes of children. Master's, 1938. Colo. St. Coll. of Ed.

1318. **Calvi, *Mrs.* Jane C.** Objectives in public-school music. Master's, 1938. Wisconsin.

1319. **Castelloe, Dorothy.** A critical selection of materials for small vocal ensemble in secondary schools. Master's, 1938. Iowa.

1320. **Cecil, Margaret Wertz.** Music in rural consolidated schools of Delaware county. Master's, 1937. Ball St. T. C. 70 p. ms.

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

1321. **Chambers, Lawrence Boyd.** A critical selection of unison octavo music for voice students. Master's, 1938. Ohio State. 194 p. ms.

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

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

1323. **Custer, Brooks O.** A study of musical aptitudes and attitudes of high-school students who are non-participants in music. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 38–39)

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

*1324. **Doty, Frances Vanice.** Junior high school music in six large cities of the United States. Master's, 1938. George Washington. 101 p. ms.

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

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

*1326. **Eberle, Alma M.** A controlled experiment to determine the value of technical analysis in music appreciation. Master's, 1938. Penn. State. 26 p. ms.

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

1327. **Eisaman, Lourene.** Relation of aesthetic mindedness in music to musical sensitivity, personality traits, and interests. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 417–18)

Measures the relationship of types of musical response to musical sensitivity and to personality traits and interests, using the Seashore and the Schoen tests of musical

talent, and four personality tests. Finds a definite relationship between aesthetic mindedness and aesthetic interest, and little relationship between aesthetic mindedness and the other musical and personality traits and interests.

*1328. **Emerick, Lucille Mae.** Predicting success in music education for adults. Doctor's, 1938. New York. 229 p. ms.

Attempts to discover which element or combination of elements, age, intelligence scores, and scores on musical talent tests may best be used to predict probable success in the study of music; to survey factors relative to the status of the group with regard to achievement and performance in the light of general education, professional incentives, and previous musical experience. Describes an experiment conducted with adults studying in the free music schools of New York City. Finds that probable success in either music achievement or performance may be forecast for adults who wish to study music.

1329. **Enlow, Cloyce M.** A survey of available material for the adolescent boy's voice, with suggested original arrangements. Master's, 1938. Iowa.

1330. **Gilchrist, Gloria Helms.** A study of the kinship of music and literature. Master's, 1938. Peabody. 206 p. ms.

Studies literature as an inspiration to music; musicians who contributed to literature; music that has inspired literature; and authors who have been musicians.

1331. **Glover, Carolyn May.** Curriculum of music for Kentucky state college based on the public-school system of Kentucky. Master's, 1938. Ohio State. 78 p. ms.

Finds that little music is taught in the public schools of Kentucky, and that the Kentucky state college course is inadequate

1332. **Gunderson, Hugh.** Problems in arranging Buch's *Toccata* and *Fugue in D minor* for full orchestra. Master's, 1938. Iowa.

*1333. **Harding, Paul E.** A study of the load of instrumental music teachers of Pennsylvania. Master's, 1938. Penn. State. 57 p. ms.

Analyzes replies to a questionnaire sent in by 37 music teachers in high schools in 25 counties of Pennsylvania in 1936–37 Finds that these teachers taught various kinds of instrumental and vocal music, music theory and appreciation; that the median time spent by the instrumental teacher was 40 3 hours a week, of which 34 4 hours were spent in instructional activities; that the median amount of time spent by instrumental music teachers in activities connected with music instruction outside of school hours is 5.4 hours a week; that the average instrumental music teacher does not teach an academic subject; that the size of the school has little bearing on the load of the teacher; and that increased experience tends to increase the load to a slight extent.

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

1335. **Hill, Elizabeth Marsh.** The status of music in the public schools of Georgia. Master's, 1938. Emory. 164 p. ms.

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

1336. **Huff, Arthur L.** A survey of community and public-school music in Licking county, Ohio. Master's, 1938. Ohio State. 88 p. ms.

*1337. **Humphrey, Louise Besse.** Musical moods in Shakespeare. Master's, 1938. Boston Univ. 96 p. ms.

Stresses the various moods of the musical selections found in the plays; the allusions to music; and the moods found in the music of the line and word

1338. **Jacoby, Dean Stewart.** The efficacy of the round in the teaching of part-singing. Master's, 1938. Ohio State. 114 p. ms.

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

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

*1340. **Johnson, M. Orville.** A study of choral music methods in third-class cities of Kansas. Master's, 1938. Kansas. 69 p. ms.

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

1341. **Kaplan, Leon Lawrence.** Music as an aid in the social treatment of boys in training schools. Master's, 1938. Southern California

1342. **Kennedy, Ina Mae.** Contribution of music to character building Master's, 1938. Nebraska 79 p. ms.

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

1343. **Kirk, Ruth Elizabeth.** Music education in the elementary schools of Mississippi Master's, 1938. Peabody 61 p. ms.

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

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

*1345. **Lindeman, Howard W.** Pennsylvania's music and musicians. Master's, 1938. Penn. State. 72 p. ms.

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

1346. **Lunde, Millard Orlo.** A study of methods of caring for and adjusting school orchestra and band instruments. Master's, 1938. Southern California.

1347. **Modell, Clarion.** The cultural setting of the works of Mozart, Beethoven, Wagner, Debussy, and Stravinsky as an element in an appreciative study of their music. Master's, 1938. Southern California.

1348. **Monroe, Anna M.** Origin and development of music education in the public schools of Philadelphia. Master's, 1938. Temple. 120 p. ms.

*1349. **Mumaw, Otis J.** The provision of facilities and some other aids for the teaching of music in the high schools of Osage county, Kansas, 1937–38. Master's, 1938. Kansas. 44 p. ms.

Shows the provision of rooms, music, instruments, racks, and time for teaching music in the high schools Finds that some schools are well equipped and have adequate facilities and other aids for teaching music, but that in other schools the facilities are meager and inadequate; that small enrollment in some of the schools precludes the possibility of developing large musical organizations even with all desirable facilities; that the administration of a school is handicapped when trying to secure a music teacher who can teach several other subjects; that the small ensemble is a good way to stimulate the students to greater accomplishment; that the radio plays a very small

part in some of the schools and no part in others; that the victrolas are old and seldom used. Recommends greater use of the radio and victrola in teaching music; that books on music history, theory, musicians, operas, compositions, and composers be included in the high-school libraries, that the less common and more expensive instruments should be provided by the school; that future music rooms be planned carefully before the building is constructed, and that present music rooms be improved by treating the walls and ceilings acoustically, installing indirect lighting; and that a long-time plan should be worked out for providing the necessary facilities and aids for teaching music

1350. **Owen, Cyril Maurice.** The place of music in liberal arts education. Master's, 1938. Brown. 43 p. ms.

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

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

1352. **Perry, Hazel T.** The scale (introduction to the study of music). Master's, 1938. Peabody 217 p. ms

1353. **Pihlblad, Marie Louise.** A study of the German romantic composers of the nineteenth century in relation to political and cultural trends as a new technique in teaching music appreciation Master's, 1938. Southern California.

*1354. **Pornoy, Julius.** Music-therapy Master's, 1938. New York. 45 p. ms.

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

1355. **Prescott, Gerald R.** Problems in arranging Wagner's overture to *Die Meistersinger* for symphonic band. Master's, 1938. Iowa.

1356. **Reeves, Isabel Boyd.** Some values of the public-school music programs in the Evansville schools. Master's, 1938. Indiana. 102 p. ms.

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

1357. **Richard, Luther A.** The status of music education in the public schools of Virginia. Doctor's, 1938. Cincinnati.

1358. **Ross, Eugene R.** The woodwind instruments: Their development and use. Master's, 1938. Ohio State. 72 p. ms.

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

*1359. **Rubin-Rabson, Grace.** The influence of analytical prestudy in memorizing piano music. Doctor's, 1937. Columbia. New York, 1937. 53 p. (Archives of psychology, no. 220)

Compares the efficiency of two procedures in memorizing piano music; one includes the study and analysis of the musical material before continuing the learning at the keyboard,

the other omits this analytical study and confines the entire learning to the keyboard. Describes an experiment in which four different methods of learning four different experimental compositions were used by four groups of experimental subjects, each group containing an equal number of subjects. Finds the use of analytical study periods before keyboard practice superior to the method in which the analytical study period is omitted.

1360. **Sanford, Jean Miller.** Music experiences recommended for young children. Master's, 1938. Peabody. 185 p. ms.

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

1361. **Schaefer, Eugene Vernon.** Problems in arranging the second movement, *Andante cantabile con moto*, from Beethoven's *Symphony no. 1* for symphonic band. Master's, 1938. Iowa.

1362. **Schalansky, Ella.** A study of music instruction in cities of the third class in central and western Kansas. Master's, 1938. Kansas St. Coll.

1363. **Shackson, Lucius Lee.** A study of curriculum requirements for public-school music majors in the teacher-training institutions of Indiana, Illinois, and Michigan. Master's, 1938. Ohio State. 115 p. ms.

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

1364. **Shaw, Travis, *jr.*** The organization and direction of public-school bands. Master's, 1938. West Texas St. T. C. 96 p. ms.

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

1366. **Smith, Gail Arthur.** Problems in arranging the first movement, *Adagio molto—Allegro con brio*, from Beethoven's *Symphony number 1 in C minor* for symphonic band. Master's, 1938. Iowa.

1367. **Somerindyke, Ruth Howard.** The musical interests and activities of music students in a junior college. Master's, 1938. Southern California.

*1368. **Stout, Barrett.** The harmonic structure of vowels in singing in relation to pitch and intensity. Doctor's, 1937. Iowa. Journal of the acoustical society of America, 10: 137–46, October 1938. (Reprint)

1369. **Swanson, Frederick John.** A course in the beginning study of stringed instruments. Master's, 1938. Wisconsin.

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

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

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

1372. **Tipton, Maxine Louise.** A study of the interpretative problems in Schumann's *Liederkreis*. Master's, 1938. Iowa.

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

Master's, 1938. Ind. St. T. C. 31 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 191–92, July 1938)

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

1374. **Van Doren, Howard W.** Problems in arranging Dvorak's *Carneval overture* for symphonic band. Master's, 1938. Iowa.

1375. **Weiner, M.** The effect of home practice upon musical ability as measured by five of the Kwalwasser-Dykema music tests. Master's, 1938. Coll. of the City of N. Y. 54 p. ms.

Attempts to determine whether instrument practice at home improves the ability of a musically superior group. Administers five of the Kwalwasser-Dykema music tests to a group of 129 second- and third-grade pupils from the High school of music and art in New York City in January 1937, and again under similar conditions 1 year later. Indicates that the amount of practice had little effect on improvement in the functions tested; that the tests seem to have a low reliability and do not seem sensitive enough to detect small individual differences in a group of more than average musical ability.

1376. **Wetherill-Walther, Ethel Jane.** Reed instrument methods for school music teachers. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 63)

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

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

1378. **Williams, Selina East.** Choral singing and speaking in the elementary grades, Drew, Mississippi. Master's, 1938. Peabody. 124 p. ms.

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

1379. **Wisdom, Paul E.** An analysis of teacher needs in music training in small towns of the Rocky Mountain area. Master's, 1938. Colo. St. Coll. of Ed.

ART EDUCATION

1380. **Atwell, Susanna.** Color vision in relation to artistic ability in the third, fourth, fifth, and sixth grade. Master's, 1938. Stanford.

1381. **Barnes, Joseph Curtis.** Comparative analysis of methods of perspective drawing. Master's, 1938. Stanford.

1382. **Bell, Kendrick.** Aspects of the social and economic factors affecting artistic expression. Master's, 1938. Ohio State. 42 p. ms.

1383. **Calahan, Opal C.** Teaching art in the elementary grades. Master's, 1938. Oklahoma. 58 p. ms.

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

1384. **Cashdollar, Margaret.** Etruscan art for seventh and eighth grades. Master's, 1938. Peabody. 200 p. ms.

1385. **Cole, Emma Julia.** Contributions of art to everyday life. Master's, 1938. Washington. 59 p. ms.

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

1386. **Duryea, Ruth.** The status of art training on the college level. Master's, 1938. Southern California.

1387. **Earley, Robert Marvin.** Instructional aids in pre-vocational mechanical drawing. Master's, 1938. Okla. A. and M. Coll.

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

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

*1389. **Gridley, Pearl Farwell.** Graphic representation of a man by four-year-old children in nine prescribed drawing situations. Doctor's, 1936. Yale. Genetic psychology monographs, 20: 183–350, May 1938.

1390. **Halsey, Margaret Jeanne.** A method for evaluating children's use of certain plastic materials. Master's, 1938. Iowa.

1391. **Hart, Dorothy P.** A study of the development of artistic and non-artistic. Master's, 1938. Michigan.

1392. **Hysell, Margaret.** A study of three art principles as used by certain elementary school children in Meigs and Athens counties. Master's, 1938. Ohio Univ. 29 p. ms.

Attempts to determine whether children progress in art ability as they move from grade to grade; how the work of a sixth-grade child with no art instruction compares with that of a child with 6 years of instruction; and how the art products of the first-grade child and the sixth-grade child with no instruction compare.

1393. **Jennings, Florence.** The conformity of children to aesthetic principles in graphic art. Doctor's, 1938. Johns Hopkins.

1394. **Kelly, Irene Elliott.** Teaching art in the intermediate grades. Master's, 1938. Stanford. 261 p. ms.

*1395. **Kendall, Eleanor L.** A tentative course of study in art and mechanical drawing for the junior and senior high schools of Beverly. Master's, 1938. Boston Univ. 323 p. ms.

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

1396. **Lark-Horovitz, Betty.** On art appreciation of children: preference of picture subjects in general. Master's, 1938. Purdue.

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

1397. **Lemons, Mary Ruth.** Art knowledge and skills required in some vocations. Master's, 1938. Peabody. 134 p. ms.

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

1398. **McCloskey, Ann Green.** A study of the art ability and interest of sixth-grade boys and girls. Master's, 1938. Temple. 85 p. ms.

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

1399. **McElhanon, Hazel.** The child's expression of ideas through picture writing Master's, 1938. East Texas St. T. C. 134 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 18)

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

1400. **McGill, Leona Leti.** Art in junior high school education. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 19)

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

1401. **MacLean, C. Blair.** A study of the ability of students of mechanical drawing to read drawings. Master's, 1938. Michigan.

*1402 **Merdian, Bertha.** A job analysis of the requirements of the Federal government for employment in art and related lines. Master's, 1937. George Washington. 63 p. ms.

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

*1403. **Meyer, Anita C.** Art in relation to the elementary curriculum of the Louisville public schools. Master's, 1936. Louisville. 136 p. ms.

*1404. **Morgan, Norman W.** A controlled experiment on relative value of models and textbook versus the textbook in the teaching of mechanical drawing. Master's, 1938. Penn. State. 43 p. ms.

Describes an experiment conducted with the 11B students taking architectural drawing during the first semester of the 1937–38 school term in the Technical high school, Scranton, Pa., to determine the relative value of using models with the textbook, or of using the textbook alone in teaching mechanical drawing. Shows a slight tendency in favor of the

group using models and textbook, but that the difference was not great enough to warrant a definite conclusion in its favor.

*1405. **Muller, Erwin T.** A comparison of two methods of teaching representational drawing in a secondary technical school. Doctor's, 1938. New York. 179 p. ms.

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

1406. **Overturf, H. James.** An analysis of the drawing of pre-adolescent children. Master's, 1938. Oregon.

1407. **Raab, Luella May.** The effect of aesthetic insight upon art production at the fifth- and sixth-grade levels. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Describes an experiment conducted with two matched groups of 25 children each who were selected for an art training period of 2 school years.

1408. **Reynolds, Claude W.** Extracurricular fine arts participation in high school and college. Master's, 1938. Nebraska. 88 p. ms.

Finds extensive participation in all types of high schools, and very little carry-over from high school to college in participation in extracurricular fine arts.

1409. **Rising, James S.** A critical analysis of the course outlined in the syllabus for mechanical drawing for the state of New York. Master's, 1938. N. Y. St. Coll. for Teach. 51 p. ms.

1410. **Sawyer, Josephine.** A comparative study of the direct and indirect methods of teaching the major principles of design to seventh- and eighth-grade students in the Chester township schools, Wabash county, Indiana. Master's, 1938. Ball St. T. C. 80 p. ms.

Analyzes data secured from creative ratings and from judgment scores made by 100 students, and indicates that the indirect method is the more satisfactory method of teaching design

*1411. **Severino, Dominick A.** An art course for grade 10 based on everyday graphic arts. Master's, 1938. Boston Univ. 91 p. ms.

Studies art objectives; the junior high school course of study in art. Gives a program of activities for the graphic arts course in grade 10; and discusses the organization of the graphic-arts course.

1412. **Shukotoff, A. Z.** The development of art education in the public schools of the City of New York from 1805 to 1898. Master's, 1938. Coll. of the City of N. Y. 99 p. ms.

Traces the changes that occurred in art education in the primary and grammar schools of the public-school system, and analyzes the changes which occurred from the time of the introduction of the subject in 1805 to 1898 when the present City of New York was created. Finds that the subject of art education, which was first advocated as an aid to the study of penmanship, passed through a series of intermediate stages to the industrial arts; that art education has become more complex in method and content; that it was less formal in 1898 than at the start, and that it bears a better relationship to the rest of the curriculum than it did at the start.

1413. **Tearney, Orville Addison.** The evolution of linear drawing as a subject of study; a critical study of the cumulative philosophies affecting the teaching of drawing with special reference to education in the United States. Doctor's, 1938. Louisiana State. 378 p. ms.

Finds that linear drawing has been under discussion for more than 2,000 years as an important factor in formal education, and that it has been advanced as a part of the aesthetic, industrial, and visual education movements.

1414. **Triplett, Laura Sherwood.** Background for appreciation of art in seven St. Louis churches. Master's, 1938. Peabody. 62 p. ms.

1415. **Ullom, Cora Bertha.** The project method in art education for junior and senior high schools. Master's, 1938. Wittenberg. 97 p. ms.

Studies meaningful and purposeful activity in art education, grades 1–12, with emphasis on work for junior-senior high schools. Finds that art should be a major subject as are English, social science, music, and health; that the learner's potential abilities are developed through self-directed, creative self-expression of art, through broadening of interests, cultivation of desirable attitudes, habits, skills for self-realization, and group participation toward his highest development his contribution to the community.

1416. **Wheatland, Ruth Dorothy.** The development of colemanite glazes for use in schools and studios. Master's, 1938. Southern California.

1417. **Whiting, Mildred R.** The use of art in the teaching of other subjects in the secondary schools with implications for teacher training. Doctor's, 1938. Nebraska.

*1418. **Winslow, Leon Loyal.** A comparative study of 20 9A pupils ranking highest and 20 ranking low in the assigned problem in visual art. Master's, 1937. Penn. State. 75 p. ms.

Studies the comparative ranking of 39 girls and 21 boys in the 9A grade in a problem in visual art, comparing especially the ranking of the two top groups, those ranking highest and those ranking low. Finds that the artistically superior pupils surpassed the artistically inferior pupils in IQ, were slightly older in both chronological and mental ages, made the highest marks in school, ranked slightly lower in conduct, higher in perseverance, preferred drawing or some other artistically significant activity as a hobby and as a school subject. Finds that many of the gifted children had received special art instruction outside of the public schools, that their parents had received superior educational advantages, that these children came from the smallest families where English is the only language spoken, from the best appearing neighborhoods, and contemplate higher training to fit them for work as artist or teacher.

DRAMATICS

1419. **Brown, Wanda Mae.** A study of the nature and extent of dramatic activities in church-sponsored summer conferences for seniors and young people. Master's, 1938. Presbyterian Coll.

1420. **Everitt, Asha Aline.** A study of drama in the Mississippi elementary schools. Master's, 1938. Peabody. 47 p. ms.

Contrasts the use of original drama with adult developed drama in the elementary schools of Mississippi. Finds that original drama was used more in the first 4 grades, and adult developed drama in grades 5 and 6; that each grade averages 2.21 plays a year, and that 18.4 percent of the grades have weekly dramatic clubs.

1421. **Hall, Betty Katherine.** A comparison of three creative dramatic productions by grade school children motivated by like stimuli. Master's, 1938. Ohio Univ. 40 p. ms.

Attempts to determine which grade or grades in the elementary school are best suited for the creative approach to dramatic production.

1422. **Hildreth, Frank LeRoy.** The extent to which Shakespeare adapted his dramas to the members of his acting company. Master's, 1938. Colo. St. Coll. of Ed.

1423. **Holmes, Dorothy Ann.** The problem of costumes in junior high school. Master's, 1938. Texas.

1424. **Jackson, Homer Herbert.** An evaluation in the dramatization in teaching elementary American history. Master's, 1938. Colo. St. Coll. of Ed.

1425. **Kelly, Marcella Rose.** Functional drama in elementary school. Master's, 1938. T. C., Col. Univ. 75 p. ms.

1426. **Lathrop, Miriam Coleman.** Dramatics, an essential factor in religious education. Master's, 1938. Andover-Newton. 50 p. ms.

*1427. **Madeira, Sheldon.** Some current practices in high-school play production in Pennsylvania. Master's, 1938. Penn. State. 47 p. ms.

Analyzes 123 replies to a questionnaire sent to 284 high schools in Pennsylvania to determine current practices in play production. Recommends that the emphasis in play production be shifted from revenue to education; that play production be added to the curriculum as a regular activity; that play writing by pupils be encouraged; that students be allowed greater responsibility in choosing plays and players, and in coaching; that anyone who casts well be permitted to take a part in a play; that an admission fee sufficient to meet expenses incidental to production only be charged; that a definite auditorium schedule for practices be worked out; that a trained person should coach and should receive at least a time subsidy for coaching

1428 **Moody, Aileen.** Pageants for school and college use. Master's, 1937. T. C., Col. Univ. Minneapolis, Burgess publishing company, 1937. 139 p.

1429. **Park, Marie.** Diagnostic study of development in rehearsal and performance of students in dramatic interpretation. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Analyzes the characteristics and development of 36 student actors as revealed in rehearsal and performance of university theater productions at the University of Iowa during the academic year 1936–37 Analyzes the rehearsal logs of the 36 student actors Finds a systematic tendency downward from the performance of the excellent group to the good and average groups

*1430 **Plugge, Domie E.** History of Greek play production in American colleges and universities from 1881 to 1936. Doctor's, 1938. T. C. Col. Univ. New York, Teachers college, Columbia university, 1938. 175 p (Contributions to education, no. 752)

Shows that in producing Greek drama directors in American colleges and universities have followed three distinct methods A traditional method based on literary sources, a traditional method based on archaeological sources, and a modern method of stage presentation

*1431 **Rooker, Henry Grady.** The stage history of the portrayal of Shakespeare's character, *Hamlet*. Doctor's, 1932. Peabody. Nashville, George Peabody college for teachers, 1932. 38 p (Contribution to education, no. 205)

Discusses the theaters of London during and succeeding Shakespeare's time; the first performance of the play; the sources and principal editions of the play, its popularity and fame from its first performance to the present; the popularity of the character Hamlet and the challenge of the character for the greatest actors, and the outstanding British, American, and foreign actors of the character.

1432. **Rushing, Sammie Janette.** A correspondence course in the art of producing pageants. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no 3: 49)

Compiles and arranges materials on pageantry for use in a university correspondence course.

1433. **Sherman, June Elaine.** Analysis and evaluation of nine books on acting. Master's, 1938. Iowa.

1434. **Smith, Estelle.** Pageants and plays in the elementary schools. Master's, 1938. Sam Houston St. T. C. 340 p. ms.

1435. **Smith, Thelma.** Standard techniques of interpretation as applied to Oscar Wilde's *Lady Windermere's fan*. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 128)

Surveys the development of interpretative reading, and applies the principles and techniques to preparing a play for platform interpretation. Studies the methods of the older teachers in order to give a background for later methods and to show the evolution of ideas concerning interpretative reading.

1436. **Stone, Vera Jones.** Pageantry as a community art. Master's, 1938. Peabody. 95 p. ms.

Finds that pageantry provides wholesome recreation, an opportunity for creative work; it dignifies the past and has historical value; it has educational value as a teacher of science because it clothes scientific facts in more attractive garments than those generally employed; it presents moral questions in an interesting and convincing manner; it encourages the collection and preservation of valuable local traditions and history that otherwise might be lost; it points the way to a better citizenship by emphasizing inspiring incidents of the past and forecasting a better, brighter new day

1437. **Ting, Margaret.** Crucial problems in educational dramatics. Master's, 1937. Hawaii.

1438. **Tyree, W. Woodson.** A study of methods of teaching dramatic literature in high schools through exercises in certain mediums of dramatic expression Master's, 1938. Okla. A. and M. Coll.

Indicates that a drama is best taught by physical presentation as it consists of a musical nature in tones and melodies of speech, of a dance nature in form and movement of bodies, and of a pictorial nature in the line, form, and color of its scenery and costume; and that an experience of drama is incomplete when only read and studied, as the sensory nature of sight and sound make direct experience of it essential for the greatest response.

1439 **Wier, George Washington.** Present practices in the use of the carnival in the small high schools of Texas, 1937–38. Master's, 1938. Texas.

1440. **Winbigler, Hugh Donald.** The teaching of dramatic art in 103 Iowa high schools. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa Series on aims and progress of research, no. 57)

Shows that although plays are regularly produced in every school investigated, and although administrators are generally favorable to the development of programs in speech and dramatic art, play production is for the most part an activity lacking in comprehensive planning and integration with the school programs

SPEECH EDUCATION

1441. **Aly, Bower.** Alexander Hamilton: a study in persuasion. Doctor's, 1938. T. C., Col. Univ.

Sets up standards of criticism and methods of procedure, evaluates the extant criticism of Alexander Hamilton as an orator; discusses Hamilton as an orator and the occasion and audience for his speeches; and criticizes the text of and testimony about his speeches Contributes to speech education by its emphasis on thoughtful speech as a whole process, as opposed to the idea of speech involving the more limited attributes of voice, diction, and elocution

1442. **Arnold, Jean Margaret.** Pronunciation errors by junior high school students, Part 1. Master's, 1938. Iowa.

1443. **Bauman, Melvin Walter.** A survey of high school debating in South Dakota. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 24–25)

Finds that 55 percent of the high-school students of South Dakota are in schools which provide debate activity; that only 2.7 percent participate in interscholastic debating, and 5.8 percent in intramural or interscholastic competition; that in one-third of the schools the coach has training equivalent to at least a speech minor; that 93 percent of the debaters rank above the average scholastically and the majority are active in one or more other extracurricular activities Shows that a larger proportion of the large schools include debating in their programs, the squads are larger, more money is spent, and more debates are held; that a larger proportion of students participate in debating in the small schools.

1444. **Beene, Marjorie W.** A collection of exercises for the tongue, lips, and jaw, together with a study of the efficacy of certain selected exercises. Master's,

1437. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30, N. S., no. 3: 125–26)

Attempts to determine objectively the efficacy of repetitive muscular exercises of the tongue, lips, and jaw in speeding up the movements of the articulatory organ; and to collect all available exercises and test them out with an experimental and a control group of 10 persons each.

1445. Belfour, C. Stanton. Selecting a national debate question. School activities, 9: 354–56, April 1938. (University of Pittsburgh)

1446. Bohannon, Dorothy. A course of study in speech for junior high school pupils in Joplin, Missouri. Master's, 1938. Iowa.

1447. Boyles, Loverna Stealey. A study of the need and facilities for speech correction in Oklahoma elementary and secondary schools for the school year of 1937–38. Master's, 1938. Oklahoma. 81 p. ms.

1448. Breen, Grace. A case study of seventh- eighth- and ninth-grade pupils in University high school, State University of Iowa, as related to the development of a speech program in these grades. Master's, 1938. Iowa.

1449. Chenoweth, Eugene. A study of factors influencing the adjustment of college freshmen to the speaking situation. Master's, 1938. Iowa.

1450. Craiglow, Richard E. Fear in relation to speech. Master's, 1938. Ohio State. 57 p. ms.

Studies the sources of children's fears; their fear of speech and stagefright.

†1451. Davis, Edith A. The development of linguistic skill in twins, singletons with siblings, and only children from age 5 to 10 years. Minneapolis, University of Minnesota press, 1937. 165 p.

Studies a total of 436 children, twins, singletons, and only children in 5 5, 6 5, and 9 5 year age groups Finds that only children are definitely superior to children with siblings in every phase of linguistic skill; that singletons with siblings are superior to twins; that twins from the upper occupational groups by 9.5 years have practically overcome their language handicap, but twins from the lower occupational groups have made relatively little progress; that the twins of the ages studied were especially retarded in perfection of articulation; and that at least during the kindergarten year, a child's mastery of articulation is closely related to other phases of language development

1452. Dilley, Rita H. Suggested course of study in speech for high schools. Master's, 1938. Alabama.

1453. Ensher, Beatrice A. Speech education in the high schools of the United States. Master's, 1938. St. T. C., Bridgewater. 81 p. ms.

Studies the aims, values, and status of various forms of speech training and offers suggestions for a program of speech education. Recommends a speech department independent of the English class, and compulsory courses in the fundamentals of speech and in public speaking.

1454. Farley, Helen Frances. An approach to the enlargement of the vocabulary of students in speech. Master's, 1938. Iowa.

1455. Groneman, Virginia K. The choric choir in modern education. Master's, 1938. East Texas St. T. C. 123 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 15)

Presents the history of choric speaking; offers suggestions for teaching it; discusses specific considerations especially applicable to orienting the student and adult to the choir; presents technical exercises employed to aid proper speech development, and comprehensive lists of materials suitable for secondary school pupils and adults.

1456. Henderson, Lois Elizabeth. Pronunciation drills for college freshmen, Part V. Master's, 1938. Iowa.

1457. **Jackman, Gertrude F.** Pronunciation errors by junior high school students, Part II. Master's, 1938. Iowa.

1458. **Johnson, David Livingstone.** An analysis of the voice and articulation abilities of students enrolled in a required course in speech. Master's, 1938. Iowa.

1459. **Karr, Harrison M.** An investigation of the speech activities in the high schools of Los Angeles county. Doctor's, 1938. Southern California.

Finds that the modern integrated program has materially increased the speech activities through the medium of oral reports, class discussions, and open forums, with no tendency to eliminate special speech classes. Recommends that all prospective teachers in any field have speech training; that speech teachers have as their objective in instruction the preparation of students for democratic citizenship, and that open forums, symposiums, and discussion groups replace debate and oratory contests.

*1460. **Kavanagh, James P.** Speech reeducation in the Binghamton, New York, schools. Master's, 1938. New York. 28 p. ms.

Describes the administration of the corrective speech program. Finds that 6 percent of the school children in Binghamton have defective speech; that all children who completed their treatment were cured or improved; that speech in American schools in general is faulty and neglected; and that the responsibility for the evils of poor or defective speech lies in the administration of secondary schools.

1461. **Keys, John W.** The speech training of Edward Everett. Master's, 1938. Iowa.

1462. **King, Clifford A.** The effectiveness of group speaking on the acquisition of certain speech skills. Doctor's, 1938. Louisiana State.

1463. **King, Wren.** Rhythmic forms in first-grade children's conversations. Master's, 1938. Peabody. 65 p. ms.

1464. **Knudsen, Orlando S.** The frequency of occurrence of speech sounds in the speech of college freshmen. Master's, 1938. Iowa.

1465. **Koepp-Baker, Herbert.** An electrical phonokinesigraph and its applications to the study of speech. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Describes an instrument constructed to record various speech events, providing records for a detailed analysis of the temporal relations in the articulatory process

1466. **Konold, Florence.** A workbook in speech correction for high-school teachers. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 126–27)

Attempts to provide high-school teachers who have had no training in speech correction with an adequate understanding of the common defects of speech and their underlying causes, and to point the way to the correction of the defects, so that the teachers may help their students with speech defects to improve their speech.

*1467. **Kuhn, Effie Georgine.** The pronunciation of vowel sounds: an evaluation of practice material for college freshmen. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 86 p.

Studies the improvement in the pronunciation of five English vowel sounds as they occur in the normal speech patterns in approximately 3 minutes of oral reading recorded electrically, of 80 college freshmen after they had received class training with two different types of practice material, using selections from modern poetry with one group and disconnected sentence drills with the other group. Studies two classes of freshmen at the State teachers college, Trenton, N. J. Finds sentence practice material and poetry practice material about equally effective in bringing about the desired improvement in vowel pronunciation.

1468. **Lance, Harlan E.** Projects in reading aloud for junior high school students emphasizing voice improvement. Master's, 1938. Iowa.

1469. Larson, Vivian M. K. A study of certain enunciation and pronunciation differences in children's speech and oral reading. Master's, 1938. Iowa. 56 p. ms.

1470. Nesom, Lucia Morgan. A progressive method of teaching the sounds of speech. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 127)

Sets forth a progressive method of teaching the sounds of speech to beginning speech students.

1471. Nicholson, Hazel. An analysis of the vocabulary findings of the Texas interscholastic league debates. Master's, 1938. Southern California.

1472. Peterson, Axel. A survey of debate programs in South Dakota high schools in relation to the aims and purposes of debate. Master's, 1938. South Dakota. 64 p. ms.

1473. Peterson, Gordon E. The theory of the operation of the vocal mechanism. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university University bulletin, vol. 30 N. S., no 3: 127)

***1474. Ritter, Paul J.** Speech education in public secondary schools with emphasis on the training of teachers of speech. Doctor's, 1934 Southern California. Speech monographs, 4: 135–73, December 1937. (Reprint)

1475. Rose, Forrest H. Training in speech and changes in personality Doctor's, 1938. Wisconsin.

1476. Shaffer, George Lewis. The temporal relation between the initiation of jaw movement and the initiation of phonation in the non-stuttered and stuttered production of the voiced and voiceless plosives. Master's, 1938. Iowa.

1477. Skelly, Loretta. A comparison of the rhetorical devices used in 12 intercollegiate debates with accepted textbook principles Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no 3: 127–28)

Attempts to determine how closely the rhetorical devices used in 12 intercollegiate debates follow accepted textbook principles Finds rhetorical weaknesses to be a serious impediment to persuasion and conviction, and the toleration of such weaknesses detracts from debating as a means of training effective speakers

1478. Steer, Max David. Studies in the psychology of speech. Doctor's, 1938, Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Studies qualitatively the breathing of young stutterers; symptomatologies of young stutterers; general intelligence of college stutterers; the use of intensity by superior speakers; and the use of emphasis by trained speakers

1479. Temple, William Jameson. The objective evaluation of the effects of training on the use of frequency, intensity, and duration in speech Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Attempts to apply a combination of psychophysical methods and phonophotographic techniques to the problem of speech training, using as subjects 23 beginning speech students, judged poor in voice flexibility but lacking conspicuous deviations in voice quality, who were divided into three matched groups and trained by three different procedures; uses eight additional students, judged as adequate or superior in flexibility, as a control group Demonstrates the necessity of a thorough re-evaluation of the applicability of psychophysical methods to the study of speech, especially when short samples are used.

1480. White, *Mrs.* Eva B. Evidences of need for speech training for activities outside the classroom by teachers of New Mexico. Master's, 1938. New Mexico. 64 p. ms.

1481. **Williams, Dallas.** A comparison of two methods of teaching pitch variation. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 129)

Compares drills in the stroboscopic technique and training interpretation in teaching pitch variation in continuous speech. Shows that the two methods are nearly equal in effectiveness

1482. **Wood, Margaret Louise.** T. B Macaulay's theory of public speaking. Master's, 1938. Iowa.

JOURNALISM

1483. **Abney, Velma Overne.** Study to determine the opportunities for creative-writing instruction offered in special classes with suggested placement in a program of studies. Master's, 1938 Southern California

*1484. **Fountain, Alvin Marcus.** A study of courses in technical writing. Doctor's, 1938 Peabody Nashville, George Peabody college for teachers, 1938 11 p (Abstract of Contribution to education, no 203)

Investigates the occurrence in engineering colleges of courses in English composition planned especially for or adapted especially to engineering students Examines the qualifications and methods of the instructors who teach such courses Analyzes the development of textbooks for such courses and the contribution that each text made at the time of its publication

1485. **Hartman, William Frederick.** A workbook for high-school journalists Master's, 1938 Colo St Coll of Ed

1486 **Holmes, G. H.** Teaching methods in reporting. Cedar Falls, Iowa state teachers college, 1938

1487. **Hyde, Frances C.** A study of procedures in training court reporters. Master's, 1938 Iowa

1488 **Mannschott, Robert Maxwell** The status of the elementary school newspaper Master's, 1938 Iowa.

1489 **Mitchell, Margie.** Children's interests in creative writings. Master's, 1938. Peabody 48 p ms.

1490. **Montgomery, Reid Hood.** High-school journalism in South Carolina Master's, 1938 South Carolina. 103 p ms

Studies the types of high school publications, their purposes, functions and educational values, and the problems encountered in their issue

1491 **Nance, Herbert T.** Status of the newspaper in Tennessee public county high schools. Master's, 1938. Peabody 47 p. ms.

Finds a lack of student newspapers in many of the small high schools, and that too little use is made of mimeographing and other methods of duplication

1492. **Norton, Stanley K.** The 1937 status of journalistic activities, theoretical and applied, in 128 high schools of Wisconsin. Master's, 1938. Michigan.

1493. **Patmore, Charles Upham.** A manual for the publication of high-school newspapers. Master's, 1938. Southern California.

1494. **Stover, Kermit Martin.** Student yearbooks in Pennsylvania high schools. Master's, 1937. Duke. 216 p. ms.

Analyzes the content of yearbooks and the organization for producing and for financing them

1495. **Swan, Warren M.** Extracurricular publications participation in high school and college. Master's, 1938. Nebraska. 90 p. ms.

Finds that the larger high schools furnished opportunities for participation in school publications, and that there was a carry over from high school participation to college participation.

SAFETY EDUCATION

1496. **Cannon, W. Lawrence.** A study of accidents and safety teaching in Southwest high school, Kansas City, Missouri. Master's, 1938. Kansas. 84 p. ms.

Shows that the number of accidents is increasing more rapidly than the enrollment; that community life and culture is the only course which definitely plans for the inclusion of a unit of safety instruction; that there is a tendency for boys to know more about safety facts than girls; and that the incidental method employed at Southwest high school for teaching safety approximates its maximal results by the close of the sophomore year.

1497. **Covey, Alvin Earl.** A study of safety in the industrial arts woodworking department of the public schools of Texas. Master's, 1938. Agr. and Mech. Coll. of Texas. 82 p. ms.

Studies the need for and type of safety that should be taught in industrial arts woodwork, based on the study of 141 industrial departments. Shows that schools in general lack in safety teaching; that schools teaching safety had fewer accidents

1498. **Fawcett, Beecher Walter.** Functional safety for secondary schools. Master's, 1938. Southern California.

1499. **Howell, Edward.** Safety education in home, occupational, and traffic situations. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin vol. 30 N. S. no. 3: 47)

Studies the types and causes of accidents occurring in the home, occupational pursuits, and traffic situations; discusses the principles of accident prevention.

1500. **Jeppsen, Ernest C.** A procedure for determining the content of a course of study for automobile drivers. Master's, 1938. Colo. St. Coll. 114 p. ms.

Outlines a course of study for an adult evening class based on information on how to drive and on a survey of the actual needs of experienced drivers from various parts of the county and in representative industries.

1501. **Johnson, Norman E.** The status of safety education and the administration of a program in the public school. Master's, 1937. Washington. 109 p. ms.

Studies traffic accidents in Seattle, and building and playground accidents in the public schools of Seattle from 1932–37

*1502. **Kaloupek, Walter E.** The history and administration of the Iowa highway patrol. Doctor's, 1938. Iowa. Iowa City, State historical society of Iowa, 1938. 35 p. (Reprinted from Iowa journal of history and politics, p. 339–86, October 1938)

Traces the history and administration of the highway patrol, and discusses the course of training given in first aid, physical culture, jiujitsu, small arms, auto mechanics, motor vehicle law, court procedure, statutory law, and public relations, including courtesy. Finds that the majority of the first 50 patrolmen were college graduates and that many of the other applicants had college work to their credit. Describes the weekly traffic schools maintained for traffic violators, and the talks given by the members of the traffic patrol on safety in schools and churches.

1503. **Keister, Gerald H.** An analysis of the need for a program of street safety in Mason City, Iowa. Master's, 1938. Colo. St. Coll. 83 p. ms.

Analyses 2,012 street accidents over a period of 5 years to determine the most prevalent type of accidents and those which students must be taught to avoid.

1504. **McCafferty, Carl Leland.** A manual for safety education in high schools. Master's, 1938. Okla. A. and M. Coll.

Attempts to present practical safety materials which can be used as a handbook of information and suggested means of introducing safety in correlation with the adopted curriculum.

1505. **Schaude, Ralph H.** A study to determine a safety program for industrial arts shops. Master's, 1938. Colo. St. Coll. 93 p. ms.

Studies accidents in industrial arts shops in 300 cities in 10 middle western States for the school year 1936–37. Finds that accidents resulting from the use of hand tools were most common, with the chisel responsible for the greatest number.

1506. **Shepherd, Donald W.** An evaluation of safety teaching in Ohio secondary schools. Master's, 1938. Ohio State. 177 p. ms.

Studies the curriculum of 105 Ohio secondary schools, and finds that 80 percent of the schools were making some effort to organize safety teaching, usually by means of correlations with other subjects.

1507. **Welday, Roy A.** A study to determine subject-matter content suitable for a one-semester course in automobile driving for secondary schools. Master's, 1938. Michigan.

HEALTH EDUCATION

1508. **Allen, Henry Grady.** Laboratory materials in health education which may be used in functional integrated curricula in high schools of limited means. Master's, 1938. Louisiana State. 118 p. ms.

Describes an experiment in which laboratory materials in health education were tested in the Tchula, Miss., consolidated school.

1509. **Alli, Joseph H.** Amoebiasis and parasitic infestations among students from 40 countries of the world enrolled in the University of Michigan for the year 1936–37. Doctor's, 1938. Michigan.

1510. **Armstrong, Margueritte Bridges.** The status of sex education for girls in the high schools of Marshall county, Alabama. Master's, 1938. Alabama.

1511. **Aulbach, *Sister* M. Dolorita.** Health education practices in Catholic elementary schools: a study of the schools of the Diocese of Brooklyn. Doctor's, 1938. Fordham. 187 p. ms.

Analyzes data received from answers to a check list by principals of 168 Catholic elementary schools. Shows that the school health program was administered cooperatively by the diocesan school administrators and the department of health; that the former was concerned with the health program, physical training, and preparation of teachers for health instruction; that the department of health was composed of nurses, physicians, and dentists; and that 70 percent of the schools have health service rooms with standard equipment.

1512. **Bailey, John H.** The types of hemolytic streptococci found in scarlet fever patients and in throats of grammar school children. Doctor's, 1938. Michigan.

1513. **Beckwith, Grace Rea.** A study of health teaching in home economics. Master's, 1938. Ohio State.

Analyzes data on the nature and scope of health subject matter found in home economics courses of study and textbooks published between 1930 and 1938. Indicates that health instruction is included as a part of the home economics program and more health teaching is done indirectly than directly; that health is emphasized in units of child care and development and foods; that more subject matter should appear in courses of study and textbooks on housing as it is concerned with individual and family health. Finds a wide gap between present health knowledge and health subject matter found in textbooks and courses of study.

1514. **Beebe, *Mrs.* Ruth White.** The sex questions of undergraduate college students. Master's, 1937. Columbia.

1515. **Bie, Elizabeth Hyndman.** A study of the health knowledge of grade 12 students in Saskatchewan. Master's, 1938. Washington. 45 p. ms.

Describes an experiment in which a health knowledge test was constructed and administered to 685 students from different schools throughout the province and their answers analyzed. Offers suggestions for a new course of study.

1516 **Binion, Thomas F.** The status of health and physical education for boys in class A and AA high schools of Louisiana. Master's, 1938. Michigan.

1517. **Boze, Floyd D.** Health education in the elementary grades. Master's, 1938. East Texas St. T. C. 123 p. ms. (Abstract *in:* East Texas state teachers college. Graduate studies (*abstracts*), 1937–38: 8)

Studies the importance of health education in the elementary school curriculum; shows the responsibility of the school in organizing a health program so as to prevent healthy children from becoming ill, and stresses the need for giving special attention to children in school who need help in the solution of their health problems.

1518. **Carter, Caroline DeMoss.** Unguided food selection of men and women patronizing Peabody cafeteria Master's, 1938. Peabody. 28 p. ms.

1519. **Couch, Frances.** A study of the health education program and facilities and equipment for the physical education program for women relative to a sampling of southern colleges Master's, 1938. Texas

1520. **Cox, Helen Ware.** A study of the health knowledge of women students at Glendale junior college Master's, 1938. Southern California

1521 **Fraser, Lily Paul** Sex education of high-school students in Cleburne, Texas Master's, 1938 Peabody 74 p ms.

Finds that students are receiving sex information from a number of sources; that parents are not assuming their full responsibility for sex instruction, that girls prefer to have their mothers provide this instruction while boys prefer to get it from the school; that students react favorably to sex education, that there seems to be a lack of scientific sex knowledge among the students, the girls' knowledge being somewhat inferior to that of the boys

1522. **Graves, Stuart.** The relation of public welfare and industrial development to public health and medical education in Alabama. Journal of the medical association of the state of Alabama, May 1938. (University of Alabama)

*1523. **Harding, Marion Sanders.** Unit organization of five topics in health education for twelfth-grade pupils. Master's, 1938. Boston Univ. 127 p. ms.

Presents units on healthful living, personal appearance, nutrition infectious disease, and on mental hygiene, with a discussion of experiences in teaching the units

1524 **Henderson, Winfield Lester.** An analysis of health education subject matter for secondary schools together with specific enrichment materials. Master's, 1938. Washington. 81 p ms.

1525. **Hottel, Kathryn M.** The food intake of adolescent girls. Master's, 1938. Temple. 98 p. ms.

Studies 24 healthy, normal girls between 13 and 14 years of age in the Haddon Heights high school Finds that the average daily intake for the group was 2,079 calories with a minimum of 1,004 and a maximum of 3,346 calories, that their protein intake was adequate, but calcium and iron were somewhat under the standard

†1526. **Hussey, Marguerite M.** Teaching for health. New York, New York university bookstore, 1938 312 p

Discusses the historical approach to methods in teaching for health, health and factors influencing it, teaching for health, development of traits, general methods and personnel in teaching for health, leadership organization of the activities program for health, conditioning process, studying out-of-school life, studying school life, studying the individual, home-school cooperation, technical teaching, units in teaching for health, reinforcing and expanding ideas and ideals about health, evaluation of certain motivating devices, printed materials, and measuring results and reports of progress.

1527. **Johnson, Cletis F.** A study of the serious problems facing health and physical education in Ohio. Master's, 1938. Ohio State.

1528. **Jones, Christina Carolyn.** The historical development of health education in Ohio. Master's, 1938. Ohio State. 76 p. ms.

1529. **Jones, Hazel Pearl.** A study of the food habits of a group of adolescent boys and girls as a basis for the selection of nutrition problems. Master's, 1938. Iowa.

1530. **Jones, Maurice H.** The residual functions of the public school in health education. Master's, 1938. East Texas St. T. C. 121 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 18)

Develops the thesis that the school should attempt no health education or service which is better performed by other agencies; points out pertinent distinctions in health education terminology along with the functions of several agencies concerned with the health of the child. Submits a 6-point program for health education which recognizes those residual functions

1531 **Keel, John Lewis.** Health instruction material in high-school subjects Master's, 1938. Texas

1532. **Kelley, Marykatherine.** Parental attitudes toward the treatment of children's health problems. Master's, 1938 Southern California.

1533. **Kendall, Arlie L.** A study of the questions regarding sex asked by high-school pupils Master's, 1938 Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 82)

Shows that pupils' interests are more closely allied with the biological and physiological maturations, developments, functions, uses, and results or effects of the uses of the sex organs, than they are with the psychological or sociological aspects of sex

1534. **King, John.** The present status of health and physical education in the Big 8 schools of Mississippi, with guiding standards for future development. Master's, 1938. Louisiana State 123 p. ms.

Studies the status of health and physical education in the schools of Vicksburg Jackson, Meridian, Laurel, Hattiesburg, Biloxi Gulfport, McComb, and Brookhaven which comprise the Big 8 conference Finds that the function of administrators is not only to plan the organization of health and physical education, but to coordinate it with the government health units, the city recreation units and with other outside agencies

1535 **Klinger, Bertha Kathryn.** A study of the food habits of 100 selected students in the senior high school of the Normal community high school, Normal, Illinois Master's, 1938. Iowa.

1536. **Langton, Claire.** The organization of a college health program. Doctor's, 1938. Oregon.

1537 **Ligon, Delma Lee.** Health and physical education for men in Texas junior colleges. Master's, 1938. Texas.

1538. **McNeely, Simon August.** Contemporary considerations of health and physical education, a suggested course of study to be used in the professional training of teachers in Louisiana Master's, 1938 Louisiana State 315 p. ms.

Finds that until the State department of education required physical education for the certification of teachers, this phase of their professional education was neglected; that under the present system of accreditation many teachers are able to satisfy the requirements without receiving training that will give them an insight into some of the important fundamentals and principles of physical education, or give them an appreciation of the valuable elements of the physical education program.

1539. **Massey, Wayne Wellsworth.** A critical study of objective methods for measuring antero-posterior posture, with a new and simplified technique. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Analyzes silhouette pictures taken of 200 male, University of Iowa students, and applies selected measurements to the pictures. Results indicate that in the erect position the segments, head, neck, trunk, hip, thigh, and leg form varying angles with each other and with the long axis of the body. Indicates that the resulting angles when measured in terms of degree deviation from a straight line, are highly satisfactory as a measure of general and segmental poise.

1540. **Moore, James A.** A technique for the appraisal of a health program of a large elementary school. Doctor's, 1938. Cincinnati.

1541. **Morgan, Lucy S.** An evaluation of health education in dietary hygiene in secondary schools in Tennessee. Doctor's, 1938. Yale.

1542. **Osborne, Melvin Robert.** An experiment in the teaching of health by the life situation method. Master's, 1937. Wittenberg. 215 p. ms.

Finds that this method adds to pupils' pleasure and information by cultivating habits of scientific observation and experimentation as brought out by the life situations themselves.

1543. **Paradiso, Robert R.** Health supervision and instruction in the Philadelphia public schools. Master's, 1938. Temple. 161 p. ms.

1544. **Perry, Ralph F.** The contribution of the public schools in the elimination of tuberculosis. Doctor's, 1938. Rutgers.

1545. **Peterson, Kenneth Martin.** Early sex information and its influence on later sex concepts. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 110–11)

Attempts to determine the nature and sources of early sex information as and when received by boys, and to establish its connection with their later concepts of sex, by analysing replies to a questionnaire administered to 419 college students Indicates that 88.7 percent of the boys received their earliest information at 12 years; that in 45 2 percent of the cases information came from playmates and in 51 4 percent of the cases from parents and adults. Concludes that the many misconceptions concerning sex indicate inadequacy of early sex instruction; that sex education is not given early enough; that sex information is not progressively graded to age; that parents are reluctant to discuss sex problems; and that schools do not provide sufficient supplementary sex instruction.

1546. **Petty, Ruby Tidwell.** Beginnings of the science of nutrition. Master's, 1938. Peabody. 57 p. ms.

Traces the foundations of the science of nutrition previous to Lavoisier. Shows that its foundations date from about 5500 B C., and were influenced by Babylonian, Egyptian, and Greek medicine.

1547. **Polhemus, Ralph Edward.** An evaluation of the junior high school program of health education. Master's, 1938. Southern California.

1548. **Schaufert, Marge.** A survey of methods of teaching sex education in selected high schools. Master's, 1938. Southern California.

1549. **Selleck, Louise Kroger.** A supplement to the Louisiana manual of health and physical education for women. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 49)

Lists materials and methods on physical education for high-school girls in Louisiana, based on manuals of 22 states.

1550. **Shaw, John William.** An inventory of adolescent boys' health interests. Master's, 1938. Southern California.

1551. **Shepard, F. C.** Relation of physical changes to changes in social attitudes. Doctor's, 1938. North Carolina.

1552. **Smith, William A.** A suggested program of health and physical education. Master's, 1938. Ohio State. 186 p. ms.

1553. **Sparks, Leslie Jesse.** Procedures used for admission to professional education in health and physical education. Master's, 1938. Stanford.

1554. **Speer, *Mrs.* Edith Lovell.** Health and physical education offered at West Texas state teachers college for elementary grades. Master's, 1938. West Texas St. T. C. 112 p. ms.

1555. **Steitz, Jessie Howard.** The development of a program of dental health for school children in rural Monroe county, New York. Master's, 1937. Rochester. 163 p. ms.

1556. **Stout, Mary Louise.** A history and survey of the health services to the student body of Oklahoma agricultural and mechanical college over the years 1928–1937. Master's, 1938. Okla. A and M. Coll.

Finds that a health examination is of little value unless followed up by correction of faulty health habits, and where possible, of physical defects, to be judged by recurrent, regular examinations; that a college health program should consist of a student health service for individuals, a campus public health service for the student body, classroom instruction in health matters, and physical education for all students as a health activity and for correction of physical defects. Shows the need for more complete data on the health of each student.

1557. **Suiter, Marguerite Zweimer.** Extensive reading in healthful living courses for girls in a junior high school. Master's, 1938. Southern California.

1558. **Trainor, John F.** The utilization of the cat in the teaching of human anatomy. Master's, 1938. Temple.

1559. **Webb, Grvan Wilburn.** The history of the department of health and corrective physical education of the Los Angeles city schools. Master's, 1938. Southern California.

1560. **Winter, Fred Aldrich.** A school health program for Cedar Rapids, Iowa. Master's, 1938. Stanford.

1561. **Wisman, Harold P.** The advisability of free dental work in the Mineral Ridge schools. Master's, 1938. Ohio State.

MENTAL HYGIENE AND PSYCHIATRY

1562. **Aloe, Mary Grace.** An experiment in school and agency cooperation. Master's, 1938. Pittsburgh. (Abstracts *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 421–22)

Describes the work of the Mental hygiene committee of the Herron Hill junior high school, and its ability to adjust its methods, techniques, and policies to meet the daily problems that come up in the daily routine of the school.

1563. **Clark, Dorothy Torkelson.** An investigation into the possibility of using literature as a means of teaching mental hygiene in the junior high schools. Master's, 1938. Southern California.

1564. **Cook, Sallie Mildred.** The mental hygiene program of a classroom teacher; its development and use. Master's, 1938. Texas.

1565. **Escalona, Sibylle Korsch.** The effect of success and failure upon the level of aspiration in manic depressive psychosis. Master's, 1938. Iowa.

1566. **Francis, Raymond E.** The effects of psychiatric counseling on the scholarship, citizenship, and attendance records of 66 high-school boys. Master's, 1938. Rochester. 84 p. ms.

*1567. **McPherson, John J.** Elementary school grouping for better mental health. Master's, 1938. North Dakota. 101 p. ms.

1568. **Murphy, Earl P.** A study of the knowledge of mental hygiene of students in Indiana state teachers college and of teachers with experience.

Master's, 1938. Ind. St. T. C. 58 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 190, July 1938)

Attempts to discover how well teachers and prospective teachers understand the principles of mental hygiene as they apply to the teacher, to the teaching act, to classroom discipline, to other relations that a teacher might have with pupils, and to school administration Finds that teachers knew little more about the principles of mental hygiene than the students

*1569. Nadel, Aaron B. A qualitative analysis of behavior following cerebral lesions diagnosed as primarily affecting the frontal lobes. Doctor's, 1938. Columbia. New York, 1938. 96 p. (Archives of psychology, no. 224)

Compares the achievement on psychological tests of a group of 15 subjects, diagnosed as having organic disease of the left or of both frontal lobes of the brain with concomitant mental changes, with a group of 15 subjects diagnosed as having organic disease located elsewhere in the nervous system or of having functional changes without mental concomitants Shows that the subjects demonstrating mental change had lost the ability to choose a course of action and to shift; that they reacted with a restricted form of behavior, whereas normal adults react with both forms of behavior. Finds consistency of the reaction patterns for each group of subjects in all of the tests administered.

1570. Rice, *Sister* M. Berenice. Diagnosis of the mental hygiene problems of college women by means of personality ratings. Doctor's, 1938. Catholic Univ.

1571. Stringer, Ivan C. A study to show the worth and need of a mental hygiene program in the secondary school. Master's, 1938. Michigan.

PHYSICAL EDUCATION

1572. Anderson, Newton S. A survey of physical education in the junior high schools of the Monongahela Valley junior high school athletic association. Master's, 1937. West Virginia 166 p ms.

1573 Arbelbide, Garrett Walter. Selected mediums for publicizing the physical education program to the home and community. Master's, 1938. Southern California.

1574. Atwell, Ardis A. A survey of physical education in the elementary schools of Michigan. Master's, 1938 Michigan.

1575 Atwell, Gladys. A study to determine which physical education activities carry over 2 and 3 years after graduation from high school. Master's, 1938. Michigan

1576. Baran, Aloysius M. A study of the contemporary gymnastic systems. Master's, 1938. Temple. 127 p. ms.

Studies the history of gymnastics, and the aims, principles, and techniques of the German, Swedish, and Danish systems, and compares them with current practice.

1577. Barbe, Dorothy B. Principles of method in teaching physical education based on the Gestalt psychology Master's, 1938. Louisiana State. 57 p. ms.

1578. Barra, Ned D. Hunting activities and conservation in physical education. Master's, 1938. Peabody. 80 p. ms.

Shows an increase in the propagation of wild life and an increase in hunting activities.

1579. Bartley, Lula Stewart. A comparative study of the status of physical education for girls in white and Negro high schools of Michigan. Master's, 1937. Michigan.

1580. Brady, George Francis. Sex differences of elementary school children in physical traits related to physical education programs. Master's, 1938. Iowa.

1581. Bridge, Barton L. A survey of physical education in the elementary schools of Buena Vista county, Iowa, in 1937. Master's, 1938. Iowa. 54 p. ms.

1582. Brumfield, Jesse W. Methods of motivating physical activity. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 112)

Attempts to show the importance of motivating the physical activities through appeals to the fundamental instincts of individuals; gives a brief historical background of modern physical education with the reasons for and attitudes toward physical education today Describes a number of motivating elements and applies them to individual, team, and mass in the physical education program. Summarizes the effect of the play life on the child and the ways through which the physical activities program helps to attain this effect.

1583. Carr, Lawrence Whitney. A physical education curriculum for San Diego city high-school boys. Master's, 1938. Stanford. 100 p. ms.

1584. Cole, Edna. The status of physical education in the high schools of Wyoming. Master's, 1938. Michigan.

***1585. Colson, Ralph Harold.** The progress made in improving the physical fitness of freshmen in six state teachers colleges of Massachusetts for the school year 1937-38. Master's, 1938. Boston Univ. 67 p. ms.

Attempts to determine the status of all freshmen students in the state teachers colleges at Bridgewater, Salem, Fitchburg, Lowell, Framingham, and first-year men at Hyannis; to determine the extent to which progress was made in improving their physical fitness near the close of the school year; and to give data which would be helpful to administrators and instructors in the future redirection of the health and physical education programs in teacher training institutions Describes tests given during the early part of the school year, and tests given during May 1938; and the new program introduced in each of these teachers colleges in health and physical education in order to improve the health and physical fitness of their students

1586. Cope, Esther Elaine. An analysis of the fundamental elements that determine motor ability in high-school girls. Master's, 1938 Iowa.

***1587. Corey, Edward Atherton.** Causes of changes in grip strength in college men. Master's, 1938. Boston Univ. 134 p. ms.

1588. Crepps, Dorothy M. A proposed curriculum for the training of physical education teachers for women at the University of Arkansas. Master's, 1937. Arkansas. 92 p. ms

Presents a suggested course of study for training women teachers in physical and health education in the public schools of Arkansas, based on a study of the needs of the pupils and the educational facilities for administering a physical and health education program.

1589. Curtin, Rose M. Some defects in the philosophy of physical education for girls. Master's, 1938. St. T C., North Adams. 92 p. ms.

Compares objectives of various programs of physical education and outlines a program specifically adapted to girls in modern life

1590. Dalrymple, Gerald Richard. A survey of coeducational physical education in leading American colleges and universities. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 113)

Analyses replies of 52 of the 98 coeducational colleges to which questionnaires were sent concerning the nature of the institutions, administration of physical education, activity programs, and the opinions of directors of physical directors.

1591. DeGroot, Edward Burton. A suggested program of boys' physical education class activities for the high schools of Yolo and Solano counties. Master's, 1938. Stanford. 177 p. ms.

1592. Donovan, Lulu Agnes. Correlation of physical education in the kindergarten and the elementary grades. Master's, 1938. Boston Coll.

1593. **Durning, Donald O.** A critical study of physical education programs of certain schools of Colorado. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 52)

Analyses data on pupil participation, time given to physical education, conditions under which the activities are offered, equipment for physical education, training of physical education instructors in physical education, and intramural and sport-club activities in 36 Colorado high schools. Finds that the physical education program is not reaching the desired percentage of pupils; that the time devoted to physical education is not sufficient to meet the needs of the pupils; that additional equipment and facilities are needed to formulate an adequate physical education program in most schools; that most instructors in physical education are well trained in the field of physical education except the instructors of the girls' physical education classes in small schools; and that intramural and sport-club activities are not being used as they might be to promote interest in physical education.

1594. **Duvall, Clarence Edward.** Status of physical education in Florida elementary schools. Master's, 1938. Peabody. 67 p. ms.

Finds that classroom teachers handle physical education activities in the elementary schools, and that their training and physical education equipment are inadequate.

1595. **Esslinger Arthur Albert.** A philosophical study of principles for selecting activities in physical education. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Develops fundamental principles based on a study of biology, anatomy, physiology, psychology, education, present-day society, and social trends, for the selection of the content of a physical education program.

1596. **Fieger, Erwin G.** The contributions of physical education to social acceptance among junior and senior high school boys. Master's, 1938. Ohio State. 110 p. ms.

Shows, as the result of a survey of 245 boys by means of a social distance test, that remedial work was necessary with the maladjusted group; and that determining the social rank of each boy in the group gives teachers an opportunity to see cases of maladjustment as seen by members of the group.

*1597. **Galloway, Frank E., *jr.*** Prospectus for the physical education of atypical individuals at the City college of the College of the City of New York. Master's, 1938. New York. 114 p. ms.

Studies the physical examination, classification, follow-up program, facilities and equipment, and teacher qualifications in the administration of physical education for the atypical student.

1598. **Godsill, Catherine Mary.** A program of physical education to meet the needs of high school girls. Master's, 1938. St. T. C., Bridgewater. 74 p. ms.

Deals with the activities and their organization to meet the needs of high-school girls based on replies to questionnaire by 75 cities. Finds that programs need to be adjusted to counteract a tendency toward individualism; they should be wide and varied; and the girls must be examined and classified

1599. **Graichen, Charlotte C.** A seasonal program of physical education activities for girls in the small high schools of North Dakota. Master's, 1938. Iowa.

1600. **Griffith, Art.** Weight gain comparisons between weight-making and non-weight-making high-school wrestlers. Master's, 1938. Okla. A. and M. Coll.

Studies the weight records of the Tulsa Central high school wrestling squad over a period of 13 years. Indicates that weight-making assists rather than hinders physical development.

1601. **Houpt, Alma M.** Landmarks in the development of physical education for girls and women. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 68–69)

1602. **Huddleston, L. Delma.** A suggested physical education program for high-school girls in Tennessee. Master's, 1938. Tennessee. 133 p. ms.

Studies the present status of physical education, the general principles underlying its organization and administration; suggests a physical education program, lists of activities with their objectives, and extracurricular activities.

1603. **Jacobs, Grace Geneva.** A history and evaluation of physical education at the Ohio state university. Master's, 1938. Ohio State. 97 p. ms.

1604. **Kadel, Joseph B.** Emotional and physiological reactions associated with apparatus work. Master's, 1938. Temple. 69 p. ms.

Attempts to determine the nature and extent of cardio-vascular changes induced by gymnastic work employing the horizontal bar, by studying five groups of seven pupils each, representing different age levels (13–17) without previous training Finds the emotional effects of gymnasium exercises involving the horizontal bar very noticeable, particularly the changes induced by the anticipation of the exercise; finds no changes in emotionality depending on age, on a 4-week period of training, or upon a high degree of skill and training.

1605. **Kim, Shinsil Soome.** Physical education program for college women in schools having a 4-year required curriculum. Master's, 1937. Michigan.

1606. **Kirchner, George Fredrick.** A comparison of the physical education programs in the 16 colleges of the Southern conference with ideal physical education programs from selected schools. Master's, 1938. Louisiana State. 135 p. ms.

1607. **Lawrence, Larry E.** The motivation of restricted and corrective activities in physical education. Master's, 1938. Southern California

1608. **Liljestrom, Leo.** Physical education programs of 16 selected Kansas high schools. Master's, 1938. Colo. St. Coll. of Ed.

1609. **Lyon, Janice Ewing.** A comparative study of state physical education manuals for high-school girls. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 48)

Compares the physical education programs for high-school girls contained in the courses of study of the various states.

1610. **McCullough, Lillian Peterson.** A study of attainment in physical education and other subjects made by high-school girls. Master's, 1938. Kansas. 26 p. ms

Studies 172 high-school girls representing all four senior high school years in the city high school of Charlton, Lucas county, Iowa. Finds that physical education averages compare with averages in academic subjects when the study is taken as a whole and especially when mathematics and English are considered.

1611. **Martin, William Foy.** A suggested program for teacher training in physical education at Appalachian state teachers college. Master's, 1938. Louisiana State. 91 p. ms.

1612. **Millar, Jane Carree.** Procedures for the organization and administration of special events in physical education. Master's, 1938. Ohio State. 80 p. ms.

Studies the organization and administration of such special events as the circus, carnival, and pageants for leaders in secondary schools.

1613. **Miller, Albert H.** The teaching combinations of men physical education teachers in first grade 4-year county high schools in the State of Ohio. Master's, 1938. Michigan.

1614. **Milligan, Gladys Buckley.** A study of physical education in the public schools of Honolulu. Master's, 1937. Hawaii.

1615. **Mitchell, Elmer D.** The growth of physical education and allied movements in the State of Michigan: a study of institutional acceptance and integration. Doctor's, 1938 Michigan.

1616. **Pearson, Anne.** A comparative survey of physical education in state industrial schools with a proposed program for the Utah State industrial school. Master's, 1938. Southern California.

1617. **Penner, G. D.** A survey of the status of physical education in representative high schools of Colorado. Master's, 1938. Southern California.

1618 **Phail, Allen M.** An analysis of physical education programs in Ohio county high schools. Master's, 1938. Ohio State. 79 p. ms.

Studies the programs of 928 county high schools in 88 Ohio counties, including teacher-training status, physical facilities, personnel and administrative policy

1619. **Roell, Candace.** A survey of physical education for girls in the secondary schools of Michigan. Master's, 1938. Michigan.

1620. **Rosnick, Hyman.** Administration of physical education programs for Jewish community centers with limited facilities. Master's, 1938 Mass St Coll. 64 p. ms.

1621. **Schwehn, Hilda M.** The educational responsibilities outside the classroom of women instructors of physical education in the State of Indiana Master's, 1938. Purdue 103 p. ms.

Finds that teachers of physical education have a great many and varied additional duties for which they are not adequately prepared

1622. **Scouller, John Dean.** A study of physical education in the grade schools of Illinois. Master's, 1938. Iowa. 29 p. ms.

1623. **Shelton, Robert Ernest.** Trends in physical education in schools for the deaf. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no 3: 116–17)

Surveys and appraises physical education programs in schools for the deaf in the light of practices in schools for the hearing and of ideals in schools for both the normal and the handicapped

1624. **Smith, Elizabeth S.** Pupil planning in physical education. Master's, 1938. Ohio State. 59 p. ms.

Describes an experiment conducted in grades 3 to 6 in Elmwood elementary school, Des Moines, Iowa, in the adaptation of pupil planning to classes in physical education Shows that pupil planning resulted in a varied program showing a progression of activities suited to the age and grade levels and the development of many desirable social traits.

1625. **Sprague, Barsha Work.** A survey and proposed procedures in developing a modern program of physical education in the elementary schools of Columbus, Ohio. Master's, 1938. Ohio State. 63 p. ms.

1626. **Stollenwerck, Fannie Inge.** A study of the development of fundamental motor skills through games of low organization. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 50–51)

Stresses the value of games of low or simple organization as a means of developing the fundamental motor skills found in highly organized team games; emphasizes the fact that definite play characteristics are dominant at different age levels, which guide the play leader in the choice of activities. Shows that games of low organization fit the nature of the child in the upper elementary grades, and indicates that this play period of the school child is most adaptable for the development of fundamental motor skills necessary for the highly organized team game.

1627. **Thompson, Florence.** Integrating the physical education program with the social adjustment program on a college campus. Master's, 1938. Ohio Univ. 218 p. ms.

Attempts to show why the physical education department is one of the most effective agencies upon which the dean may rely to assist in her job of adjusting the girl to society and to show ways in which it may be done.

1628. **Tierney, Francis P.** Origin and development of physical and health education in the public schools of Philadelphia. Master's, 1938. Temple. 245 p. ms.

*1629. **Torregrosa, Felicio M.** A study of certain phases of physical education for boys in the public high schools of Puerto Rico. Master's, 1938. Syracuse. 77 p. ms.

Studies the objectives of physical education, the instruction period, corrective physical education, intramural sports, interscholastic athletics, number of boys participating in physical education and facilities available for the operation of the program in the public high schools of Puerto Rico.

1630 **Vercoe, Sam G.** A determination of some of the factors tending to hinder the attainment of a more sound physical education program for boys in the rural high schools of Ohio. Master's, 1938. Ohio State. 65 p. ms.

Describes an experiment in which teachers of physical education were interviewed to determine the factors that caused them inconvenience while working in their field. Lists a total of 28 disturbing factors.

1631. **Vienne, Marguerite Adelaide.** A comparative study of recent trends in physical education as indicated by pertinent literature. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 117)

Discusses administration of physical education, the program itself, and health and leisure training.

1632. **Warner, Nita Bob.** A survey of physical education for women in the colleges and universities of Louisiana. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol 30 N. S., no. 3: 52)

Studies current trends and progress made in physical education for women in the colleges and universities, the place it holds in the college curricula, any influences exerted upon it from outside agencies; compares this field in different sections of the state and in different types of colleges, and compares its advancement in Louisiana with that of other states

1633. **Williams, Harold Hudson.** The status of the physical education and the health programs of the junior high schools of Kansas. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 150)

Analyzes data secured through the use of a questionnaire mailed to the 110 junior high schools of Kansas, from which 89 were returned. Finds that all but 5 schools have gymnasiums; that all schools have playground, but only 25 percent have sufficient playing space; that 65 percent of the program consists of game activities, and 50 percent of the time is spent indoors and 50 percent outdoors; that men instructors usually coach athletic teams, that in the smaller schools the instructor is a classroom teacher; that classes vary from 12 to 80 pupils per class, and class periods from 25 to 60 minutes in length; that 85 percent of the schools require students to participate and 65 percent grant credit; that the larger schools emphasize intramural activities; that 63 percent of the schools participate in interscholastic activity; that 39 instructors have neither a major nor minor in physical education; that 54 schools make no provision for the physically handicapped; that most of the schools do not require physical examinations of students; that 15 schools have part-time physicians; and that 50 percent of the schools do not have a school nurse.

1634. **Woodward, Jean M.** A study of physical education as a career for women. Master's, 1938. Kans. St. T. C., Emporia. 43 p. ms.

ATHLETICS

1635. **Anderson, Melvin Sidney.** History of wrestling at Agricultural and mechanical college: Brief biography of E. C. Gallagher. Master's, 1938. Okla. A. and M. Coll.

Describes the growth and progress of wrestling at Oklahoma agricultural and mechanical college and the work of E. C. Gallagher as head wrestling coach for the past 22 years.

1636. **Ansorge, Leslie C.** A study of the accident benefit plan of the Wisconsin interscholastic athletic association. Master's, 1938. Iowa.

*1637. **Barclay, George Davis.** The relationship between efficient vision and certain sensory motor skills. Doctor's, 1938. New York. 87 p. ms.

Investigates the relation between efficient vision and skill in throwing the basketball into the basket as part of the general problem of establishing prognostic tests for the selection of participants in athletic contests, using as subjects boys on the varsity teams of seven New York high schools, and an intramural group within one high school Finds no significant correlation between vision and scoring success in basketball competition in any of the 13 measurements taken.

1638. **Barrett, Vince.** Liability in athletics in Oregon. Master's, 1938 Washington. 73 p. ms.

Studies the liability of school districts in athletic injuries and spectator and transportation injuries. Shows that the prevailing practice for athletic and spectator injuries is for the school districts to pay the damages to avoid court proceedings and that in the transportation of athletes, should furnish transportation that is covered by liability insurance

1639. **Beier, Frank Julius.** A study of the activities, policies, and objectives of the Public school athletic league of New Orleans, 1907–1937. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 111–12)

Gives the history of one of the few leagues concerned with the administration of a physical nature in elementary schools.

1640. **Booher, Henry.** The relationship of warming up to maximum performance in field events. Master's, 1938. Iowa.

1641. **Boyce, Samuel E.** The development of badminton. Master's, 1937. Peabody. 41 p. ms.

Traces the development of badminton in the United States.

1642. **Brand, Elvin Bernard.** A proposed intramural program for Louisiana high schools. Master's, 1938. Louisiana State. 91 p. ms.

Plans programs of sports consisting of competitive games chosen in accord with the facilities, equipment, and directors available for that particular group of schools, and considered for their leisure time and carry-over value to the individual.

1643. **Browne, Harvey Drennen.** A study of Florida high-school athletic directors. Master's, 1938. Florida.

*1644. **Buller, John, *jr.*** To discover what policies of business and financial administration of athletics are being employed in high schools of 200 to 600 students in the seventh Congressional district of Kansas. Master's, 1938. Kansas. 57 p. ms.

Analyses data secured from 16 high schools on the administration and financing of athletics and other extracurricular activities. Suggests that every high school sell season activity tickets to all of its students and faculty; suggests various methods of paying for the tickets or the formation of an organization to provide work by which the students who could not afford to purchase tickets might earn them. Describes the form for the student activity ticket, the records to be kept on the various activities, the building of a reserve fund for each activity, the use of complimentary tickets, and the price of single admission tickets for the various activities. Discusses publicity for the school events, the examination of the athletes by private physicians, the insurance of its athletes against injury by the school.

1645. **Cretsmeyer, Francis X.** A mechanical and kinesiological study of the running broad jump. Master's, 1938. Iowa.

1646. **Davis, John Elwood.** An analytical study of underwriters' indemnities as applicable to the participant in the school athletic activities program. Master's, 1937. Iowa. 68 p. ms.

1647. **Diel, Charles W.** An instruction manual in the fundamentals of tennis. Master's, 1937. Louisiana State (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 45)

Presents a standard of technique for high-school and college coaches.

1648. **Duffin, Francis Wilson.** Present-day trends in high-school athletic conferences. Master's, 1938. Iowa. 43 p. ms.

*1649. **Elkow, Joseph Duke.** A manual of fancy diving. Master's, 1937. New York. 119 p. ms.

Traces the history of diving and presents an illustrated manual of fancy diving.

1650. **Foreman, Floyd B.** A comparison of the athletes and non-athletes in Laramie high school with respect to scholarship. Master's, 1938. Wyoming.

1651. **Frigard, Wilho.** Effect of the elimination of the center jump on the game of basketball. Master's, 1938. Mass. St. Coll. 84 p. ms.

1652. **Gharrity, Martin Peter.** A study of organizations exercising legal and extra-legal control over high-school interscholastic athletic contests. Master's, 1937. Virginia.

1653. **Gwynne, Albert C.** The history of intercollegiate wrestling in the United States. Master's, 1938. West Virginia. 44 p. ms.

1654. **Haber, Seymour R.** A genetic case study of learning to swim. Master's, 1938. Michigan

*1655. **Haislet, Edwin Lee.** Boxing in education. Doctor's, 1938. New York. 386 p. ms.

Discusses the historical background, value, and interpretation of boxing; methods of teaching, instructions for self-direction, lesson plans, training procedures, and the conduct of boxing for educational outcomes

1656. **Hall, Bowman Newton.** A study of the medical examination of high-school athletes in the United States. Master's, 1938. Indiana. 69 p. ms.

1657. **Hanley, Forney C.** A practical code for relationships in athletics. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 114)

Attempts to set-up acceptable standards of behavior in the management and conduct of inter-school sports and evaluates a series of principles which may be applied to the personal relationships of the athletic field.

1658. **Hartwig, Marie Dorothy.** An experimental study of fundamental coaching factors influencing the learning of a golf swing. Master's, 1938. Michigan.

1659. **Healey, William Albert.** An investigation of the relationship of playing ability and knowledge of the rules in boys' basketball. Master's, 1938. Iowa.

1660. **Heard, Myrtis Lee.** A survey and suggested program of intramural athletics for college women. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 46)

Surveys the intramural athletic programs for women of 31 of the leading colleges and universities.

1661. **Heinzelman, Harold John.** The inheritance of athletic ability. Master's, 1938. Iowa.

1662. **Hollopeter, C. F.** The effects of intelligence, scholastic achievement and certain personality traits upon football success. Master's, 1938. Wittenberg.

Studies five squads in one football league during one season's performance and finds no relationship between intelligence, scholastic success, certain personality traits, and football success.

1663. **Huffman, A. S.** Development of spectator's interests in major scholastic athletic activities. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 47)

Shows the growth of spectator interest in major athletic activities in Louisiana state university and throughout the high schools and colleges of the country.

1664. **Keever, Wade Edward.** A suggested intramural program for boys in the small high schools of Tennessee. Master's, 1938. Tennessee. 81 p. ms.

Offers a practical program of intramural athletics suitable to the small high schools of Tennessee, taking into account the limited professional training of the teachers of physical education, limited supervision of physical activities, teaching personnel, enrollment, finances, facilities and equipment.

1665. **Kuklin, Harry H.** Modern practices in the teaching of diving. Master's, 1938. Peabody. 70 p. ms.

1666. **Lantz, Robert E.** Extracurricular athletic participation in high school and college. Master's, 1938. Nebraska. 98 p. ms.

Attempts to discover the extent of extracurricular athletic participation of representative interest to Nebraska senior in high school and in college to determine the carry-over interest from high school to college and to discover implications that would lead to a more desirable secondary school experience. Shows that 65 percent of the college men and women studied took part in some form of high school athletics; that basketball was the most popular form of athletics in both high school and college; that football and baseball ranked high with the men; that softball, tennis, and swimming were popular with women; and that carry-over tendencies were stronger with women than with men.

1667. **Lauder, Fred E.** A study of provisions for care and treatment of injuries of men students in required and elective physical education activities in large universities of the United States. Master's, 1938. Iowa.

1668. **Lawrence, Helen Bennett.** A handbook for women's basketball. Master's, 1938. George Washington. 70 p. ms.

1669. **Longley, John H.** A personnel study of the basketball coaches of the Class A senior high schools of Ohio. Master's, 1938. Michigan.

1670. **McDaniel, T. C., *jr.*** A comparative study in basketball free throwing. Master's, 1938. Peabody. 38 p. ms.

Compares the underhand and the chest methods of shooting the free throw, and finds the underhand method best.

1671. **McDonald, Marion.** Teaching fundamentals of baseball to beginners. Master's, 1938. Peabody. 162 p. ms.

1672. **McNorton, Claude.** Technique of the management of intercollegiate football contests by Louisiana state university. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 115)

Discusses the values of football and the four phases of the technical management of the games as used at Louisiana state university.

1673. **Maher, Charles H.** The origin and development of the game of baseball. Master's, 1938. West Virginia. 67 p. ms.

1674. Marshall, M. V. Sports in which men over 20 engage. Journal of health and physical education. (Franklin and Marshall college)

1675. Mathews, Steve. A comparative study of intelligence, attitudes, and ratings of high-school athletes and non-athletes. Master's, 1938. East Texas St. T. C. 43 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 18–19)

Compares the athletes and non-athletes among the 516 high-school boys in four secondary schools in West Texas Finds that the non athletes hold a slight advantage in intelligence over the athletes on the basis of standardized scores, principals tend to overrate the scholastic ability of athletes; athletes are rated higher by the principal on citizenship qualities than non-athletes, scholastic successes of athletes are penalized by participation in more than one major sport, and that athletes almost unanimously agree that participation in athletics aided them in securing a well-rounded high-school education

1676. **Moorman, Howard Henry.** The status of the high school athletic coach in Louisiana. Master's, 1938. Louisiana State. 53 p. ms.

Studies the status of the athletic coaches in 250 approved high schools in Louisiana as to Salaries, teaching experience, nativity, training, teaching load, teaching fields, size of schools in which they are employed, age, marital status, and training for the present position Finds that the status of the coach is little different from that of the high school teacher, except that his hours are longer and his salary a little higher; and that in education, training, and experience he is a member of the educational profession.

1677 **Mumpower, Betty.** History and development of fencing. Master's, 1938. Peabody 70 p ms.

Traces the history of the sword from its origin in the crude flint knife of primitive man to the delicately fashioned foil used in modern fencing. Compares the various schools of fencing, analyzes its fundamental techniques. Discusses the status of fencing as a sport in America

1678. **Nesom, Guy Wilburn.** The place of track and field athletics at Louisiana state university. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 115–16)

Gives a comprehensive history of track and field athletics at Louisiana state university.

1679. **Permenter, Walter N., *jr.*** A study of athletes and non-athletes in the Yazoo City, Mississippi high school Master's, 1937. Duke. 67 p. ms.

Compares scholarship, extracurricular participation, and other characteristics of athletes and non-athletes

*1680. **Persicano, Josephine F.** A comparative study of three division and two division girls' rules basketball for women. Master's, 1938. New York. 101 p. ms.

Finds the two division girls' rules basketball game less strenuous and offers the players more opportunity to shoot at the basket, resulting in a higher percentage of points scored, than in the three division game.

1681. **Powell, Frank Vavasar.** The high-school athletic associations of the United States. Master's, 1938. Wisconsin.

1682. **Rausenberger, Byron Frantz.** The effect of variations in overweight relative to strength on performance in athletic power events. Master's, 1938. Iowa. 21 p. ms.

1683. **Reese, R. G.** A comparison of the scholastic achievement of high-school athletes and non-athletes as measured objectively. Master's, 1938. Washington Univ. 76 p. ms.

Pairs 167 athletes with 167 non athletes on their mental age, and compares their scholastic achievement. Finds the scholastic achievement on the Sones-Harry high school achievement test greater for non-athletes than for athletes.

1684. **Roy, Walter Dewey.** A study of the factors influencing the start of the swimming sprint. Master's, 1938. Iowa.

1685. Schmidt, Louis K. A desirable sports program for small 4-year high schools. Master's, 1937. Michigan.

1686. Sellers, Dorothy Gray. A teaching handbook in basketball for high-school girls. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 49)

1687. Smith, Lenore Christine. A study of the objectives in archery and basketball. Master's, 1938. Stanford.

1688. Springer, Ralph Walter. The analysis and procedure of football scouting. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 50)

Presents various features of football scouting, and gives the opinions of many of the leading football coaches in the country as to its propriety and usefulness.

1689. Stallcup, William Clyde, *jr.* A study of the offensive systems of team play in basketball. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 50)

Presents various systems of offensive team play in basketball, and adapts the features of these systems to coaching situations in high schools.

1690. Stanger, Paul C. An objective method of determining the success of beginners in football. Master's, 1938. Michigan.

1691. Stutsman, Joseph Dean. A study of girls' basketball in Kansas. Master's, 1938. Kans. St. T. C., Emporia. 44 p. ms.

1692. Swank, C. Roland. An athletic club for the small high school. Master's, 1938. Ohio State. 100 p. ms.

1693. Sweet, Dyer N. A study to determine the factors that affect the accuracy of set and running shots in basketball. Master's, 1938. Michigan.

1694. Tomlin, John Francis. An analysis of power events as related to track and field activities. Master's, 1938. Iowa.

1695. Van Petten, Harry O. An evaluation of two methods of classifying high-school boys for track and field athletics. Master's, 1938. Southern California.

1696. Vest, George Waverly. Comparison of teaching load of men coaches and physical education teachers with men teaching other subjects in Texas colleges and universities. Master's, 1938. Texas.

1697. Walden, Harold Burke. Attitudes of northeastern Nebraska people regarding high-school football. Master's, 1938. Colo. St. Coll. of Ed.

1698. Walker, Lee. Comparison of selected athletic abilities—white and Negro boys. Master's, 1938. Peabody. 60 p. ms.

Compares the athletic abilities of white and Negro boys in selected track and field events. Finds that white boys showed a definite superiority in 16 instances and Negro boys in 3 instances.

1699. Walmsley, Louise Jordan. Sport attitudes and practices of representative Americans before 1870. Master's, 1938. Peabody. 68 p. ms.

Attempts to determine the part that athletics and their attitudes toward sport played on the lives of these people. Finds that practically all the historians and biographers felt that the great service that these representative Americans were able to render was the result of their rich play life and their participation in sport in their youth.

1700. Wear, Carlos Leon. The construction of a multiple obstacle run for classifying junior high school boys for homogeneous groups for physical education activities. Master's, 1938. Iowa.

1701. **Wentz, Mark D., *jr.*** A survey of intramural athletics for men in American colleges and universities. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 52)

Finds an increasing development in intramural activities and indicates that they will take the place of formal gymnastics and exercise in the field of physical education.

1702. **Williams, David Edgar.** An age study of participation in interscholastic football. Master's, 1938. Texas.

1703. **Wilson, Frank M.** The status of athletic coaches and coaching in secondary schools of the New Mexico athletic association. Master's, 1938. New Mexico. 121 p. ms.

1704. **Wilson, Rayma Bess.** A survey of the aquatics program for women in California junior colleges. Master's, 1938. Southern California.

1705. **Wright, Theodore A.** A study of the personality adjustment of northern and southern athletes at Xavier university, New Orleans, Louisiana. Master's, 1937. Michigan.

PLAY AND RECREATION

1706. **Armstrong, Gladys.** Leisure-time activities of home economics pupils of the Amarillo, Texas, senior high school. Master's, 1938. Iowa State. 86 p. ms.

Finds that the school and city libraries were functioning in providing reading material for the leisure-time interests of pupils; that there should be some effort on the part of a school or community organization to provide additional facilities or equipment for recreation and leisure-time activities of pupils; that there should be a well-planned guidance program for leisure activities of pupils in high school. Recommends that the school provide more adequate instruction in the physical type of leisure-time activities for pupils.

1707. **Arthur, Mary Lennis.** A survey of the playground facilities of certain Houston elementary schools. Master's, 1938. Tex. Coll. of Arts and Ind. 55 p. ms.

Attempts to determine to what extent the playgrounds satisfy the needs of the children and to check the facilities in use as to adequacy, accessibility, and suitability to the health and happiness of the Houston elementary school children. Finds wide variations in all aspects of the accessory equipment of the playgrounds and that adjustments are being made where the facilities are weakest.

1708. **Bennett, Arvle F.** A comparative study of the recreational and leisure-time activities of high-school students, CCC camp enrollees, college students, and adults. Master's, 1938. Okla. A. and M. Coll.

Finds that the more active sports and leisure-time activities predominate with the high school, CCC camp, and college groups; and that individual activities have a greater popularity than those in which team cooperation is a factor. Finds that swimming, reading, dancing, and fishing are the most popular activities in which the people of all groups are now engaged as leisure-time activities.

1709. **Best, Agnes.** A study of games and rhythms of the American Indian which may be correlated with social studies in the second grade. Master's, 1938. Iowa.

1710. **Bone, Virginia.** The organization and administration of the summer day camp. Master's, 1938. Ohio State. 62 p. ms.

1711. **Boyle, Vincent Richard.** A study of the after-school recreational programs of junior and senior high schools in California. Master's, 1938. Southern California.

1712. **Capps, Ethel Elizabeth.** A descriptive study of four N. Y. A. educational camps for unemployed women. Master's, 1937. Michigan.

1713. **Cawthon, John Ardis.** Recreational and leisure time interests of Webster parish high-school seniors. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 95)

Finds that some high-school seniors need guidance in the proper use of leisure; that there is an overemphasis on athletics; that they read a great deal, but the quality of their reading is poor and that their standards in music and dramatics are low; and that little organized training in citizenship is given them Recommends a cooperative program for teachers, principals, and administrators with the idea of equalising the students' interests so that stress on athletics will not over-balance their interests in other recreational activities.

1714. **Charles, Russell Gordon.** A study of terminology and authorship of active games. Master's, 1938. Texas.

1715. **Childers, Honera A.** A study of the possible improvement in motor rhythm through training in tap dancing. Master's, 1938. Southern California.

1716. **Ekdahl, George C.** A study of the most popular games of low organization, grades 1 to 6. Master's, 1938. Iowa.

1717. **Firman, LaRue G.** A study of recreational activities and interests of men and women graduate students at the State University of Iowa. Master's, 1938. Iowa.

1718. **Groh, Jean Christy.** A study of physical recreations of women graduates of the University of Michigan. Master's, 1938. Michigan.

1719. **Haas, Florence L.** Recreational activities of primitive and tribal people. Master's, 1938. Temple. 161 p. ms.

Finds that the recreational activities of primitive people are games and dancing, that climate and mode of living have little effect on recreational activities; that the objective of these activities is to harden the individual and to develop tribal and religious spirit; and that all the activities have a direct bearing on adult life

1720. **Holden, Norma B.** A correspondence course in camp technique and management. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 46–47)

Shows the relation of current trends in the use of leisure time to camping activities; and discusses the aims and objectives of the summer camp and the value of camping experiences in detail; gives particular attention to the camp personnel, all phases of camp activities and regulations which campers are expected to follow

1721. **Humphrey, Laura Justine.** The relation of selected factors in the home environment to play behavior. Master's, 1938. Iowa.

1722. **Irvine, William Ray.** A study of the relative participation of children of native, mixed, and foreign parentage in eight recreational and religious agencies of Sharon, Pennsylvania. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 150–59)

Presents a percentage comparison of the number of boys and girls of three parentage groups who belong to each of the eight agencies; a comparison of the percentages of membership and of foreign-parentage children in 10 population areas of Sharon; a percentage comparison of the three parentage groups on the basis of desire for membership in certain agencies; and a percentage comparison of the membership at 6-month intervals between the ages of 10 and 21 years, inclusive, in each agency. Finds that the foreign-parentage children do not participate in the eight agencies to the same degree as do the children of native parentage; that there is evidence that an economic factor enters into the amount of participation of the three groups, that the foreign-parentage children participate to a greater extent in the activities to which there is no expense. Indicates that money collected for recreational facilities should be spent in the areas and among the children where the delinquency rate is apt to be high.

1723. **Johnson, Helen A.** A study comparing recreational activities of college women in a large city university and a small city women's junior college. Master's, 1938. Iowa.

1724. **Jurgens, Katherine Williams.** Games played in the rural schools of Scott county, Tennessee. Master's, 1938. Peabody. 180 p. ms.

Studies the games played in 50 one-teacher, 11 two-teacher, and 8 three-teacher elementary schools in Scott county. Shows that the most popular games are active, followed by dramatic and singing games; that the greatest paucity of games is in one-teacher schools; that 192 games out of 380 played are found in only one school; that intellectual games are almost ignored; and that about 30 percent of the games played in these rural schools are brought from home to school.

1725. **Kreher, Louise Lee.** The teaching of social dancing in the field of coeducational physical education. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 114)

Gives standard material on the technique of steps, position for dancing, and dance etiquette, as well as a discussion of music and of the correct relationship between posture and movement

1726. **Lewis, James A.** An appraisal and evaluation of a community-wide leisure-time program to meet the needs of the youth of Dowagiac, Michigan. Master's, 1938. Michigan.

1727. **Lyons, *Sister* Marion.** Catholic recreational centers during the summer vacation period. Master's, 1938. Boston Coll.

1728. **Mayne, Mabel DeLillian.** Parallel study of ancient and classical Greek dance and music. Master's, 1938 Peabody. 121 p ms.

*1729 **Meyering, Harry R.** Behavior problems encountered in a camping situation. Doctor's, 1937. Michigan. New York, National committee for mental hygiene, 1937. 8 p.

Attempts to discover what kinds of behavior problems emerge in a camping situation in a group of children selected by their teachers as having problems in school, and whether any relationships exist between these problems and age, intelligence, health, socio-economic status, emotional status, and problem tendency scores Analyzes data obtained from narrative daily records, written by camp counselors during an 8-week camping period, in the summer of 1935, describing the behavior problems of a group of 100 boys in camp, together with the office records concerning these same boys gathered by the Ann Arbor boys guidance bureau Finds homesickness and infantile behavior more frequently in the younger groups and tardiness and temper tantrums in the older groups, while indifference, unpopularity with other children, and lying were found to be common to both the younger and older groups.

1730. **Miller, John Edward.** Case study of Murray college students in recreation. Master's, 1938. Peabody.

Studies the records of 200 Murray state teachers college, Murray, Ky., graduates and finds that the athletes took part in more recreational activities than did the non-athletes.

1731. **Monegan, Helen Virginia.** Recreational organizations for girls in junior high school. Master's, 1938. Southern California.

1732. **Neill, R. Bruce.** The place of recreation in the Future farmers of America chapter. Master's, 1938. Va. Poly. Inst. 75 p. ms.

1733. **Nelson, Glen Allen.** The recreations of elementary school boys. Master's, 1938. Southern California.

1734. **Nolan, Kathleen M.** The use of recreation facilities in the state of New Jersey. Master's, 1938. New York. 25 p. ms.

Studies the use being made of recreation facilities, types of activity, and instructors in the use of these activities.

1735. **O'Hara, Ruth Virginia.** A study of the dances of early California. Master's, 1938. Southern California.

1736. **Quebedeaux, Carol.** Energy output of college women in tap dancing. Master's, 1938. Texas.

*1737. **Rearick, Elizabeth C.** Dances of the Hungarians: A study of the dances found today in Hungary together with a description of some of the peasant festivities. New York, Teachers college, Columbia university, 1939. 151 p. (Contributions to education, no. 770) Doctor's, 1938. T. C., Col. Univ.

Attempts to cumulate authentic Hungarian folk dances, presenting their social significance by clarifying their origin and original purpose in folk lore; and arranges the descriptions of the dances in such detail as to make them useful to persons interested in reproducing folk dances, particularly to teachers of physical education.

1738. **Rouzer, Margaret Neely.** A study of modern trends in education in the use of leisure time and its challenge to the church. Master's, 1937. General Assembly's Tr. Sch. 60 p. ms.

1739. **Scanlan, Emily R.** Recreational facilities for grade school children in Portland, Maine. Master's, 1938. Catholic Univ. 80 p. ms.

1740. **Taylor, Craig Lee.** Some contributions to a theory of play. Master's, 1938. Stanford.

1741. **Toogood, Ruth M.** A survey of recreational interests and activities of college women in selected institutions of the middlewest. Master's, 1938. Iowa.

1742. **Turnell, Amy Catherine.** The relationship of visual imagery to the ability to learn certain games skills. Master's, 1938. Iowa.

1743. **Twomley, Hazel Mae.** A survey of recreational interests of high-school students in West Waterloo, Iowa. Master's, 1938. Iowa.

1744. **Tyler, Arthur W.** Leisure-time activities and interests of junior high school boys in Waco, Texas. Master's, 1938. East Texas St. T. C. 78 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 23)

Attempts to determine whether the recreational program of the West junior high school of Waco, Tex., was meeting the new leisure-time needs of the boys in terms of their activities, interests, and modern educational standards, and offers remedial suggestions.

1745. **Walker, Ruth Neal.** A study of the recreational program for young people in the Presbyterian church in the United States. Master's, 1937. General Assembly's Tr. Sch. 44 p. ms.

1746. **Waugh, Viola Opal.** A comparison of certain phases of modern and oriental dance. Master's, 1938. Iowa.

1747. **Weichselbaum, Edythe Murrel.** Procedures in community recreation surveys. Master's, 1938. Stanford.

COMMERCIAL EDUCATION

1748. **Backer, Henry Orlo.** A study to determine the effect of tenth-grade bookkeeping on achievement in secretarial bookkeeping in the twelfth-grade. Master's, 1938. Southern California.

1749. **Balluff, Adelaide.** An analysis of the functional method of teaching shorthand. Master's, 1938. Iowa.

1750. **Battle, John Albert.** Trends in secondary business education together with an analysis of consumer-business education texts. Master's, 1938. Brown. 65 p. ms.

Reviews the increasing emphasis in modern secondary business education on social-business education and on the viewpoint of the consumer and analyses the content of seven texts devoted to consumer-business education or to general business principles.

1751. **Bauerbach, Harriet A.** A follow-up study of the commercial education students at the State University of Iowa, 1932–33. Master's, 1938. Iowa.

1752. **Baugham, Lloyd Edward.** Commercial education in the white secondary schools of Virginia. Master's, 1938. Peabody. 137 p. ms.

Finds a need for more equipment, more teachers, and for state supervision.

1753. **Bean, Albert Victor.** The organization and administration of semi-professional business curricula in the junior college. Master's, 1938. Southern California.

1754. **Beeler, Bernadine.** A historical study of the teaching of typewriting in the United States. Master's, 1938. Southern California.

1755. **Bennett, Elsie Mae.** Trends in the teaching of typewriting as indicated by an analysis of recent literature. Master's, 1938. Southern California.

1756. **Birkett, Mary E.** Proposals for improvement of secretarial training. Master's, 1938. Nebraska 84 p. ms.

Proposes new business English materials for improving the training of secretaries and stenographers

1757. **Blair, Frances Olga.** A synthesis of investigations and related materials pertaining to qualifications of the personal secretary. Master's, 1938. Southern California

1758. **Brookhart, Lester Raymond.** The needs of senior high school pupils for training in such standards of ethical conduct as can be included in non-vocational business subjects. Master's, 1938. Southern California.

1759. **Browder, Virginia Bishop.** A survey of commercial education in the public high schools of Alabama, 1937-38. Master's, 1938. Alabama.

1760. **Brown, Ira O.** A study of the phrasing vocabulary of Gregg shorthand. Master's, 1938. Miami. 106 p. ms.

Analyzes phrase writing in shorthand, including frequency of phrases and teaching systems.

1761. **Buchen, Harvey A.** A clerical investigation to correlate commercial vocational school training with employer demands. Master's, 1938. Colo. St Coll. 142 p. ms.

Surveys the possibility of improving commercial training in the West Allis, Wis., vocational school in the light of the needs of the industries of the city.

1762. **Burmeister, Harry K.** A follow-up study of the bookkeeping students among the graduates of the past 5 years in the Perry, Iowa, high school. Master's, 1938. Iowa.

*1763. **Butrum, Lena Heaner.** A determination of the effect on speed and accuracy of the length of words in typewriting material. Master's, 1938. George Washington. 33 p. ms.

Describes an experiment conducted with second semester typewriting pupils in the Eliot junior high school, Washington, D. C., to determine whether the class average would remain constant or would fluctuate with the ease or difficulty caused by the change in the length of words in typewriting tests. Finds that the scores made by the pupils decreased as the words became more difficult.

1764. **Campbell, Gertrude Irene.** Some elements of difficulty in typewriting. Master's, 1938. Iowa.

*1765. **Cannon, Margaret Fultz.** A study of the school adjustment of commercial students in the junior high schools, Washington, D. C. Master's, 1938. George Washington. 72 p. ms.

Compares the achievement of 150 children who were placed in the commercial courses of the junior high schools after having failed to pass their seventh-grade work, with that of 150 children in the language courses in the junior high schools after failing in their

seventh-grade work. Indicates that neither the commercial nor the academic curriculum meets the needs of children who have been unsuccessful in the seventh grade, and that they need a type of curriculum that does not now exist in the junior high schools of Washington.

1766. Carlson, Ida E. A comparative study in stenography and general achievement of senior high school pupils from homes where a foreign language is used and those from homes where English is the only language. Master's, 1938 Ohio State. 102 p. ms.

Finds that pupils from foreign-speaking homes equal in shorthand transcription, general achievement and age, pupils from English-speaking homes. Indicates that there is no language handicap evident in the school work of foreign-speaking pupils on the twelfth-year level.

*1767. Casady, Cleo P. A study of the formal education of retailers of Iowa and northern Missouri. Master's, 1938. Iowa. 54 p. ms.

Attempts to ascertain the amount and kind of education possessed by the retailers of Iowa and northern Missouri; to determine the number of years the retailer has spent in his present business and its relation to his capital rating; to determine the amount of business experience the retailers possess and its relation to their success; to determine the age of the retailers and whether or not there is any correlation between age and pecuniary success; to determine whether or not the original investment of the retailers affects their ultimate success in business; to determine the number and percent of the retailers who had a course in bookkeeping and on what educational level they took the course; to determine the percent of the retailers who believe enough in the educational system to take more schooling if they were given the opportunity; to give the retailers an opportunity to express their preference for the various commercial subjects and to indicate those they would recommend for prospective business men and women; and to give the retailers an opportunity to impart the advice they would offer to a young man or woman just starting into business.

*1768. Collins, Stanley Newcomb. An investigation to determine what principles of commercial law are used most frequently by 100 business workers Master's, 1938 George Washington 63 p ms.

Attempts to determine ways of improving the course in commercial law on the senior high school level. Analyzes replies to a questionnaire given verbally to 100 workers as secretaries, clerks, salesmen, office managers, or workers engaged in special business activities Finds that most of the workers considered a course in commercial law valuable for personal as well as for business purposes Suggests that in a course of commercial law at the high school level; more emphasis be given to those principles of commercial law most frequently used in business.

1769. Colvin, A. O. Follow-up study of all graduates with majors in business education, June 1925 to June 1935. Greeley, Colorado state college of education, 1938.

*1770. Copeland, J. Dewberry. A proposed course of study for first-year bookkeeping in Florida high schools: A social-business course emphasizing the relationships of various business activities to successful management as reflected in accounting records. Doctor's, 1938. New York. 165 p. ms.

Shows a need for a much broader type of bookkeeping course, one which would provide a good background for all types of office workers, not merely bookkeepers

1771. Corcoran, Anne Marie. A survey of current practice with reference to commercial work in Washington high schools. Master's, 1937. St. Coll. of Wash. 145 p. ms.

Studies the objectives, content, procedures, and standards of achievement in shorthand and typewriting in the high schools of Washington. Finds that many teachers of shorthand and typewriting are using standards which are acceptable to them alone and not in harmony with recent changes in the field.

1772. Cox, Mary Ann. The standardization of terminology for commercial education. Master's, 1938. Iowa.

1773. Crerar, Everett L. A study of the effects of unsupervised practice in beginning typewriting. Master's, 1938. Iowa.

1774. **Curry, Howard L.** The vocational value of bookkeeping. Master's, 1938. Drake. 41 p. ms.

Investigates the Des Moines schools and attempts to discover the extent to which the vocational emphasis and direction of high-school bookkeeping coincided with the demands of business men who hire bookkeepers from high-school students. Finds that the vocational objectives of high-school courses do not coincide with vocational requirements of bookkeepers.

1775. **Diehr, Charles H.** The status of bookkeeping in the rural high schools of Illinois. Master's, 1937. Michigan.

1776. **Ector, Julia.** A follow-up study of the graduates of the commercial department of the Columbia high school, Columbia, South Carolina, 1933–37. Master's, 1938 South Carolina. 58 p. ms.

Recommends additional courses and the establishment of an adequate system of guidance, placement, and follow-up.

*1777. **Emick, Glenn Oscar.** Cooperative training in retail selling in the public secondary schools. Doctor's, 1935. Indiana. Washington, D. C. Government printing office, 1936 195 p. (Vocational education bulletin, no. 186. Commercial series no. 10)

1778 **Erb, Gertrude.** An occupational survey of a city suburban to Los Angeles as a basis for the placement of commercial pupils. Master's, 1938. Southern California.

1779. **Ferro, Mary.** A plan for improving the effectiveness of shorthand methods courses. Master's, 1938. Iowa.

1780 **Freeman, Frances W.** An experimental study of the dictaphone method of teaching typewriting to retarded students. Master's, 1938. Okla. A. and M. Coll.

Describes an experiment in which 32 students were taught typewriting by the dictaphone method and 32 were taught by the traditional method All students were tested simultaneously at weekly intervals. Finds little difference in the results attained by the two groups during the course of the experiment

1781. **Glazier, Clifford Russell.** An evaluation of the program of business education in the Athens county rural high school Master's, 1938. Ohio Univ. 83 p ms.

Attempts to determine the general effectiveness and adequacy of the offerings of business subjects by the rural high schools of Athens county, Ohio, and to suggest an improvement in the program of business education in order that it may more adequately meet the vocational and social-business needs of the graduates.

1782. **Gray, Marie Boone.** Some factors affecting the choice of commercial courses in secondary schools. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 58-59)

Studies 1,073 replies to questionnaires sent in by pupils in five high schools in Oklahoma to determine the relationship between their reasons for taking commercial courses and their IQ's and future plans, the educational status of their parents, and their fathers' occupational status and income. Finds that children who expected to attend college and those whose parents had a high educational and economic status took commercial subjects with a view to their personal use, whereas children of low educational and economic status took commercial studies so that they would be prepared to earn a living.

1783. **Hagemann, Mary Lee.** A comparison of commercial teacher-training plans in teachers colleges and universities in the North central association of colleges and secretarial schools. Master's, 1938. Iowa.

1784. **Hancock, Floyd Willis.** An introductory examination of the personal values of bookkeeping as contrasted with vocational. Master's, 1938. Iowa.

1785. **Hanna, Mary G.** Recommendations as to changes in the commercial curriculum of Bruce high school, Westernport, Maryland, based on surveys. Master's, 1938. Maryland. 64 p. ms.

Investigates the employment of Bruce high school graduates for a period of 8 years in a survey of the kinds and number of clerical positions open in the immediate area. Finds that the present commercial course does not satisfy the needs of the community.

1786. **Haring, Albert.** What constitutes an adequate education for business? National business education quarterly, 6: 8–9, December 1937. (Lehigh university)

States the problems of modern business education and compares some of the possible solutions.

1787. **Harlan, Marjorie.** A survey of methods of giving dictation in offices located in Sioux Falls, South Dakota. Master's, 1938. Iowa.

1788. **Hart, Sallalee Pusey.** Collegiate secretarial training. Master's, 1938. Southern California.

1789. **Hendrick, Albert L.** A study of public secondary commercial education in Mississippi. Master's, 1938. Louisiana State. 79 p. ms.

Studies the curricula and the status of the teachers of commercial education in 77 high schools in Mississippi between the school years 1926–27 and 1936–37. Indicates that the college training of the commercial teachers and the standards set for them improved greatly during the period and that the popularity of the courses and the number of schools offering commercial training grew tremendously. Shows that the social business phases of commercial education are being neglected and that some of the most important job-training needs of the students, as shown by occupational opportunities in the business world, are being overlooked.

1790. **Heppard, Mabel R.** Social, moral, and religious implications in commercial education. Master's, 1938. Temple. 165 p. ms.

1791. **Heron, Lilian Elsie.** An analysis of the graduates of the School of merchandising at the University of Southern California from 1930 to 1936, inclusive. Master's, 1938. Southern California.

1792. **Heye, Hermine.** A study of visual and touch methods in typing in relation to the top row of keys. Master's, 1938. Iowa.

1793. **Holdridge, Thelma Engstrom.** Business education in public junior colleges of California. Master's, 1938. Southern California.

1794. **Hosfelt, Irwin.** Evidence of pupil activities in commercial courses of the junior high school as revealed in an analysis of representative courses of study, textbooks, and classroom practices. Master's, 1938. Iowa. 102 p. ms.

*1795. **Houser, J. Lester.** A legal vocabulary for high-school commercial law students. Master's, 1938. Penn. State. 46 p. ms.

Surveys comprehensively nine commercial law textbooks, listing the legal terms therein; determines the frequency of the words as found in each book; lists the frequencies according to books and a total frequency for all books; submits the complete list of words to 10 commercial law teachers who checked the words they thought necessary for a commercial law student's vocabulary. Presents a glossary to assist in the teaching of this vocabulary, and a test of legal terms which may be used as a diagnostic test for determining the words which must be emphasized, or as a final test after any course in commercial law.

1796. **Hunter, Ethel E.** A follow-up study of the graduates of the commercial department of the Albany high school of the Class of 1934. Master's, 1937. N. Y. St. Coll. for Teach.

1797. **Jacobs, Henry Willard.** The content of a unified social business course. Master's, 1938. Colo. St. Coll. of Ed.

1798. **Johnson, Dovey Alma.** Trends of commercial education with special reference to San Antonio schools. Master's, 1938. Southwest Texas St. T. C. 104 p. ms.

1799. **Johnson, Wiert G.** A compilation and evaluation of enrichment materials and devices for the teaching of commercial law. Master's, 1938. Iowa.

1800. **Kirk, *Mrs.* Jessie Arnold.** Correlation of eye span and speed in typewriting. Master's, 1938. Indiana. 93 p. ms.

1801. **Koon, Sarah Pauline.** Correlating introduction to business with mathematics in the Royster junior high school, Chanute, Kansas. Master's, 1938. Colo. St. Coll. of Ed.

1802. **Kost, Mary Alice.** Reorganizing the commercial curriculum at Silvercreek high school, Jamestown, Ohio. Master's, 1938. Ohio State. 71 p. ms.

1803. **Lappenbusch Marie J.** The history and present tendencies of commercial education in the secondary school in the United States. Master's, 1938. Washington. 78 p. ms.

Finds that commercial education represents the largest single field of special training in the United States today; that the commercial subjects judged to be of most value by graduates, in the order named are: Typewriting, shorthand, bookkeeping, office training, business English, salesmanship, and business law

1804. **Leibrand, Dorothy.** A comparison of stenographic and college-preparatory students and evaluation of a typewriting film. Master's, 1937. Michigan.

1805. **Lobe, Charles V.** A recommended program for articulating business education in the public secondary schools of Glendale, California. Master's, 1938. Southern California.

1806. **Lowrance, Adele Pitts.** Shorthand for personal use. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 732)

Devises a system of shorthand for personal use which is easy to learn and has adequate speed and arranges the system on two levels so that pupils who are obliged to withdraw from class after a short learning period will have an adequate knowledge of the fundamental principles of the system to use it in personal note taking Tests the adequacy of the system by taking a sampling of the basic vocabulary characteristics of class work in history, English, economics, mathematics, and political science

1807. **Lowry, Robert A.** Status of professional thought regarding aims and objectives of commercial education in public secondary schools of the United States. Master's, 1938. Okla. A. and M. Coll.

Finds the generally accepted objectives of high-school commercial education are: To impart knowledge and develop skills which will equip pupils for handling their personal business affairs and prove useful in practical activities or in personal, social, and civic life; to equip them with occupational knowledge, skills, and understanding necessary for securing and functioning competently in initial employment in business; to contribute to their better understanding of our business and economic system, with a scientific attitude toward business and economic problems; to acquaint them with vocational opportunities in the field of commerce; to teach high standards of business conduct, developing proper business and social attitudes and a sense of social responsibility; to develop desirable personal habits, traits, qualities, pleasing personality; and to assist in laying a foundation for continued study in college.

1808. **Lukenbach, Walter Elvin.** A study to determine the effectiveness of corrective drills in improving accuracy in first semester typewriting. Master's, 1938. Iowa.

1809. **McConnell, Lois Naomi.** Business education in the public secondary schools of the State of Tennessee. Master's, 1938. Southern California.

1810. **McDermott, *Sister* Mary Scholastica.** An experimental study of the use of rhythm in learning typewriting. Master's, 1938. Catholic Univ. 28 p. ms.

Attempts to determine the value of rhythm in learning to typewrite, using 120 pupils divided into eight groups of 15 pupils each, for a period of 2 years. Indicates that rhythm is not an essential factor in typewriting, but that speed and accuracy are benefited by its use.

*1811. **Maricle, Victor Neal.** The fellowship training plan: A method of selecting, placing, and training Y. M. C. A. secretaries. Doctor's, 1937. T. C., Col. Univ. New York, Association press, 1938. 96 p.

1812. **Meadows, Weaver.** Business education curricula and community needs as determined by a survey. Master's, 1938. Southern California.

*1813. **Meehan, James R.** An office practice course for accounting students at Hunter college of the city of New York. Doctor's, 1938. New York. 184 p. ms.

1814. **Murphey, Garland Alexander.** Business education in the public high schools for white children in Kentucky in 1937. Master's, 1938. Kentucky. 116 p. ms.

Describes the present status of business education for white children in Kentucky, includes data pertaining to size, location and number of schools offering business subjects in their curricula; the courses offered; the amount and kind of preparation of teachers of business subjects, teaching and business experiences of the teachers employed; teaching loads; and salaries.

1815. **Newell, Lynn Fields.** The development and present status of business education curriculum with special reference to possibilities for the development of units of work in commercial education. Master's, 1938. Wisconsin.

1816. **Norton, George Mosse.** A survey of the extent of training for department store salespeople in Tennessee. Master's, 1938. Tennessee. 77 p. ms.

Attempts to determine the qualifications of salespeople, subjects of instruction, teaching personnel, time spent in training, and methods of instruction used in 24 department stores in Memphis, Nashville, Chattanooga, and Knoxville. Finds that most of the stores employed applicants with good health, strength, and pleasing personalities regardless of their education or previous store experience; that in most of the stores there was little training other than that for beginners who received instruction in store system and elementary salesmanship; that 10 of the stores used the pick-up method of training, experienced employees being responsible for teaching beginners; that 4 of the stores used the sponsor system, the burden of training being placed on the sponsors; and that 10 of the stores had organized training under the direction of a personnel or training director.

1817. **Norton, Howard Magruder.** Public secondary business education in Louisiana; its evolution, organization, and administration. Doctor's, 1938. Louisiana State. 270 p. ms.

Shows that the number of public high schools in Louisiana offering commercial courses has increased from 6 in 1910 to 148 in 1937; that approximately 25 percent of the public secondary school population is enrolled in commercial studies; that 185 teachers devote either full time or part time to teaching business subjects; that businessmen and school administrators believe there is a need for vocational business training on the high-school level and that vocational guidance must play an increasingly important part in business training if it is to have value; that the most significant deficiency of the curriculum according to businessmen in Louisiana is the lack of integrating all educational activities in the development of employable personalities; that the business curriculum should include training for general clerical jobs and for the distributive occupations and that practical cooperative training should be provided for vocational commercial students; that prospective high-school teachers of commerce should be required to have actual business experience as a part of their training; and that all students in secondary schools should be given information about business and economic relationships as a part of the training for intelligent citizenship.

1818. **Novak, Ralph Stanley.** An evaluation of 1 year of shorthand in the small high school. Master's, 1938. Iowa.

1819. **O'Toole, Mary B.** A study of the extent to which the principle and concept of commercial law should be introduced into junior high curriculum. Master's, 1938. Iowa.

1820. **Parker, William R.** Comparison of approaches in the teaching of high-school bookkeeping. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 375–76)

Compares the learning outcomes resulting from the use of the journal approach, the ledger approach, the financial statement approach, and a combination approach, using four classes of 20 students each, equated on the bases of IQ's, ninth-year marks, and the average of these two Indicates that no appreciable differences in student learning result from using any one of the approaches.

1821. **Payne, Hazelle Mary.** Procedures and accomplishments in commercial studies of the small high school. Master's, 1938. Ohio Univ. 98 p. ms.

Compares the enrollment in the commercial departments with the total enrollment of the school; the commercial subjects in the curriculum, the training and the professional interest of the commercial teachers, the equipment of the commercial department; and student achievement in the typewriting classes of 10 small high schools.

1822. **Philhower, Peter Jacob.** The vocational value of high-school shorthand and typewriting in the small schools in Illinois. Master's, 1938. Colo. St. Coll. of Ed.

1823. **Quante, Ella Viola.** Survey of shorthand courses of study and related pedagogical literature. Master's, 1938. Texas.

*1824. **Query, Leo Joseph.** Commercial education in the Civilian conservation corps. Master's, 1938. Boston Univ. 80 p. ms.

Presents a brief history of the Civilian conservation corps camp education Describes, in more detail, the commercial education work done at camps in the First corps area, comprising the New England states Shows that the aims and objectives of Civilian conservation corps education are: Remedying illiteracy where found, vocational instruction, training on the work program, vocational guidance, cultural and general objectives, avocational and leisure time activities, character and citizenship development, and assisting enrollees to find employment Finds that a program of commercial education is feasible and desirable in the camps, that prognostic and diagnostic testing should be a fundamental part of C C. C education; that only such members of the camps as have proven their ability to profit vocationally from the courses should be permitted to take commercial education; that funds for education should be provided by the United States; that suitable instructors should be provided in each camp by hire or by transfer; that a scientific guidance program is the dominant need of the enrollees; that civilian educational facilities should be utilized to the greatest possible extent; and that full advantage should be taken of the possibilities of training camp commercial candidates on the job.

1825. **Rauscher, Walter Christian.** A study of the effectiveness of senior business training courses in secondary schools. Master's, 1938. Iowa.

1826. **Ray, Cora Miller.** A history of modern shorthand and typewriting. Master's, 1937. Duke. 220 p. ms.

Traces the development of the Pitmann and Gregg shorthand systems, with notes on the lives of the inventors, and describes the invention and subsequent history of the typewriter.

1827. **Reeves, Joseph Walton.** A study of commercial education in Tangipahoa parish. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 36)

Attempts to determine the present status of commercial education in the community with special reference to the occupational status of students who graduated in the commercial curriculum over the period 1932–36. Shows that the commercial offerings are largely traditional and that there is a great need for a complete revision of curricula and reorganization of the commercial departments; and that the curriculum is meeting the needs of only a minority of graduates who have taken it.

1828. **Bindone, Joseph.** Business education in the public junior colleges of California. Master's, 1938. Southern California.

1829. **Bosan, Norton John.** The need for a cooperative retail merchandising course for the small high schools of a rural district of central Illinois. Master's, 1938. Colo. St. Coll. of Ed.

1830. **Rosenblum, Jacques C.** Training for retailing. Doctor's, 1938. Fordham.

1831. **Saia, Vincent.** A study of commercial education in the Lafayette high school. Master's, 1938. Louisiana State. 65 p. ms.

Traces the origin, growth, and development of the commercial department of the high school and studies the occupational status of its graduates, transfers, and dropouts

1832. **Scott, Celesta Aurel.** Placement of business subjects in the public high schools of Nebraska. Master's, 1938. Southern California.

1833. **Sjoquist, Andrew Leonard.** Desirable traits in clerical employees. Master's, 1938. North Dakota.

1834. **Sturtevant, Abby Lucille.** An experiment in teaching personal bookkeeping. Master's, 1938. Washington. 51 p. ms.

Gives the studies that lead to the introduction of semester classes in nonvocational bookkeeping in addition to the vocational bookkeeping classes, the outline used in presenting the work, the methods and devices used, and the student reaction to the course.

1835. **Swyers, Otto Harton.** Worker and job analysis of store clerks. Master's, 1938. Washington Univ. 65 p. ms.

Discusses the general qualifications and traits, special knowledges, skills and techniques, customer-clerk relationship, and the specific duties considered essential for success in chain stores

*1836. **Tarkington, Robert N.** State university programs for preparation of business teachers. A study of State university programs for the preparation of secondary school teachers of business subjects in comparison with State university programs for the preparation of secondary school teachers of home economics, of English, and of social science. Doctor's, 1938. New York. 307 p. ms.

1837. **Thompson, Emily D.** A study of the functional value of commercial education in certain Rochester, New York, public high schools. Master's, 1937. Rochester. 82 p. ms.

1838. **Teti, Joseph L.** A survey of business workers in the village of Hudson Falls, New York. Master's, 1938. N. Y. St. Coll. for Teach. 33 p. ms.

*1839. **Tunick, Stanley B.** A study of the articulation of high-school bookkeeping and first year college accountancy. Doctor's, 1938. New York. 236 p. ms.

Attempts to determine the extent of the articulation of the bookkeeping taught in the public high schools of New York City and the first year of accountancy at the School of business and civic administration of the City college of the College of the City of New York Finds that the high-school bookkeeping and college accountancy objectives are the same in a large measure; that, in addition, the college course endeavors to create an intelligent conception of the laws and regulations governing the conduct of business through an understanding and analysis of accounting records and the laws imposing taxes upon business; that accountancy is considered from a more mature point of view at college than bookkeeping is at high school; that a typical student entering college with a background of 1 year of high-school bookkeeping knows less than does one with no high-school bookkeeping background after completing 1 year of college accountancy.

1840. **Vane, Helen Catherine.** Shorthand for personal use. Master's, 1938. Ohio State. 92 p. ms.

Attempts to determine whether or not people use shorthand for personal purposes. Indicates that shorthand is not used to any appreciable degree for personal purposes; that those

commercial teachers and high-school graduates who used shorthand in office employment made more use of it for personal purposes than did people who had not been employed in offices.

1841. **Weaver, Guy Harold.** A study of the effectiveness of teaching typewriting keyboard locations by the sight method. Master's, 1938. Iowa. 64 p. ms.

1842. **Weikel, Earl J.** A study to determine the needs for general business education for a rural community. Master's, 1938. Ohio State.

Surveys a rural township to determine the business activities performed by the inhabitants and attempts to determine the errors made in performing these activities. Finds that most of the activities performed relate to consumer education Shows a definite need for consumer education in a rural community

1843. **White, Ruth Winifred.** An evaluation of the devices used by supervisory officials to aid the teachers of business subjects in Arizona. Master's, 1938. Southern California.

1844. **Winger, Fred Everet.** Proposed commercial curricula for small Iowa high schools. Master's, 1938. Iowa.

1845. **Yerian, Charles Theodore.** Collegiate secretarial training. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Discusses the desirable personality traits for a secretary, her relations with her employer, promotional education, obtaining business information and common sources of business information, and getting work, the technical equipment needed by the secretary.

INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

1846. **Avey, W. C.** An experimental comparison of the process model method with the operation sheet method of teaching beginning seventh-grade woodwork. Master's, 1938. Southwest Texas St. T. C 112 p. ms

Finds that the process model method appears superior to the operation sheet method as a means of conveying to the student certain phases of instruction in beginning woodwork.

1847. **Beasley, Paul Harlow.** Related information basic to electrical work. Master's, 1938. Peabody. 162 p. ms.

Presents a series of individual instruction sheets for high-school electrical students

1848. **Beeler, Frances Elizabeth.** Opinions concerning the entrance of women in industrial arts. Master's, 1938. Peabody. 72 p. ms.

Studies the reactions of women towards entering the industrial arts field, their training and opportunities for employment. Finds that there is a bright future for women; that traditional customs of employment are breaking down; and that the industrial arts program is broader.

1849. **Best, Edwin William.** A study of the selection and organization of material of instruction for an enriched course of study for high-school industrial arts. Master's, 1938. Illinois.

1850. **Bishop, Myron C.** Industrial arts in Y. M. C. A. programs. Master's, 1938. Ohio State. 97 p. ms.

Indicates that the Y. M. C. A. has undergone many changes, but that it has been able to establish its importance as an educational institution, of which industrial arts work forms a part; that it is always exploring new fields of study and trying to determine an ultimate sphere of service; that it tries to adapt subject matter to the needs of an individual as they arise. Finds that the Y. M. C. A. serves as a training school in the industrial arts field for men who wish to establish or to reestablish themselves in their mode of living and of earning power; and that it provides the opportunity to follow a person's choice of a hobby or avocation.

1851. **Black, Donald Cecil.** Engineering detail drafting in Cass technical high school, Detroit. Master's, 1938. Detroit. 188 p. ms.

Finds that the average number of graduates from the drafting curriculum is 14; that a large percentage of the parents of the drafting students are of foreign extraction; that drafting students are 9 months older than the typical academic high-school student at graduation; and that marks in drafting show little relationship to IQ. Finds that 98 percent of the graduates are employed; that more than 80 percent apply their drafting in school or in industry; that 18 percent continue in school. Indicates that an additional year of training in technical high school would enable the school to give better training and increase the possibilities of employment in drafting for the student.

1852. **Bowler, Earl M.** The improvement of vocational coordination in the city of Rhinelander, Wisconsin, through a comparative study of the programs of other Wisconsin cities and of the needs to which Rhinelander vocational school should be adjusted. Master's, 1938. Colo. St. Coll. 86 p. ms.

Finds from an investigation of the coordination programs of 21 other Wisconsin cities that there were 46 new services that the Rhinelander vocational school could introduce to improve its program.

1853. **Bray, Miller M.** Opportunities for vocational training in the trades and industries of Johnson City, Tennessee. Master's, 1938. Tennessee. 72 p. ms.

Studies information as to the number, sex, and color of the workers in 31 industries in Johnson City, their classification in occupations and their wage scale. Finds a need for further development of vocational classes in Johnson City.

1854. **Brock, Hoyt M.** Unit of work on the lumber industry in Monroe county, Alabama. Master's, 1938. Alabama.

1855. **Broom, Perry Morris.** A description of a functional course in occupational orientation. Master's, 1938. Texas.

1856. **Carney, Irvin Francis.** Automotive electricity. A study of its content and operation. Master's, 1938. Ohio State. 175 p. ms.

Shows that for industrial arts education the subject calls for a program involving orientation, consumer literacy, and technical knowledge concerning this important phase of transportation, and should be a part of the industrial arts program.

1857. **Cooper, Leslie A.** A survey of the prevailing practices in the industrial arts courses in the large cities in the State of Illinois, limited to seventh and eighth grades of cities with population of 10,000 and up. Master's, 1938. Iowa. 107 p. ms.

1858. **Connor, Daniel J.** A survey to determine the establishment of an industrial arts course in a high school. Master's, 1938. Mass. St. Coll. 90 p ms.

1859. **Crow, Richard R.** Power: As content for industrial arts. Master's, 1938 Ohio State. 171 p. ms.

1860. **Cutler, Virginia Farrer.** The distribution and educational status of women workers in domestic and personal service in California. Master's, 1938. Stanford. 106 p. ms.

1861. **Daniel, Julian Turk.** Cooperative vocational education. Master's, 1938. Wisconsin.

1862. **Diller, Arthur D.** A survey to determine how adequately the industrial education program at Devilbiss high school is meeting the needs of Toledo industries. Master's, 1937. Michigan.

1863. **Dodgen, Howard Keith.** A recommended program in industrial arts for the Temple public-school system. Master's, 1938. Agr. and Mech. Coll. of Texas. 33 p. ms.

1864. **Duffy, Leo F.** The attitude of parents in a congested city district toward vocational education. Master's, 1937. N. Y. St. Coll. for Teach. 82 p. ms.

1865. **Eggebroten, Hazel Henrietta.** Vocational opportunities in Colorado. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 52–53)

Describes briefly the history of vocations in Colorado before 1870, and traces vocational development from 1870 to 1930, and compares Colorado vocations with those in other states Shows that the percentage of gainfully employed women increased from 1870 to 1930 while the number of gainfully employed men decreased; that, in general, the greatest percentage of men were engaged in agriculture, and the greatest percentage of women engaged in domestic and personal occupations.

1866. **Fick, Samuel Leonard.** An evaluation of the efficiency of vocational training and placement of the graduates from certain Los Angeles city high-school vocational classes Master's, 1938. Southern California.

1867. **Fleming, J. W.** Predicting trade school success. Industrial arts and vocational education, 27: 315–18, 365–67, 422–26, 28: 16–17, 62–64, October 1938–February 1939. (University of Pittsburgh)

1868. **Fletcher, Glenn Foster.** The development, administration, and present status of industrial arts education in Texas high schools. Master's, 1938. Texas.

1869. **Gamble, Milton Ernest.** The use of the electrostatic machine in teaching electricity. Master's, 1938. Purdue. 61 p. ms.

1870. **Gammill, Homer L.** Proposals for a course in junior high school printing. Master's, 1938 Nebraska. 108 p. ms

1871. **Goode, Cecil E.** A survey of job-training programs in industry. Master's, 1938. Purdue. 90 p. ms.

Analyzes replies to a questionnaire on industrial training, industrial psychology, and personnel administration Finds that 33 percent of the companies answering the questionnaire have job training; that it increases with the size of the company; that it is more prevalent in some types of industries, that the main reasons for job training are To increase quality, to break in new men, to decrease spoilage, to increase production, and to decrease accidents

1872. **Graf, Max G.** Qualities and skills central Missouri employers seek when employing apprentices. Master's, 1938. Colo. St. Coll. of Ed.

1873. **Graves, Oliver R.** The selection of youth in the manufacturing and mechanical industries of Birmingham, Alabama Master's, 1938. Colo. St. Coll. 110 p ms.

Finds a tendency to send students to trade courses after they had failed in regular classes and a preference by 50 percent of the students for professional occupations, when most of the positions open are in the industrial and mechanical trades. Shows that shop foremen want pupils to have a complete high-school education and to be willing to work, but use no measures of mental ability.

1874. **Hahn, Paul Davidson.** Motivation of printing in the District of Columbia public schools. Master's, 1938. George Washington. 112 p. ms.

1875. **Hammer, Kermit William.** Vocational field study for high-school students. Master's, 1938. North Dakota.

1876. **Hardell, E. P.** The history of the development of practical arts in McKinley high school. Master's, 1938. Maryland. 139 p. ms.

Reveals the development of a special type city high school in the last quarter of the previous century. Traces, in keeping with the emphasis on trade and technical subjects current at that time, the modification of this idea to the point where McKinley has become nothing more than a cosmopolitan or regional high school.

1877. **Haynes, Clarence S.** The development and organization of a course of study in shop fundamentals. Master's, 1938. Michigan.

1878. **Hendricken, John Leo.** Techniques in art metal craft for the higher institution. Master's, 1938. St. T. C., Bridgewater. 113 p. ms.

1879. **Herr, Charles R.** Determining a junior college curriculum for plane surveying and civil technology based on a study of employers' specifications. Master's, 1938. Southern California.

1880. **Hiles, Raymond Lee.** The development of vocational training in diversified occupations in Texas high schools from 1931 to 1937. Master's, 1938. Texas.

1881. **Hill, James Raymond.** Design in bookbinding for public schools in Colorado. Master's, 1938. Colo. St. Coll. of Ed.

1882. **Hodgkins, Alfred Sawyer.** Predicting success at trade school. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 142–45)

Attempts to determine the extent to which success in trade school can be predicted from grammar-school marks and from intelligence test scores; to predict which students would drop out of trade school before graduating; and to arrive at means of predicting success in the individual trade groups. Studies 252 trade-school students who attended Worcester grammar schools. Finds that grammar-school average and manual training marks were found to have the highest predictive value for the entire group, that mathematics is of some value for the prediction, but IQ has little or no predictive value. Shows a strong tendency for students who enter trade school with high grammar-school marks to make good marks in trade school, but those who entered with low marks were about equally likely to obtain high or low marks.

1883. **Horowitz, I. Lewis.** The number and nature of wage-earning occupations in urban Philadelphia which require some degree of machine shop training. Doctor's, 1938. Pennsylvania.

1884. **House, O. J.** The organization of industrial arts courses for the Southern state normal school, Springfield, South Dakota. Master's, 1938. South Dakota. 78 p. ms.

1885. **Ingrum, Emmett W.** An analysis of professional literature on current trends in vocational education. Master's, 1938. Southern California.

1886. **Johns, Alfred Augustus.** A review of recent trends in apprentice training and its present status in Rochester. Master's, 1938. Rochester. 187 p. ms.

1887. **Jones, John Alexander.** A proposed educational program for the Louisiana training institute based on an analysis of the programs of other similar institutions. Master's, 1938. Louisiana State. 76 p. ms.

1888. **Kallina, Henry E.** A proposed vocational education program for the city of Victoria, Texas. Master's, 1938. Agr. and Mech. Coll. of Texas. 30 p. ms.

Surveys the occupations in Victoria, the number of boys in these occupations, and the number of young people leaving school, to determine the needs for a vocational program. Finds many occupations not requiring college training but a different type of training than the present high-school offered.

1889. **Keck, Robert M.** A study of where and how electricity is used in industry with suggestions for selecting content material for the industrial arts curriculum. Master's, 1938. Ohio State. 310 p. ms.

1890. **Kennerly, Rollin.** The teaching of industrial arts in the North Carolina high schools. Master's, 1938. Tennessee. 128 p. ms.

Studies industrial arts, not including trade training, in the high schools of North Carolina in 1936–37, as to subjects taught, extent and methods of teaching, and enrollment by subject and by classes; training, certification, experience, salaries, and load of teachers.

*1891. **Lenz, William Otto.** A survey of the vocational educational opportunities of North Dakota. Master's, 1938. North Dakota. 96 p. ms.

1892. **Long, James Paul.** Vocational education in the Eastman high school. Master's, 1938. Georgia. 65 p. ms.

1893. **Lynch, Melvin A.** A follow-up study of vocational students. Master's, 1938. Mass. St. Coll. 65 p. ms.

1894. **McCalib, Bill.** Vocational education possibilities for Carter county, Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Attempts to determine the present educational offerings in 9 of the 16 high schools of Carter county and their correlation to the future employment of graduates Finds that 38 percent of the students who entered high school dropped out before they finished; that the curricula of all of the schools studied are classed as general education courses and prepare all of the students for college although only 24 percent of the graduates of the past 6 years have gone to college Points out the value of different programs, especially of vocational education programs, that will better meet the needs of students so that they will remain in school until they are old enough to enter employment.

1895. **McGrail, Florence Elizabeth.** Factors which contribute to the choice of a vocational course at the David Hale Fanning trade school for girls. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 147–50)

Analyzes the replies of 192 first-year girls to a questionnaire showing their reasons for choosing a specific course, to determine the effect their nationality, religion, pride in the job, home ambition, gregariousness or desire to be in a large group, social status of the job, desire to earn money soon, experience of their kinsfolk and friends, attitude of the teacher toward her job and toward the girls, and living and working in the country versus living and working in the city had on choice of course.

1896. **Manley, George E.** Content and organization of related instruction for a diversified occupations program. Master's, 1938. Colo. St. Coll. 379 p. ms.

Outlines a course of study for a part-time program preparing for 14 different occupations ranging from mechanist, through salesmanship, to nursing.

1897. **Mardis, Joseph H.** An industrial arts program. Master's, 1938. Ohio State. 50 p. ms.

1898. **Maxham, Kenneth Edward.** Constructing a course of training for electrical trade workers. Master's, 1938. Wisconsin.

1899. **Menke, Hattie Anton.** The improvement of industrial arts education in Wyoming. Master's, 1938. Colo. St. Coll. of Ed.

1900. **Milburn, James L.** A survey of industrial arts printing in the United States. Master's, 1938. Ind. St. T. C. 50 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 180–81, July 1938)

Surveys the practices in the public high-school printing department to determine aims and teacher objectives, teacher training, size of classes, teaching material, production work, equipment, and special shop problems.

1901. **Mills, Ralph R.** Industrial arts opportunities in 50 rural and village schools in southwestern Ohio as shown by the Weber score card. Master's, 1938. Miami. 50 p. ms.

1902. **Moran, John F.** A study of the possibilities of cooperation between the General electric company and the Pittsfield school department in the improve-

ment of the present program of vocational education. Master's, 1938. Mass. St. Coll. 52 p. ms.

*1903. **Moss, Louis Quentin.** The project method applied to curriculum construction in the apprentice schools of United States Navy yards. Doctor's, 1938. Temple. Philadelphia, 1938. 157 p.

Attempts to show the need for related instruction as a part of the apprentice training program in the United States Navy yards; to show the use of the project method in the field of apprentice training in the mechanical trades; to develop a technique for constructing project curricula in the related subjects; and to set up criteria and precedents for the guidance of teachers in applying this technique to similar programs of industrial education. Shows that the Navy yard apprentice systems are conducted under regulations of the United States Civil service commission which places particular stress on the school phase of the training program; that the project method has been little used in industrial education

*1904. **Myron, Elias Ferdinand.** A survey of local industrial arts units in a representative number of schools in Washington. Master's, 1937. Washington. 104 p. ms.

1905. **Pearsall, Alice Bradley.** A survey of the need for occupational training in T. L. Handy junior high school, Bay City, Michigan. Master's, 1938. Michigan.

1906. **Petersen, Charles F.** An efficient plan of preparatory training in telephony. Master's, 1938. Colo St. Coll 356 p. ms.

Offers a detailed course of study based on experience at the Boys' technical high school in Milwaukee, following the specifications of the American telephone and telegraph company

1907. **Pope, Eugene B.** Status of industrial arts in Oklahoma schools in 1938 and suggested statements of controlling philosophy for industrial arts. Master's, 1938. Okla. A. and M. Coll.

Finds that the subject is being taught in more small schools than previously; that the average size of classes is 22 and that the teacher averages five periods; that woodworking has the largest enrollment and is taught in more schools than any of the other 32 activities, that mechanical drawing and general shop were second and third in the list of activities; that more girls are taking courses in industrial arts than in previous years, and that teaching conditions have improved greatly from 1934 to 1938.

1908. **Prewett, Cheryl H.** Applied physics experiments for related woodworking trades. Master's, 1938 Okla. A. and M. Coll.

Shows the need for the preparation of more applied experiments in science related to the various trades to help promote the vocational efficiency of the worker.

1909. **Randle, Eugene E.** Functions of Mississippi industrial and training school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 102–103)

Deals with the functions of the Mississippi industrial and training school, emphasizing its rehabilitation program and their results as shown by journals of the Mississippi legislature, biennial reports of eleemosynary institutions, records of probation officers, commitment papers of inmates of the institution, personal interviews, and replies to questionnaires.

1910. **Reed, Samuel Payne.** Place of aviation instruction in modern junior and senior high school curricula. Master's, 1938. Stanford. 88 p. ms.

1911. **Rice, John Andrew.** The place of liberal education in the vocational education curriculum. Master's, 1938. Boston Coll.

1912. **Rittgers, James Franklin.** A comparison of the methods of drying lumber for school shop use. Master's, 1938. Ohio Univ. 52 p. ms.

Attempts to learn what moisture content is considered correct in lumber that is to be used for various purposes; to determine the moisture content of various samples of lumber that have been dried, each by a different process, by carefully measuring the moisture contained in each sample.

*1913. **Robb, Theodore.** A study of state and city courses in industrial arts printing. Master's, 1937. George Washington. 34 p. ms.

Analyzes copyrighted, state, and city courses of study in printing Shows a tendency toward the cultural in the teaching of printing as a means of general education

1914. **Bossow, Clarence H.** A study of the responsibilities of the Wisconsin part-time schools relative to the provision for extension education for apprentices. Master's, 1938. Colo. St. Coll. 120 p. ms.

Studies the need for apprentice training in West Allis, Wis., and of the need for revision of the courses now given for apprentices in the West Allis vocational school

1915. **Ruten, William Henry.** The technique of developing a course of study in pattern making for the junior high school. Master's, 1937. Michigan.

1916. **Schara, Alfred John.** The curriculum of industrial education at the Oshkosh state teachers college. Master's, 1938. Colo. St. Coll. of Ed

1917. **Schecter, Pearl S.** Fine and industrial art in the activity program of the New York City elementary schools. Master's, 1938. T. C., Col. Univ. 27 p ms.

1918 **Schreiner, Raymond A.** A descriptive analysis of the teacher of industrial arts in the secondary schools of Nebraska. Master's, 1938. Colo. St. Coll of Ed.

1919. **Schultz, Henry David.** The status of industrial arts at Berea college. Master's, 1938. Peabody 86 p ms.

Analyzes 226 replies to a questionnaire sent to 316 former industrial arts students at Berea college Finds 67 in Berea schools, 30 in other schools and 129 at work Shows that from the beginning the labor program has been an integral part of school life, accepted as a means of self-help and having educational, trade, and guidance values. Describes the reorganization of vocational work on broader and more purposeful lines in 1925 Recommends that the industrial arts department be enlarged and its usefulness increased

1920 **Slesinger, Reuben E.** The relation of community resources for occupational adjustment services to the problems of a Pittsburgh population group Master's, 1938. Pittsburgh. (Abstract *in*. University of Pittsburgh Abstracts of theses, researches in progress, and bibliography of publications, 14: 359–60)

Discusses the work of the local public secondary schools which follow a program of decentralized homeroom vocational counseling and centralized coordinators, the trade schools which train men and women students with the widespread and elaborately developed programs of part time apprentice work for men, the department of guidance of the public schools which operates the recently merged junior employment service and the occupational adjustment division, and the public employment service; the work of the private agencies which include fee charging employment exchanges and employment services rendered by the Jewish services for their own group Finds that relief considerations play too great a part in the filling of jobs Recommends some plan of centralized administration, coordinating public and private agencies, including the private offices handling general population problems and those specializing in particular groups

1921. **Slothower, Lester E.** Electrical drafting survey. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 377–78)

Shows that the teaching of this phase of drawing is essential in industrial arts education

1922. **Smyth, Leon L.** Related technical information for first-year industrial arts classes in woodwork. Master's, 1938. Agr. and Mech. Coll. of Texas. 48 p. ms.

Shows that for general educational consumer value, all schools should teach more information about woods, furniture, and tools.

1923. **Sterner, Lewis H.** The carpentry unit in the general shop program. Master's, 1938. Michigan.

1924. **Stoffer, Robert John.** Trade and industrial education in California. Master's, 1938. Stanford. 130 p. ms.

1925. **Tunison, Lula.** A study of a selected group of women textile employees in Knoxville, Tennessee. Master's, 1938. Tennessee. 151 p. ms.

Attempts to determine the educational needs of these women. Finds that there are relatively few opportunities for skilled women workers in the textile plants; that their wages are dependent, to a considerable degree, upon the ability of the worker to achieve the production standard set up by the plant managers; that the management of the local plants seems favorably inclined toward cooperation with schools in providing for the educational and vocational needs of their women employees; and that improvement in the standards of living for the family seems to depend chiefly on meeting her educational needs both from the standpoint of improving her occupational efficiency and increasing her efficiency in personal and family living.

1926. **Van Horn, Paul J.** The manipulative performances and related information to be taught in an industrial arts course in auto mechanics. Master's, 1938. Colo. St. Coll. 167 p. ms.

Studies the common automotive service practices as followed in the five leading service shops in Bartlesville, Okla., as the basis for a course in the local senior high school.

1927. **Van Wyen, Adrian.** The program of industrial arts activity in the elementary grades and its relation to the training of teachers. Master's, 1938. Kent. 70 p. ms.

1928. **Walter, G. S.** Extra-course industrial arts work. Master's, 1938. Colo. St. Coll. of Ed.

1929. **Watson, Arthur Wilford.** A study to determine the causes and prevention of accidents occurring in the secondary school shops of Los Angeles. Master's, 1938. Southern California.

1930. **West, Russell Lewis.** The trend of aviation courses in junior colleges, 1932–1937. Master's, 1938. Stanford. 174 p. ms

1931. **Winnemore, Augustine Edward.** An industrial arts course of study in printing for the senior high school. Master's, 1938. Maryland. 127 p. ms.

Determines a revised set of objectives for an industrial arts printing course in general education on the secondary level, and presents a series of problems, readings, and related subjects suggestions to accompany the practical work and includes special aids and administrative helps which clarify the place, content, and procedure of graphic arts in the realm of general secondary education.

1932. **Wood, Earl McClain.** The status of related information in the general shop program of the small high schools of southeastern Ohio. Master's, 1938. Ohio Univ. 65 p. ms.

1933. **Woodward, Robert Earl.** Industrial arts in the white senior high schools of West Virginia. Master's, 1937. Kentucky. 70 p. ms.

Describes the status of industrial arts in 236 public senior high schools and 14 private and parochial schools in West Virginia for the school year 1936–37, considering types and sizes of the schools offering industrial arts classes, courses offered, preparation, experience and salaries of teachers, time given to classes, and per capita cost of instruction.

AGRICULTURAL EDUCATION

1934. **Allison, Howard D.** Relationship between occupational status and certain environmental factors revealed by a study of former vocational agriculture students in Illinois. Master's, 1938. Colo. St. Coll. 51 p. ms.

Studies 121 boys in Knox, Warren, and Henry counties who had had at least 1 year of vocational agriculture training, and had been out of school 2 years. Finds that boys from larger schools tended to follow other occupations; that 83 percent of the boys from well-equipped schools went into farming, while only 44 percent from poorly equipped schools did so.

1935. **Alton, James T.** Placement opportunities in farming for vocational agriculture conducted in 10 departments in and near Pekin, Illinois. Master's, 1938. Colo. St. Coll. 92 p. ms.

Surveys the farms and farm employment possibilities of Hardin county to determine the approximate number of young men that can be absorbed annually.

1936. **Brady, Bryan Virgil.** Part-time education in agriculture for young men who are out of school and living within the service area of Heavener high school. Master's, 1938. Okla. A. and M. Coll.

Attempts to determine the possibilities of service by the vocational agriculture teacher to the out-of-school farm boys between the ages of 14 and 25 Finds that the part-time class afforded an excellent opportunity for the vocational teacher to make personal friends and broaden the scope of his work in his community. Shows that the pupils' interest was held better when a program of informal discussion, field trips, demonstrations, and social meetings was used.

1937. **Breeden, Alvin A.** Suggestions for teaching soil and water conservation practices in vocational agricultural classes. Master's, 1938. Louisiana State. 303 p. ms.

1938. **Clark, Lloyd Talbert.** How young men became established in farming in Richland county, Illinois. Master's, 1938. Colo. St. Coll. 69 p. ms.

Studies 50 men under 40 years of age and finds that the average age at which they became established in farming was 21 48 years; that former vocational agriculture students became established earlier and owned slightly larger farms; and that fewer of them were farming as tenants

1939. **Dowell, William Henry.** The supervised home projects in vocational agriculture conducted in 10 departments in and near Pekin, Illinois. Master's, 1938. Colo St. Coll. 92 p. ms.

Finds that small classes, a higher percentage of farm boys in the class, and a teacher with enthusiasm and a pleasing personality were important factors in home projects in vocational agriculture.

1940. **Drishaus, Roland A.** Determining curriculum content for a course in farm management and agricultural economics in Nebraska. Master's, 1938. Colo. St. Coll. 66 p. ms

1941. **Dugal, Gordon Edward.** A study of certain situations existing in agricultural high schools. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S. no. 3: 85)

Analyzes replies of 74 principals and 75 teachers of vocational agriculture as to the methods of selection of students for vocational agriculture, the academic subjects taught, extracurricular activities and responsibilities of teachers of vocational agriculture, the scheduling of the subject, and the aid best given to the teacher of vocational agriculture by the school principal Finds that few high-school principals and teachers actually select students to enroll in vocational agriculture, and that in the few cases where selection is attempted there is a lack of agreement as to the admission standards to apply.

1942. **Feiteira, Thomas Muris.** The development of agricultural education in the Territory of Hawaii. Master's, 1937. Hawaii.

1943. **Fox, Jesse E.** Occupational selections of former students of vocational agriculture in 10 schools where vocational agriculture has been taught eight years or longer. Master's, 1938. Agr. and Mech. Coll. of Texas. 26 p. ms.

Finds that from 62 to 66 percent of former students enrolled in vocational agriculture are now in that occupation or an occupation related to farming.

1944. **Galbreath, Malcolm B.** The discovery of administrative policies in vocational education in agriculture, according to statements of practice expressed in the 1937–1942 five-year state plans. Doctor's, 1938. Cornell.

1945. Gravois, François Denis. Development of vocational agriculture in the high schools of Louisiana. Master's, 1938. Louisiana State. 111 p. ms.

1946. Hamlin, H. M. Agricultural planning and agricultural education. Agricultural education, 10: 64, 72–73, October 1937. (Iowa state college)

1947. Hebert, John O. The selection of boys for the vocational agriculture course in Louisiana. Master's, 1938. Louisiana State. 83 p. ms

1948. Holland, Royce Joseph. Vocational agriculture in high school. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 15–16)

Surveys the history, organization, objectives, and activities of vocational agriculture in Texas and the United States, stressing the curricular and co-curricular phases of the vocational agriculture program of 19 counties in northern Texas. Suggests that athletic contests, encampments, and tours should be stressed; that young and inexperienced teachers should be under closer supervision of an experienced state supervisor; that only one of the four vocational agriculture teacher-training institutions should train teachers for the profession; that project work should be improved; that there should be closer cooperation between the vocational agriculture teacher and the supervisor on one side and the superintendent and principal of the school on the other, and that school boards should encourage the transportation of vocational agriculture students in school busses while on trips.

1949. Hulsey, J. W. Occupational status of former vocational agriculture students from 23 schools of the plains area of Texas. Master's, 1938 Colo St. Coll. 65 p ms.

Finds that of 933 former vocational agriculture students 69 3 percent were engaged in farming while an additional 10 percent were in occupations related to agriculture, and that of the students who had graduated 68 percent were in agriculture, while of the nongraduates 76 3 percent were in agriculture.

***1950. Johnson, Ruth Victoria.** Unit organization of the topic agriculture for a seventh-grade course in occupations. Master's, 1938. Boston Univ. 243 p. ms.

Plans units for a group of 202 pupils in the second half of the seventh grade in a junior high school in an industrial city in which three distinct nationalities are represented Presents units on changing farm life, the work of the market gardener, dairy farmer, poultry farmer, nurseryman, florist, landscape gardener, fruit grower stock raiser, and the forester Discusses methods of teaching the units

1951. Jordan, Mark Bartley. Problems of vocational agricultural teachers in newly established departments. Master's, 1937. Louisiana State. (Abstract *in: Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 25–26*)

Analyzes 134 replies to a questionnaire sent to vocational agricultural workers to determine what activities should be engaged in by teachers in new departments

1952. Kelley, Jack. Development of vocational agriculture in Kentucky. Master's, 1938. Kentucky. 199 p. ms.

Traces the development and expansion of vocational agriculture in Kentucky from its beginning in 1917 to 1936, considering the development of content of courses, methods of teaching, the training of teachers, evening and part time schools, Future Farmers of America, meetings and associations, and administrative control

1953. Knox, Russell H. A historical survey of the secondary agricultural schools in Alabama. Master's, 1938. Alabama.

1954. Lewis, John Calvin. Should vocational agriculture be introduced in Cullman county high school? Master's, 1938. Alabama.

1955. Livingston, Abram F. Opportunity and need for an agricultural program for an area of Schenectady county. Master's, 1938. N. Y. St. Coll. for Teach. 35 p. ms.

1956. **Loften, William T.** Part-time class in vocational agriculture for farm boys in Alachua high school community. Master's, 1938. Florida.

1957. **McTaggart, Earl L.** Agricultural education in American Samoa. Master's, 1937. Hawaii.

1958. **Martin, Durell D.** Certain aspects of the history and present status of Mississippi agricultural high schools and junior colleges. Master's, 1938. Alabama.

*1959. **Meacham, William Maxfield.** A study of the success of Farm and trades school boys after leaving the school. Master's, 1938. Boston Univ. 66 p. ms.

Gives a brief history of the Farm and trades school, a private school for boys established in 1814. Studies the records of all boys who entered the school from 1927 to 1931, inclusive, who were at the school 1 year or longer Analyzes replies to a questionnaire sent to 100 boys who had been in attendance at the school for at least 1 year during the inclusive dates of the study Discusses the success of these boys after leaving the school, their later education, employment status, leisure-time activities, factors affecting their success, and the usefulness of the school to them Evaluates the principal activities and helpfulness of instructors and boys.

1960. **Milligan, Clark Carlisle.** A study of the activities of experienced vocational agriculture teachers in 27 states. Master's, 1938. Kansas St. Coll.

1961. **Newcomer, Joseph O.** A study of the young men in Oklahoma who have received their state farmer degree. Master's, 1938. Colo. St. Coll. 49 p. ms.

Finds that of the young men studied, 62 percent had gone to college and 80 64 percent of those attending college studied agriculture

1962 **Orr, Raymond S.** An outline of a course of study in farm mechanics for training teachers of vocational agriculture. Master's, 1938. Wyoming. 102 p. ms.

1963. **Phillips, Marie.** An evaluation of the instructional media used in teaching the farm unit in the first grade. Master's, 1938. Iowa. 137 p. ms.

1964. **Puls, Elmer E.** Suggestions for teaching farm credit in vocational agricultural classes Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, 30 N S., no 3: 26)

Sets up teaching units for the teaching of farm credit.

1965 **Putong, Cecilio.** Specific objectives and contents of vocational education in agriculture in the Philippine Islands. Doctor's, 1938. Chicago.

1966. **Ryan, O. T.** The relationship between courses in vocational agriculture, preparation of teachers of agriculture, and types of farming in the three types of farming areas in northwest Texas. Master's, 1938. Agr. and Mech. Coll. of Texas. 34 p. ms.

Studies 25 schools in three types of farming areas. Compares the teacher's collegiate training and the teacher's annual teaching plan with the problems naturally arising in the type of farming area in which the school was located. Finds that the training of the teacher had more influence on the teaching content than the problems of farmers in the local community.

1967. **Schult, Verna May.** Educational, interpretive, and publicity programs and policies of the Bureau of agricultural economics. Master's, 1938. George Washington. 130 p. ms.

1968. **Smith, William A.** The professional improvement status of teachers of vocational agriculture, and its relationship to professional advancement. Doctor's, 1938. Cornell.

1969. **Stewart, Hamilton Arlo.** A study of students of vocational agriculture in a small suburban high school from 1919 to 1933. Master's, 1938. Kansas St. Coll.

1970. **Sweany, Harvey Paul.** Factors contributing toward superior programs of farm practice for boys studying vocational agriculture in Iowa high schools. Master's, 1938. Iowa State.

1971. **Thompson, Clarence Tatman.** Farm shop jobs for the vocational agriculture department in Louisiana. Master's, 1938. Louisiana State. 217 p. ms.

Analyses and classifies 51 farm shop jobs, and offers suggestions for the use of these job sheets as motivating agencies for the teaching of job operations, and gives general suggestions for their use as teaching devices.

1972. **White, Chris.** Farm mechanics as a part of the instruction in vocational agriculture in Oklahoma high schools. Master's, 1938. Okla. A. and M. Coll. 115 p. ms.

Indicates that 33 periods a year is the average amount of time that should be devoted to farm mechanics; that most of the farm shops were not adequately equipped to do more than five of the most common units of farm mechanics; that less than one-fourth of the 106 teachers of vocational agriculture who returned questionnaires thought their school shops adequately equipped; that there were at least 17 of the more common units in which the majority of teachers thought more college training was needed; that the farm mechanics units taught were affected by the type of farming used locally; that lack of tools on the farm limits the directed teaching of farm mechanics for the pupils at home; and that most of the teachers indicated that they have trouble in getting the necessary materials and implements for their shop work.

HOME ECONOMICS

1973. **Ahlstrom, Mildred Laura.** Home economics in the junior high schools of Kansas. Master's, 1938. Kans. St. Coll.

Studies the organization and teaching of home economics in 58 junior high schools of Kansas. Finds that it has an important place in the junior high schools; that it was generally required in the seventh and eighth grades and was elective in the ninth grade; that home economics instruction was given to boys in only five schools and that the classes were segregated; that the home economics teachers were well trained; that most of the schools had courses in foods and clothing; that the home economics classes met daily in most schools, with the median length of period 57 minutes in the seventh grade and 60 minutes in the eighth and ninth grades; that home economics courses in junior high schools were less difficult than those in the senior high schools; that textbooks were not in general use; that the Kansas course of study was not generally followed; that the teachers knew little about the cost of their home economics courses; that most of the teachers preferred a combination of laboratory and discussion activities in teaching home economics; that home economics courses were of a specialized type rather than exploratory. Recommends that the home economics program be planned in relation to the guiding principles and objectives of the junior high school; and that the Kansas teacher-training institutions recognize the need for improving the home economics curriculum in the junior high schools and provide in their program for the preparation and assistance of junior high school teachers of home economics.

1974. **Beck, E. S.** Effect of a high-school foods course on certain food practices of a selected group of homemakers of Lanark, Ill. Master's, 1937. Iowa State.

Studies the effectiveness of the foods course for 50 women who graduated from the Lanark county high school between 1917 and 1936. Finds that the course had been somewhat beneficial, but suggests the need for more functional food courses.

1975. **Betts, Pearle Elizabeth.** Buying habits of high-school boys. Master's, 1938. Colo. St. Coll. 80 p. ms.

Studies the buying habits of 227 high-school boys in Naperville, Ill., during the school year 1936–37, to determine the type of course in consumer buying that should be offered.

1976. **Bowers, D.** Specifications of small equipment for the foods laboratory of the home economics department of a high school of 125 pupils. Master's, 1937. Ohio State.

1977. **Brabson, Catherine.** The history of the development of home economics in certain institutions of higher learning in Tennessee, 1806–1936. Master's, 1938. Tennessee. 83 p. ms.

Traces provisions made to differentiate between the needs of girls and boys in developing the curriculum in 28 academies and 34 colleges and universities in Tennessee. Attempts to discover factors which have influenced the development of a homemaking program for women. Finds that women were educated in academies and seminaries between 1806 and 1800; that colleges were opened for women after 1850 and offered courses of instruction in the ornamental branches, domestic science, or domestic art; that after 1904 courses in homemaking were broadened in scope and content, and emphasis was placed on scientific subject matter; that the Acts of 1909 and 1913 of the General education laws of Tennessee required the establishment of homemaking departments in high schools, which necessitated training teachers of home economics and stimulated expansion in the program of instruction in homemaking in the colleges; that the passage of the Federal Acts, making appropriations for vocational education, influenced the expansion of home economics in the high schools and colleges of Tennessee; and that home economics has developed from a study including chiefly skills and practical work to a study of the many activities and responsibilities found in the modern home.

1978. **Bradley, Lillian.** A study of homemaking education for boys. Master's, 1938. Southern California.

1979. **Burrill, Martha E.** Consumer problems and consumer education. Master's, 1938. California. 202 p. ms.

Surveys the literature of some aspects of the theory of the consumer and consumption and the problems with which the modern consumer is confronted. Finds that some agencies, including the schools, are attempting to educate the consumer.

1980. **Case, Louise.** Changes occurring after removal of the legal requirements that home economics be taught in the approved high schools of Iowa. Master's, 1938. Iowa State. 64 p. ms.

Analyzes data on 296 of the 396 approved high schools of Iowa. Finds that 28.6 percent of the schools dropped home economics immediately after the repeal of the law which had been in effect since 1913; that 79.6 percent of these were schools that enrolled fewer than 100 pupils; that after a period of 2 years 26.1 percent of the schools reinstated the subject in the curriculum; that financial conditions, effectiveness of teachers, and attitudes of school administrators tended to affect the elimination and reinstatement of home economics after the repeal of the law.

1981. **Chadderdon, Hester.** Problems relating to home and family life in need of research: An examination of the emphases given to home and family life under the Purnell act. Doctor's, 1938. Ohio State. 243 p. ms.

Discusses the 15 problems which appear to be most urgently in need of research. Finds that the 562 Purnell projects of the state agricultural experiment stations have been devoted to aspects of four of these problems, particularly those aspects relating to physical development of family members, and to the use of money resources of the family.

1982. **Codell, Rose Mary.** The effect of high-school home economics training upon the academic achievement and participation in college of the student majoring in the field of home economics. Master's, 1938. Kentucky. 148 p. ms.

Compares the college work and adjustments of home economics students who had had home economics in high school with those who had not had home economics in high school, using academic records of the University of Kentucky graduates in home economics since 1929 and of 200 home economic students enrolled in the University of Kentucky at the time the study was made and the results of intelligence tests, mathematic achievement tests, English achievement tests, and attitude tests.

1983. **Cole, Margaret.** Hand-weaving in five selected mountain communities of Kentucky. Master's, 1938. Peabody. 80 p. ms.

Studies hand-weaving as carried on at Berea college, Pine mountain settlement school, Hindman settlement school, Churchill weavers, and Levi Jackson state park.

*1984. **Cribben, Leo T.** The consumer cooperative movement in the United States. Doctor's, 1937. New York. 114 p. ms.

Gives a brief history of the consumer cooperative movement in the United States and appraises the movement. Discusses the findings of the Roosevelt commission which in 1936 investigated cooperative enterprise in Europe.

*1985. **Davies, Joseph Earl.** Fundamentals of housing study: A determination of factors basic to an understanding of American housing problems. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 355 p. (Contributions to education, no. 759)

1986. **Davis, M. E.** An historical survey of the teaching of home economics in the elementary and high schools of Ohio. Master's, 1937. Ohio State.

1987. **Denton-Brock, Elizabeth C.** A guidance plan for group relationships among high-school home economics students. Master's, 1938 Okla. A. and M Coll.

Analyzes information secured from 367 students, 226 mothers, and 50 teachers on student reactions in group relationships Offers suggestions for more effective home visits and adult classes, for more effective classroom procedure and for more effective group activities

1988 **Drake, Vera Carolyn.** The growth and extension of home economics education in Oklahoma. Master's, 1938. Okla. A and M. Coll

Finds that of the 946 high schools in Oklahoma, only 608 offer courses in home economics, and that many of these courses are very limited in scope, that more schools have added home economics courses than have dropped the subject in the past 10 years; that the subject would meet the approval of the superintendent, the pupils the patrons, and the board of education in the schools where it is not taught; that scarcity of funds and inadequate room space are the greatest limiting factors to the inclusion of the subject in the curriculum and to the extension of the course; that superintendents, boards of education, and teachers favor the extension of home economics courses; and that it is to be added soon in a number of schools where it has not previously been offered.

1989. **Duffield, Thomas John.** Teaching units on the subject of housing designed for the language arts, grades 10, 11, and 12. Master's, 1938 T C., Col. Univ. 65 p. ms.

Discusses methods of teaching housing units, with suggested approaches and methods of assimilating and culminating the activity with complete student and teacher materials

*1990. **Edgerton, Avis E.** Health claims in advertising with special reference to the beliefs of certain women consumers. Doctor's, 1938 New York 161 p. ms.

Analyzes health claims in national advertisements for foods, toilet supplies, drugs, miscellaneous household supplies, clothing, tobacco, reducing agents, etc, as advertised in magazines, newspapers, by the radio, and on outdoor billboards Finds that belief in advertising claims decreased with an increase in schooling; that disbelief in the claims increased directly with schooling until skepticism in all advertising claims, valid as well as invalid, was evident among the college graduates; that age was not a factor in influencing the degree to which health claims were believed Emphasizes the importance of adult education to reach people not attending school; shows the need for in service training of teachers in the field of health education; shows the need for protecting the health of people incapable of discriminating between truth and falsity in advertising by making authentic information easily accessible to all; indicates the need for more adequate dissemination of medical knowledge within the profession

1991. **Erny, Anna.** Instruction in clothing in the public high schools. Master's, 1938. Southern California.

*1992. **Forbes, Edith Colburn.** Four units for a tenth-grade class in home economics. Master's, 1938. Boston Univ. 231 p. ms.

Presents units on food preservation, candy making, meal planning, and on table setting and serving, with directions and comments on the teachig of the units.

*1993. **Gallup, Gladys G.** Participation in home economics extension and effectiveness of the program: a study of 171 rural families in Franklin county, Massachusetts, 1936. Master's, 1937. George Washington. 39 p. ms.

Attempts to determine whether there are differences between the rural families affiliating with the extension service and those who are not; to what extent the social and economic status of the family is a factor in participation; the relationship between participation in the extension service and the extent to which memberships are held in other organizations; whether the home economics extension program is effective; whether the objectives of the program are attained, whether there is evidence of the effectiveness of the program as shown in the behavior of the participants; what reasons are given for nonparticipation, and the methods of teaching that can best serve the nonparticipants Indicates that participation in extension activities is closely connected with the socio-economic status of the family and affiliation with organizations of the community; that 66 percent of the homes studied reported changes in homemaking practices due to extension influence.

1994. **Graham, Virgil Clifford.** The construction of a teaching unit on home ownership and housing Master's, 1938. Iowa

1995. **Griesse, Emma M.** A comparison of two methods of teaching ninth-grade clothing. Master's, 1938. Colo. St. Coll. 143 p. ms.

Compares the individualized group method and the individual method in the junior high school at Wausau, Wis Finds no significant differences in results.

1996 **Griffin, Vera Anita.** Education for marriage and family life in the secondary schools of Southern California Master's, 1938. Southern California.

1997. **Griswold, Estelle.** Teacher training in home economics in the denominational institutions in Texas Waxahachie, Tex., Trinity university, 1938 60 p. ms.

Discusses the qualifications, supply, and demand of home economics teachers in Texas, and compares teacher-training programs in denominational and three state institutions Finds that denominational institutions meet the requirements for a state permanent special certificate in home economics, but do not meet the requirements for a certificate of vocational approval, that 69 percent of home economics majors in denominational institutions take teacher training, and that 48 percent of them are placed in teaching positions in which less than half teach their major

1998. **Hale, Lois V. Albright** Opportunities for helping pupils develop desirable personality traits through the teaching of home economics in De Graff high school. Master's, 1938 Ohio State. 93 p. ms.

1999. **Hassell, Dora Ann.** Factors underlying failures of girls in home economics in junior high school. Master's, 1938 Colo. St Coll 96 p. ms.

Studies girls in the home economics classes of the junior high school in Cleburne, Tex., and finds a high relationship between grades in home economics and previous marks, that disciplinary cases were closely connected with failures, a majority failing all subjects; that only 15.1 percent of those with a physical or a health handicap were able to pass their school work; and that good home conditions were closely connected with ability to pass.

2000. **Healey, Mary Irene.** A study of achievement in clothing courses in Purdue university as a preparation for teaching. Master's, 1938. Purdue.

2001. **Hearn, Mary Margaret.** Some improved practices in the home as a measure of achievement in home economics teaching. Master's, 1938. Tennessee. 94 p. ms.

Studies the home life of 50 girls in the home economics classes in Dyersburg high school, Dyersburg, Tenn., to determine how home economics affects the attitudes, interests, and practices of the girls; to note changes in their behavior in personal qualities and abilities, social relations, and personality traits Finds that the activities in which the girls engaged most often were those which could be done quickly, required little skill, or the expenditure of little or no money; that more girls participated in the activities concerned with personal grooming than in any other group of activities; that activities in which they had little opportunity for participation in school were not done frequently at

home, nor were they liked as well as other activities; and that there was greater participation in activities in which the girls assisted their mothers than there was in the activities which they did alone.

2002. **Houck, Dorothy C.** Development of a functional course of study in public foods trade for secondary schools. Master's, 1938. Rochester. 153 p. ms.

2003. **Hunter, Helen Hammo.** Scholastic achievements, leadership activities, and subsequent occupations of Iowa state college home economics students with 4-H club experience. Master's, 1938. Iowa State. 58 p. ms.

Finds that there was little difference in scholastic achievement, leadership activities, and subsequent occupations of Iowa state college home economics students who had been and who had not been members of 4-H clubs.

2004. **Irwin, Ethel Bray.** Contributions homemaking classes should make to the future education of boys and girls. Master's, 1938. Ind. St. T. C. 104 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 9: 186-87, July 1938.)

Studies the home and community interests and activities of the women and girls in Daviess county, Ind., and tries to determine how nearly the teaching of the homemaking classes meets the needs of the student. Concludes that too much attention has been paid to cooking and sewing in the schools and too little attention had been paid to training boys and girls for worthy home membership.

2005. **Jobe, Claire W.** Education for marriage in secondary school. Master's, 1938. Southern California.

2006. **Jones, Floy H.** Effect of high-school home economics instruction on certain homemaking practices of a selected group of homemakers of Taylor, Texas. Master's, 1938. Iowa State. 70 p. ms.

Analyses data secured by interview on certain practices of 22 homemakers who had and 18 who had not taken home economics courses in high school. Finds that although the home economics trained homemakers tended to use better practices than the non-home economics group, the differences were not statistically significant.

2007. **Jones, Mable Joan.** Detailed units for a high school vocational course in institutional food service. Master's, 1938. Kans. St. Coll.

Analyses data on the present status of courses offered in high schools and vocational schools in institutional food service, and offers detailed units in institutional food service for high schools.

2008. **Kendall, *Mrs.* Esther Mays.** Consumer education in Louisiana schools. Master's, 1938. Louisiana State. 57 p. ms.

Attempts to determine the present content, time allotment, and organization of consumer education in the home economics curricula of the approved high schools. Finds that the buyer-consumer problems most frequently included in the regular courses of home economics are: Use, care, and upkeep of consumer goods; evaluation and buying of consumer goods; and the management of consumer funds.

2009. **Laxson, Anna Lee Wilson.** The use of a survey of changed standards of living as revealed by recent literature in the construction of a course of study in consumer education for high-school students. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 86-87.)

Studies the effect of reduced income, population trends, greater educational opportunities, increase of amount of money spent on reading matter, increase in marriage rates only at lower age levels, increasing divorce rate, importance attached to modern advertising, housing conditions, decrease in the sale of household furnishings, food consumption, emphasis of modern dress on style rather than on quality or workmanship, the need for informative labeling and standardization of goods, and the demand for more adequate medical care, on the American family. Constructs a course of study on consumer education on the basis of these changes.

*2010. **Lewis, Irene.** Furs: a handbook for the consumer. Master's, 1937. George Washington. 66 p. ms.

Analyses replies of 87 consumers to a questionnaire on their knowledge of furs, and the qualifications desired in their fur shop or fur tailor.

2011. **Lyster, Alba Margaret.** Homemaking and allied occupational training program for girls of the high-school age. Master's, 1938. Texas.

2012. **Macy, Ruth.** Methods used by three groups of home economics teachers in supervising home projects. Master's, 1938. Iowa State. 54 p. ms.

Analyses data on 30 teachers who were classified as superior, fair, and poor by their state supervisors on the basis of their success in supervising home projects. Finds that although the differences between the methods used were not statistically significant, a greater proportion of superior teachers used more methods to interest pupils in home projects, to become acquainted with their pupils and their homes, and to guide the pupils in choice of a project.

2013 **Mahin, Albert R.** Self-induced attitude changes in high-school pupils regarding chain stores. Master's, 1938. Purdue. 41 p. ms.

Attempts to determine the attitudes and attitude changes of a group of 100 junior and senior high school pupils on certain aspects of the chain store problem. Finds that the children were relatively indifferent to the phases of the chain store problem under consideration.

2014. **Maloney, Mary Catherine.** Opportunities for teaching home economics in the elementary schools. Master's, 1938. Ohio State.

Shows that almost every phase of home economics is being taught, in some degree, with special emphasis on health, foods, and clothing; that home and family relationships and personality development receive a fair share of attention; that all of these phases of home economics are being integrated with other subjects in the curriculum; and that discussion, reading, and pupil activity are the methods used

2015. **Mann, Jean.** A study of marriage attitudes as seen by 59 girls. Master's, 1937. Columbia.

2016. **Martin, Edna.** Factors affecting students' learning during a house-furnishing unit. Master's, 1938. Minnesota. 69 p. ms.

Describes an experiment in which 33 teachers and 821 pupils in Washington high schools took the two forms of the Minnesota house design and house furnishing test, one before and one after a unit on house furnishing. Finds that pupils in the larger towns, pupils whose teachers had more than 1 year of experience, and pupils whose teachers had the most art training made the greatest gains.

2017. **May, Helen Marie.** Suggestions for the integration of art in the home economics curriculum at the high-school level. Master's, 1938. Tennessee. 83 p. ms.

2018. **Meek, Mary Enid.** The value of high-school home economics training to homemakers. Master's, 1938. Kans. St. Coll.

Describes interviews with 86 married women who had taken home economics between 1926–37 in the high schools of Emporia, Manhattan, Wamego, and Williamsburg, Kans. Finds that home economics training was valuable to these women. Recommends that home economics courses be made more general and give more consideration to homemaking needs, especially in planning and using a family budget.

2019. **Meinke, E. H.** An integrated home economics program in a small college. Master's, 1937. Ohio State.

2020. **Mettler, Helen Ferdilla.** Is vocational home economics education utilized by the graduates of Walnut township high school. Master's, 1938. Ohio State. 76 p. ms.

Finds that of the 34 graduates having 3 years of vocational home economics instruction, 40 percent were helping in their homes, 25 percent went to college, and 35 percent participated in six different occupations.

2021. **Miller, Margaret.** Home economics in the Wichita public schools. Master's, 1938. Wichita. 158 p. ms.

2022. **Myers, Laura Martha.** A study of a personal improvement course for high school girls. Master's, 1938. Penn. State. 76 p. ms.

Attempts to determine the effect of instruction on social usage, selection of diet, care of health, choice of clothing, and personal behavior on high-school girls, using groups matched on IQ ratings and socio-economic level, to whom subject-matter and self-rating tests were administered before and after the course.

2023. **Neuman, Christine G.** Changes in attitudes of home economics students. Master's, 1938. Nebraska. 44 p. ms.

Shows that it is possible to change attitude toward the social value of personal appearance and toward the responsibility of cooperating in a group during one semester of home economics.

2024. **Oberhelman, Lois Marie.** Detailed units in food preservation for use by extension groups. Master's, 1938. Kansas St. Coll.

2025. **Oldham, Georgia.** Effect of a junior high school foods course on certain food practices of a selected group of homemakers of Kansas City, Kansas Master's, 1938. Iowa State. 69 p. ms.

Describes interviews with 30 homemakers who had had the ninth-grade foods course and 24 who had not had such a course, to determine any delayed effects of the course in relation to ability to secure an adequate diet for their families and interest in keeping informed on food problems Shows that the home economics trained homemakers excelled the non-home economics group in certain practices relating to adequate diets for their families, used somewhat better practices in marketing, and were more interested in keeping informed on food problems, especially those relating to child feeding and health

*2026. **Payson, Verna Mary.** Analysis of the teaching of consumer education in vocational homemaking schools of Massachusetts. Master's, 1938 Boston Univ. 122 p. ms.

Describes briefly the various guides to consumer buying Analyzes replies to a questionnaire received from 52 directors of household arts, general vocational, continuation, and trade schools where homemaking is taught, and data secured from 18 schools by visits of supervisors and by study of the courses of study on file in the state department of education. Outlines a suggestive course of study in consumer-purchasing education

2027 **Pierce, Maurine Smith.** Homemaking responsibilities of certain high-school boys contrasted with the homemaking responsibilities of younger married men in the same area in west Tennessee. Master's, 1938. Tennessee. 117 p. ms

Finds that the boys and men participated in similar homemaking activities, which they performed occasionally rather than regularly; that more men than boys assumed responsibility for personal and family financing activities, although more than half of these activities were performed by less than 40 percent of both groups; that a relatively low percentage of men and boys cared for and repaired their clothes, while a slightly higher percentage participated in personal grooming activities; that a higher percentage of men than boys participated in first-aid and home care of the sick, that a large number of boys and men were responsible for the care of the house and its repair; that as a rule more boys than men took care of the yard and garden, while more men than boys helped regularly with food preparation; and that a large proportion of boys and men having children in the home helped with their care and development.

2028. **Porter, Florence Roberta.** Current trends in home economics courses in high school and their relation to trends in American society Master's, 1938. Michigan.

2029. **Ramseyer, Edna.** Possibilities of home management laboratory in a small college. Master's, 1938. Ohio State.

Studies the home management courses and laboratory experiences of 22 institutions of higher learning in Ohio in which home economics is offered Finds that only 7 of the 22 institutions have home management residences and all of them operated the home management residence in the same way; that the 15 institutions which did not have a home

management residence used the following means of supplying experience: Personal and family time and money budgets, household equipment demonstrations, field trips, summer and home projects, cooperative plans and laboratory studies Suggests the necessity for the adoption of some real life management activities in relation to the home management course at Bluffton college.

2030. **Randolph, Blanche.** Commercial contests in homemaking classes in Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Attempts to determine what commercial contests are used, how they are conducted, what factors influence the selection of contests, and the reactions of parents and students to them Finds that teachers used 19 different contests, and pupils reported participation in 22 different contests; that although contests related to foods were the most numerous, more teachers used sewing contests; that teachers and students felt that contests made class work more interesting; that the chief reason for discontinuing contests was lack of student participation, while lack of teaching experience was the reason most often given for never having used commercial contests, and that they are considered valuable by teachers, parents, and students

2031. **Ransom, Catherine Warda.** A comparative study of homemaking activities of a selected group of high-school girls in vocational and non-vocational schools in Tennessee Master's, 1938. Tennessee. 108 p. ms

Shows that the high-school girls of Tennessee have a great deal of responsibility for homemaking activities, but in the majority of the activities the girls participated occasionally rather than regularly, and that the vocational girls exceeded the non-vocational girls in participation in homemaking activities Finds that care of the bedroom, personal grooming, and entertaining guests were the activities participated in most frequently

2032. **Ray, Laura Frances.** Effect of a home economics course for boys in the Ames high school upon attitudes and practices related to clothing. Master's, 1938. Iowa State 129 p. ms

Finds that changes in attitude toward care and selection of their clothing and toward keeping themselves well groomed were too small to be significant when measured by the Kellar scale for measuring attitude toward any homemaking activity

2033 **Richardson, Ruth.** History of home management residence in Louisiana, 1919-1937. Master's, 1938. Louisiana State. 96 p. ms.

Shows that home management residence is training to meet the social and economic changes in family living; that it has improved steadily since its beginning in 1919; that the physical set-up and the methods of instruction in each institution have improved and have resulted in more desirable environments for effective teaching

2034. **Rogers, Dwane Carson.** A study of the types of home mechanics that would be of benefit to high-school girls. Master's, 1938. Agr. and Mech. Coll. of Texas. 36 p. ms.

Finds 60 jobs that could be organized into a 1-semester home mechanics course for girls

2035. **Roskie, Gertrude.** A comparison of laboratory with demonstration home practice method of teaching home economics. Master's, 1938. Colo St. Coll. 60 p. ms.

Reports on classes conducted in the Helena, Mont., high school, and finds that in general results under both methods were the same

2036. **Rush, Ola Day.** Teaching family relationships in the senior high school. Master's, 1938. George Washington. 65 p. ms.

2037. **Settergreen, Lottie.** Survey of student home economics clubs in the public schools of the United States. Master's, 1938. Okla. A. and M. Coll

Shows that the club work provides additional opportunity for the development of sociability, leadership, initiative, money-making experiences, and cooperation, and that clubs should be a part of the regular homemaking program.

2038. **Shaffer, Mrs. Velma Eleanor.** An investigation of certain activities, interests, and living conditions pertaining to home management of a selected group of high-school girls in Arkansas. Master's, 1938 Tennessee. 97 p. ms.

Finds that high-school girls have little time at home during school months; that they have little opportunity to manage money; that they share the responsibility for buying a wide range of commodities, and the guides used for their buying are unreliable; that they have little responsibility for planning family recreation; that they assume responsibility for, or participate in, a large variety of home activities; that storage space in their homes is inadequate; that all of the girls' fathers are employed and only a small percent of the mothers work outside the home. Recommends that special training be given in the high-school course of study in home economics, in time management, money management, buying practices, use of leisure time, adequate storage in relation to efficient home management, and in activities that involve management as well as skills.

2039. **Sherrill, Lynn B.** The organization of six units of a course in the fundamentals of living for college students. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol 30, N. S., no 3: 117).

Presents units on budgeting, leisure-time activities, social hygiene, first-aid training mental hygiene, and modern marriage as preparation for family relationship for college students.

2040. **Smith, D. V.** The activities of a selected group of high-school girls with reference to clothing Master's, 1937. Kans. St. Coll.

Analyzes information secured from 460 girls in five high schools on their age, family income, home-sewing equipment, nature and number of garments made at home and purchased ready-made, by whom made and purchased, where laundry was done Recommends that the clothing course include the selection and purchase of clothing with regard to cost, color, design, occasion, and methods of constructing, altering, and making over garments.

2041. **Thompson, Amelia C.** A comparative study of the professional training of the home economics teachers in the federally aided and non-reimbursed schools in Mississippi. Master's, 1938. Tennessee. 58 p. ms.

Compares the pre-employment and in service training of the home economics teachers in the federally aided white high schools and those in the non-reimbursed white high schools in Mississippi for the school year 1937–38. Finds that a larger proportion of teachers in federally aided schools had received degrees more recently, attended approved institutions, and had been in service a shorter length of time than had teachers in non-reimbursed schools; that a wider range of home economics courses were pursued by teachers in federally aided schools than by those in non-reimbursed schools; that the majority of teachers in both types of schools taught one or more subjects other than home economics, attended the state home economics conventions, subscribed to a professional magazine, and participated in a variety of extracurricular activities; and that the home economics supervisory program was of more value to teachers in federally aided schools than to those in non-reimbursed schools as this program is provided for teachers in federally aided schools only

2042. **Tucker, Katherine Ann.** Detailed units for a boy's course in homemaking for use in Kansas high schools. Master's, 1938. Kans St. Coll.

Studies the reactions of the boys to the material presented in class to 40 junior and senior boys in the Topeka high school, and the units revised on the basis of their comments Presents detailed units for a high school course in homemaking for boys.

2043. **VanDeusen, May.** A comparative study of the effectiveness of a buying unit taught to first-year homemaking girls. Master's, 1938. Colo. St. Coll. 87 p. ms.

Studies the effectiveness of a unit on buying canned goods taught in the foods class at the Woodward, Okla. high school. Finds that the unit was effective, but not the best that could be taught.

2044. **Vaughn, Inger Scheie.** The reconstruction of home economics in the intermediate school. Master's, 1937. Hawaii.

2045. **Weidman, Leah Edna.** Home economics curriculum implications developing from certain practices of a selected group of boys. Master's, 1938. Iowa State. 70 p. ms.

Shows the need for instruction in the selection of clothing; in spending money to get the maximum value for it; fabrics, color combinations, good taste in dress; in fashion; in the care of clothing. Recommends that provisions for such training be included in a general home economics course which may be elected by all boys during their senior high school work.

2046. **Williams, Dorothy L.** Study of educational and vocational possibilities through home economics education. Master's, 1937. N. Y. St. Coll. for Teach. 109 p. ms.

2047. **Wilmore, H. M.** The homemaking experiences of girls enrolled in home economics in 19 Kansas high schools. Master's, 1937 Kans. St. Coll.

Finds that the girls had had a wide variety of experiences in working at home and more than half of the 400 girls were earning part or all of their spending money.

2048. **Wynn, Bessie Edith.** Evaluations of home project work by 60 mothers of homemaking pupils in three Texas towns. Master's, 1938. Iowa State. 87 p. ms.

Finds that mothers of homemaking pupils believe that project experiences are a means of pupil development but that as selected, planned, and conducted for pupils in this group, home projects did not meet pupil needs of a large part of the group; that they recognize many values derived from home project work by the home and the family; that they prefer the continuation of home project work as a part of the regular homemaking program for high schools; and that they can furnish information and suggestions concerning home project work of pupils that may be valuable to homemaking teachers in determining results of home project work and in adjusting plans for guidance of pupils so as to meet pupil needs.

CHARACTER EDUCATION

2049. **Aitken, Margaret Agnes.** A program of temperance education for high-school youth in the local church. Master's, 1938. Southern California.

2050. **Bonney, Lucy Perkins.** The church and character education. Master's, 1938. Andover Newton. 38 p. ms.

2051 **Costello, Mary Ethel.** Character education in a school system. Master's, 1938. Villanova. 137 p. ms.

2052. **Cribley, Leslie.** Building morale in the public schools. Master's, 1938. Ohio State. 85 p. ms

Studies the factors contributing to high morale among the staff, student body, and the community.

2053. **Cummings, Margaret M.** Personnel administration as a factor in the Christian education of college students. Master's, 1938. Biblical Seminary. 111 p. ms.

2054. **Dayton, Charles S.** Human sex behavior in the light of creedal postulates and biological discoveries. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 63–70)

Shows the need for the religious educator to appreciate the natural capacities and limitations of his pupil's in planning his character education objectives. Finds that modern biology designates definite methods by which the sexual attributes of human nature may be directed to standards of behavior that are individually and socially acceptable.

2055. **DeLoache, Lucille Craighead.** An experiment in character development through the teaching of home economics in Kimball high school. Master's, 1938. Ohio State.

Describes an experiment conducted with girls ranging in age from 16 to 18 years in the Kimball, W. Va., high school, in the mining region, to determine whether character could be successfully developed through home economics courses

2056. **Deorocka, *Sister* M. Rita.** Psycho-analysis of character education in the junior high school from the Catholic viewpoint. Master's, 1938. Villanova. 126 p. ms.

*2057. **Dwyer, Madeline T.** Character education through biography. Master's, 1938. Boston Univ. 102 p. ms.

Defines character and character education Attempts to prove by specific exemplification through the lives of six famous women that there are many traits worthy of acquiring, and that by the possession of them, these women did a great deal for civilization Shows that these women succeeded because they possessed characteristics which high-school students are being taught to adopt as their own Studies the lives and outstanding characteristics of Elizabeth Barrett Browning, Florence Nightingale, Dorothea Dix, Clara Barton, Jane Addams, and Joan of Arc.

2058. **Gray, John Ellis.** A survey of the juvenile character-development activities of social and civic agencies in Beaumont, Texas, with a proposed plan for their coordination Master s, 1938. Texas.

2059. **Hill, J. Davis.** Ethical attitudes existing among high-school students relative to forms of deceit. Master's, 1938. West Texas St. T. C. 135 p. ms

2060. **Horan, *Sister* Rose Angela.** An investigation of the ideals of present day adolescents. Master's, 1938. Ind. St. T. C. 321 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 194–95, July 1938)

Attempts to determine whether high-school boys and girls are consciously selecting ideals as guides in their daily life; the nature of these ideals; the extent to which the preferences and attitudes of adolescents toward recreational, home, vocational, and friendship interests reflect wholesome standards; and the spirit in which they approach the subject of ideals and respond to a study of them.

2061. **Hornsby, Elizabeth Jean.** A program of training in certain character traits for the fourth grade. Master's, 1937. Louisiana State (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no 3: 98)

2062. **Loftus, *Rev.* John Thomas.** Ethical concepts in recent secondary curricula. Master's, 1938. Catholic Univ. 110 p. ms.

Tabulates and evaluates the ethical concepts in character education in 120 recent high-school courses of study

*2063. **McKee, Josephine Miller.** A course on manners and social customs: a study of its development, teaching, and testing as a part of the group guidance program for the eighth grade of the junior high school, Jeffersonville, Indiana. Master's, 1937. Louisville. 170 p. ms.

Develops a course of study on manners and social customs, which is taught to the eighth grade of the junior high school, and develops a test and administers it to the pupils of the eighth grade to determine the gains made in good manners due to the course

2064. **Pollock, Mary Delphine.** Character education through Browning. Master's, 1938. Arizona St. T. C. 88 p. ms.

Attempts to develop a unit for character education based upon certain of Robert Browning's poems.

2065. **Russ, Ashley Roche.** An experiment in character education in the secondary schools. Master's, 1938. Peabody. 104 p. ms.

Finds that a program for character education is desirable and possible; that it is a continuing process whose results take time to determine; that the homeroom teacher

should be the center of the program; that the school and the community should work together in the development of a character education program which will provide excellent material for a guidance program.

2066. **Stocklin, Edith Helen.** Character development through the practice of progressive education principles. Master's, 1938. Ohio Univ. 52 p. ms.

2067. **Thompson, Doris Elizabeth.** Some factors related to the expressed attitudes of high-school seniors with special reference to cheating. Master's, 1938. Texas.

2068. **Wilkinson, Herbert James.** A suggested program for the teaching of human relations in the public schools of Florida. Master's, 1938. Florida.

RELIGIOUS EDUCATION

2069. **Ahrens, Katharine G.** A study of materials approved by the boards of the Presbyterian church in the United States of America during the past six-year cycle for the older young people on the subject of better inter-racial attitudes. Master's, 1938 Presbyterian Coll.

2070. **Albers, Evelyn Agnes.** Teaching the life of Jesus through primary worship programs. Master's, 1938. Andover Newton.

2071 **Alexander, Marcelle V.** A study of the personnel, status, and activities of directors of religious education (in local Protestant churches of the United States and Canada). Master's, 1938. Presbyterian Coll.

2072. **Bacon, Charles Marion.** Christian education through recreation in certain semi-rural churches Master's, 1938. Southern California.

2073. **Baitzer, *Sister* Mary Loyola.** A study on retention, based on *A course in religion for the elementary schools.* Master's, 1938. Loyola. 74 p. ms.

Studies the effect of summer vacation upon retention of materials studied in religion by children in grades 3 to 7 inclusive Finds a small but significant loss by the children in each grade studied.

*2074. **Barker, Earl Pickett.** The contribution of Methodism to education in Kentucky Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937 8 p (Abstract of Contribution to education, no. 198)

Shows that Methodism has contributed to the past, present, and future of education in Kentucky.

2075. **Barre, *Rev* Aime Joseph.** The history and present status of religious instruction among the Franco-American population of the Diocese of Fall River. Master's, 1938. Catholic Univ. 46 p. ms.

Studies the background of the Franco-American religious instruction in the parochial schools, and phases of religious instruction outside the parochial schools

2076. **Beard, Marshall Rust.** A history of religious activities at the Iowa state teachers college. Cedar Falls, Iowa, state teachers college, 1938. 64 p. ms.

2077. **Blackstone, James H., *jr.*** An analysis of the recorded prayers of the Old Testament. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 363–64)

Studies the religious development of the Hebrew nation through their recorded prayers which cover 16 centuries.

2078. **Bresnahan, Paul M.** A study of the religious training of delinquent children as shown by 50 cases appearing before the Providence Juvenile court between November 1936 and November 1937, 10 of which were studied intensively. Master's, 1938. Boston Coll.

*2079. **Bruton, Marie Josephine.** Religion and modern social trends. Master's, 1938. Boston Univ. 118 p. ms.

Attempts to discover the nature and extent of the work of the Christian church, and particularly that of the Roman Catholic church in present-day social reconstruction. Discusses the communism of Soviet Russia, and the fascism of Italy and Germany, and the attitudes of the Roman Catholic church toward them.

*2080. **Bundy, Leon F. E.** The emphasis on religion in courses of study: the relative space given to religions in courses of study in the field of the social studies in grades 7 to 12, inclusive. Master's, 1938. Syracuse. 37 p. ms.

Analyses 12 courses of study, state and city, published between 1926 and 1936. Finds a close relationship between the percentage of religious content in courses of study and in textbooks, newspapers, and periodicals. Shows that a definite place has been given to religion in certain grades; that in some courses of study religion is mentioned in the seventh or eighth grade and not again, whereas in others it is not mentioned until an upper grade. Suggests that civilization would be improved if young people were taught the aims and possible benefits of religious training.

2081. **Cully, Kendig Brubaker.** Biography in the religious education of adolescents. Master's, 1938. Hartford.

2082. **Eagleson, Hodge MacIlvain.** A vocabulary study of the catechisms used by the churches of the Federal council of churches of Christ in America. Doctors, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 71–78)

Constructs a test to measure the comprehension of words used in the catechisms of the churches of the various denominations composing the Federal council of churches of Christ in America. Administers the test to 1,304 eighth-grade pupils in public schools in McKeesport, Beaver Falls, Rochester, and West View, Pa. Finds that the highest ranking group of eighth-grade pupils tested comprehended the meaning of little more than 60 percent of the technical vocabulary of the catechism, showing a need for improved methods of catechesis.

2083. **Eitzen, David D.** The possibility of developing studies in pastoral counseling in the School of religion of the University of Southern California. Master's, 1938. Southern California.

2084. **Erdman, Marjorie W.** The place of the communicants' class in the Christian education of youth in the Presbyterian church in the United States of America. Master's, 1938. Biblical Seminary. 115 p. ms.

2085. **Gates, John A.** The concept of the kingdom of God in religious education. Doctor's, 1938. Yale.

†2086. **Goodier, Floyd T.** The vacation church school: a project furthered through student teaching. Normal, Illinois state normal university, 1938. 25 p. (Illinois state normal university bulletin, vol. 36, no. 151)

2087. **Gordon, Oliver B.** Church programs for younger adults. Doctor's, 1938. Yale.

2088. **Gwin, John L.** Religious education in prisons. Master's, 1938. Tennessee. 59 p. ms.

Deals with the origin and development of the prison reform movement in the United States; the duties and obligations of the chaplain; and the programs of religious education carried on in the state and federal prisons.

2089. **Henry, Tobias F.** The development of religious education in the Church of the Brethren in the United States. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 122–28)

Gives a brief general history of the church, its early program of religious education, the development of the Sunday school to the year 1881, and its later development, and various other educational activities.

2090. **Hewitt, Fenelon D., *jr.*** The present problem of adult religious education in the South. Doctor's, 1938. Southern Baptist. 191 p. ms.

2091. **Hooper, Myron T.** Young people's work in Protestant churches in the United States. Doctor's, 1938. Chicago.

2092. **Housley, Loma Ruth.** The Christian education of unreached children and youth in America. Master's, 1938. Biblical Seminary. 120 p. ms.

2093. **Johns, Don.** A study of scholastic aptitude and religious attitudes of high-school seniors. Master's, 1938. Texas.

2094. **Jones, Edna Elouise.** Situations for religious education in public schools, with special reference to the elementary grades of certain Texas communities. Master's, 1937. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses: masters' degrees in the Graduate school, no. 5: 43–44)

Concludes that there are many situations for religious education present in the public schools, and some of them are being used to help children grow in Christian character; that attitudes of teachers are important in most situations; that guidance by teachers and leaders is important for growth in Christian character; that educating for leisure time is of interest to religious education; that materials are not as important as point of view; that problem children need specialists in the fields of medicine and mental hygiene in many instances and should not be the entire responsibility of teachers; and that educators should continue to work for the elimination of harmful effects of grading systems and contests.

2095. **Jones, John Hall.** The development of Christian personality in college youth. Master's, 1938. Andover Newton. 46 p. ms.

2096. **Kearney, *Sister* Mary Elizabeth.** The Tennessee Valley authority and its implications for Catholic education in that region. Master's, 1938. Catholic Univ. 50 p. ms.

Studies education in the region of the Tennessee river to show the effect of Governmental activities along educational lines, and to indicate the implications for the extension of Catholic education.

2097. **Kemp, Charles Frederick.** The program of the local church for later adolescence. Master's, 1938. Drake. 151 p. ms.

2098. **Kilpatrick, Walter S.** Sources of primitive Christian worship forms. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 370–71)

Shows that the early Christian church was subject to the direct and the indirect influences of a wide variety of worship systems.

2099. **Krueger, E. Irene.** The Christian education of the early adolescent through a summer program. Master's, 1938. Biblical Seminary. 96 p. ms.

2100. **Langford, Samuel Fraser.** Survivals of primitive beliefs in present-day religions. Master's, 1938. Southern California.

2101. **Ludemann, Henry John.** A study of religious education in 15 rural churches in eastern Connecticut. Master's, 1938. Hartford.

2102. **Meyer, Edgar V.** The function of the Newman club in certain representative universities. Master's, 1938. Louisiana State. 43 p. ms.

Studies the function of the Newman club in the University of Florida, the University of Illinois, and Louisiana state university in training students in the philosophy of education of the Roman Catholic church.

2103. **Minkler, Helen A.** Sources of catechetical instruction in the first four centuries of the Christian church. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 374–75)

2104. **Morton, Robert B.** A comparative study of the religious attitudes of college students and young business people before and after leaving home Master's, 1938. Louisiana State. 41 p. ms.

Studies the religious attitudes of 40 business people who had been working away from home for 2 or more years and had not been to college, and the religious attitudes of 50 college juniors and seniors. Finds that 5 2 percent of each group change little; that in the rest of each group the number who become more religious after leaving home is about equal to the number who become less religious; that the business group and the students showed similar attitudes toward the church before leaving home, but the business group show little change since leaving home, while the students' attitude is generally less favorable and shows an increase in range.

2105. **Parsons, Joy.** What the young people of today are thinking about Jesus. Master's, 1938. Andover Newton 58 p ms.

2106. **Pendell, Thomas Roy.** A study of the Methodist youth movement. Master's, 1938. Southern California.

*2107. **Rankin, Fay Swogger.** The religious attitudes of college students: a comparative study. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1938. 81 p. (Contribution to education, no. 206)

Analyzes responses of 815 undergraduate college students in four undergraduate colleges two of which are liberal arts colleges under church control, to a questionnaire on their religious beliefs and attitudes Shows a tendency for the more educationally advanced groups to be slightly more liberal in their religious beliefs than the less advanced groups; that the church is probably a stronger determinant of the students' religious attitudes than either the students' own educational advancement or the educational advancement of either parent; that the students who, while in college, become radically more liberal in their religious attitudes are exceptional

2108. **Rankin, Robert P.** The conflict of the creeds, Protestant, Catholic, and Jewish, in the effort to meet the need for religious and character education among underprivileged children in the community Bachelor of Divinity, 1938. Union Theological.

2109. **Schlosser, M. Winifred.** A study of the use of Scripture memorization in modern primary church school curricula. Master's, 1938. Biblical Seminary. 72 p. ms.

2110. **Spencer, Lizzie Dorothy.** Jesus, a guide to a study of records and interpretations for high-school students. Master's, 1938. Hartford.

2111. **Stephens, Emma Simpson.** A study of the emphasis put upon religious education in institutions of higher learning in Georgia. Master's, 1937 General Assembly's Tr. Sch. 51 p. ms.

Studies the state-supported, private, and denominational schools in Georgia Shows that the private and state institutions lag in religious educational interest and effort.

2112. **Streck, *Rev.* Leo J.** A study of the curriculum of the religious vacation school, elementary grades. Master's, 1938. Catholic Univ. 79 p. ms.

Presents a critical analysis of the curriculum recommended by the Confraternity of Christian doctrine for the elementary grades of the religious vacation school. Finds the curriculum well planned and practical and suited to the purposes of the religious vacation school.

2113. **Sweetland, Lucile E.** The study of parent-child celebrations in selected churches. Master's, 1938. Presbyterian Coll.

2114. **Taylor, Mary Lee.** The use of poetry in worship services for the middle adolescent. Master's, 1938. Biblical Seminary. 127 p. ms.

2115. **Thomson, *Rev.* William David.** The training of lay catechists for the teaching of religion to the Catholic children in the public schools. Master's, 1938. Catholic Univ. 80 p. ms.

2116. **Tripp, Myra A.** The preparation made by and the actual teaching procedures used by the teachers in junior and intermediate departments of churches of different sizes where the Westminister departmental graded lessons are in use. Master's 1938. Presbyterian Coll.

2117. **Vaught, Mary Hardin.** A suggested plan for the revision of the program of Christian education in a Virginia industrial area. Master's, 1938. Biblical Seminary. 120 p. ms.

2118. **Wingerd, Mark.** The development of the Board of Christian education in the Presbyterian church, U. S. A. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 380–81)

Traces the educational work of the Presbyterian church since 1735, and the work of the Board of Christian education since its organization in 1923.

*2119. **Yates, Otis Webster.** History of the Sunday school board of the Southern Baptist convention. Doctor's, 1938. Peabody Nashville, George Peabody college for teachers, 1939 5 p. (Abstract of Contribution to education, no. 232)

Studies educational work among Southern Baptists between 1845 and 1935. Finds that the educational activities showed a steady growth by adding new activities at various intervals.

PRESCHOOL EDUCATION

2120. **Boyle, *Sister* Mary Marcia.** Vocabulary of nursery school children as revealed by free conversation. Master's, 1938. Peabody. 49 p. ms.

Studies the vocabularies of a group of nursery school children as revealed by their unstimulated conversations during all of their activities in the nursery school. Learns that there is a marked increase in the running words after the child reaches the 3-year period; that slang and trite expressions are used by children of all ages; that the use of incorrect verb forms is the most frequently recorded error in all groups; and that the total number of words used by the entire group was 1,564.

2121. **Brubaker, Miriam H.** The attention span of 4-year-old children in self-initiated activities. Master's, 1938. California, L. A.

Studies the attention span of 4-year-old children in a nursery school set-up where the subjects were engaged in self-initiated play activities. Finds slight difference in the range of attention between boys and girls at this level; that there is inconsistency in attention span with long and short periods appearing irrespective of the kind of material used or its use on different days Finds that sand, large blocks, climbing apparatus, and clay have the greatest holding power, based on total time spent.

2122. **Coffey, Hubert Stanley.** A study of certain mental functions and their relation to changes in the intelligence of preschool children. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Attempts to determine to what extent the changes in intelligence associated with preschool attendance involve corresponding changes in certain mental functions Describes an experiment in which a battery of tests was administered to 65 children attending preschool at Iowa City.

2123. **Dolan, Mary Ann.** Child animism and the use of pronouns. Master's, 1938. Clark. (Abstract *in:* Clark University. Abstracts of dissertations and theses, 1938: 127–29)

Studies the pronouns used by 43 4-year-old nursery school children in an attempt to determine whether or not child animism is preceded by a mistaken use of language. Finds that the majority of subjects conformed to the adult usage, and concludes that child animism is not generally preceded by an application of personal pronouns to inanimate objects.

2124. **Erwin, Evalyn.** A study of handwork, science, and nature study activities in 33 nursery schools. Master's, 1938. Tennessee. 52 p. ms.

†2125. **Iowa. University.** Studies in preschool education, I. Iowa City, 1938. 282 p. (University of Iowa studies, new series, no. 346. Studies in child welfare, vol. 14)

Contents: (1) Child development and preschool education, by Ruth Updegraff, p. 12–25; (2) Behavior of young children in failure: An experimental attempt to discover and to modify undesirable responses of preschool children to failure, by Mary Elizabeth Keister, p. 29–83; (3) Effect of training upon singing ability and musical interest of 3-, 4-, and 5-year-old children, by Ruth Updegraff, Louise Heiliger, and Janet Learned, p. 85–133; (4) Objective method for recording 3- and 4-year-old children's enjoyment of stories, particularly applied to a study of fanciful and realistic studies, by Marjorie Mantor, p. 135–69; (5) Literature for 2-year-old children, by Eleanor A. Lack, p. 171–98; (6) Preliminary study of the effects of previous nursery school attendance upon 5-year-old children entering kindergarten, by Theresa J. Peterson, p. 199–248.

2126. **Jakway, Isabel Amy.** Manual achievements of preschool children. Master's, 1938. Iowa.

2127. **Little, Henrietta H.** A study of the relationship between nursery school training and social maturity of the pre-school child. Master's, 1938. Penn. State. 29 p. ms.

Indicates that children with a superior socio-economic environment tend to maintain a higher IQ than those with an inferior socio-economic environment; that nursery school experience tends to increase the IQ of children of the same socio-economic environment; that a superior intelligence does not guarantee a superior degree of social maturity; and that the nursery school experience may cause a lowering of the rate of social maturity.

2128. **McCandless, Boyd Rowden.** The effect of enriched educational experiences upon the growth of intelligence of very superior preschool children. Master's, 1938. Iowa.

2129. **Maddox, Edith E.** A study of the responses of 4-year-old children to mechanical and non-mechanical play materials. Master's, 1938. California, L. A.

Attempts to determine whether the choice and use of mechanical and non-mechanical play materials are related to age, sex, intelligence, father's occupation, or stimulation by the examiner. Finds that more sustained use of the materials to which they are attracted is evident on the part of older children; that both boys and girls were attracted to the mechanical materials more than to the non-mechanical materials, although the boys' preference was more outstanding than the girls'; that there is a positive relationship between IQ and the choice and use of mechanical material; that there is no relation between the child's use of this material and the father's occupation; and that after the examiner demonstrates the use of the material some changes in preference are noted, especially on the part of the girls.

2130. **Read, Katherine H.** Behavior ratings of nursery school children in relation to factors of the home environment. Master's, 1938. Purdue. 117 p. ms.

†2131. **Skeels, Harold M.; Updegraff, Ruth; Wellman, Beth L.; *and* Williams, Harold M.** A study of environmental stimulation: An orphanage preschool project. Iowa City, University of Iowa, 1938. 191 p. (University of Iowa studies, new series, no. 363. Studies in child welfare, vol. 15, no. 4)

Attempts to determine the effects of preschool education introduced into the lives of underprivileged children living in an orphanage, by comparing a control group living under the same conditions with an experimental group which attended the preschool. Indicates that the preschool exerted a profound influence upon the children during the period of preschool enrollment; that at the end of the experiment the preschool was made an integral part of the school system, the orphanage taking over entire responsibility.

*2132. **Travis, Esther Talley.** A survey of the nursery schools for white children in the District of Columbia and vicinity. Master's, 1938. George Washington. 108 p. ms.

Gathers factual data on the types, locations, and accommodations of the nursery schools in and around Washington, D. C., their internal administrative organizations, their physical set-up, the scope of their programs for serving the children, parents, and committees, and the activities being conducted by them in the fields of professional education and of research. Describes a total of 27 schools. Finds the nursery schools to be of three types: Institutions controlled by private individuals; schools connected with settlement houses, supported by the Community chest; and emergency nursery schools provided for by the Works progress administration. Shows that of the 504 children enrolled in the 27 schools, there are a few more boys than girls; that there are 76 staff members in the 27 schools; that 9 of the schools have staff members who serve only part time, most of the group consisting of music or dancing teachers, nutritionists, psychologists, or doctors; that 55 teachers give their entire time to the 504 children; that 57 percent of the group are college graduates, 22 percent have had some college training, 15 percent are high-school graduates, and 6 percent have had from 1 to 2 years in high school. Compares the physical set-up, lavatory facilities, and play equipment of the schools. Discusses the length of the school year, the daily program, and the services to the community. Finds that the schools have given little attention to educating the community to understand nursery institutions.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN

*2133. **Alderfer, Clement J.** Administrative procedures involved in changing emphasis in an elementary school program. Doctor's, 1938. New York. 110 p. ms.

Analyzes replies from 28 elementary school principals as to the procedures used in changing from a formalized to a vitalized school program. Finds that the principal must be convinced that the change is desirable and must have definite plans for the change; that teachers' views were changed by a period of intensive training, growth of the professional library in the school, teachers' meetings, and school visitation; that the classroom change was an evolving process; that the basic aim of curriculum change was to teach pupils to think, and the use of units of work growing out of children's needs and interests instead of the subject mastery program; that changes in buildings and physical equipment were accomplished by changing the type of school furniture, additions to buildings, utilization of unused space and increasing the number of special rooms, and by the creation of interest centers in the classrooms; that parents were informed and the new program was appraised through the parent-teacher association, local press, school newspaper, home-room meeting of parents, and by special school bulletins.

2134. **Alexander, Martha King.** Seventy-three years of kindergarten in Kentucky. Master's, 1938. Peabody. 108 p. ms.

Traces the history of the kindergarten in Kentucky from the inauguration of the first kindergarten in 1865 to date. Shows that only five towns of more than 10,000 population have the kindergarten as an integral part of the public-school system.

2135. **Bagg, John S.** A comparative study of the IQ's and achievement scores of eighth-grade students in Burlington county, New Jersey. Master's, 1938. Temple. 119 p. ms.

2136. **Boettcher, Nita Toney.** A survey and critical analysis of the educational and health status of pupils in a large Los Angeles elementary school. Master's, 1938. Southern California.

2137. **Brewster, Marjorie Aileen.** An investigation of the factors which affect the verse writing of sixth-grade children. Master's, 1938. Southern California.

2138. **Burdette, Lela L.** Integrating the work of the first and second grade children. Master's, 1938. Peabody. 80 p. ms.

Studies 32 first- and second-grade children in an ungraded rural school in an integrated program. Indicates that children progress more rapidly in an impersonal situation than in a formal program.

2139. Cansfield, Arthur Howard. The relation of the school achievement of the pupil to the economic status of the parent. Master's, 1938. Michigan.

2140. Conzett, Grace Mildred. Some attitudes and activities of sixth grade pupils and their implications for education. Master's, 1938. Ohio State. 111 p. ms.

Finds that the educational program needs to be adjusted to the needs of particular children; that worth-while activities should be supplied in order to cure anti-social behavior; and that the children need experience in democratic living in school.

2141. Cue, James Lewis. The progress of a group of children through the elementary and junior high school. Master's, 1938. Indiana. 109 p. ms.

2142. Cummings, Floyd Charles. A plan of reorganization for the elementary schools of Lincoln county, Wisconsin, attendance areas. Master's, 1938. Wisconsin.

2143. Curry, John Joseph. The eighth-grade elementary school: An examination of its possibilities as a unit in our school organization. Doctor's, 1938. Boston Coll.

2144. Dale, George Allan. A comparison of two groups of elementary school children classified for school adjustment on a basis of teacher rating. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Attempts to determine the differences in psychological and anthropometric measures between two groups of elementary school children who were classified, respectively, by their teachers as adjusted and maladjusted in school relationships. Administers tests of intelligence, school achievement, personality characteristics, and knowledge of social standards to 51 boys and 20 girls classified as maladjusted, and to 48 boys and 52 girls classified as adjusted. Indicates that there are statistically significant differences between the two groups of children in intelligence, school achievement, knowledge of social standards, age, and school attendance; that there were tendencies toward distinct differences between the two groups in certain of the personality traits measured. Finds no difference in terms of anthropometric measures between the two groups; and that the groups selected by teachers did not differ reliably in terms of their responses to the tests of personality adjustment which were used.

2145. Davis, Thomas J. The contact trip for education in vocations for the elementary and high school. Master's, 1938. Washington. 72 p. ms.

Studies the use of school excursions in other countries, in New York, and in Lester, Wash. Finds that the United States does not use school excursions as much as other countries; that excursions are possible in the schools of America, and that more of this type of work is being done in Washington each year.

2146. Douglass, Frank Scott. The breathing capacity of school children. Master's, 1938. Iowa.

2147. Doyle, *Sister* Mary Clarissa. State department regulations of private elementary schools. Master's, 1938. Fordham. 144 p. ms.

Classifies mandatory and voluntary regulations, regulatory practices, and verbatim statements of state school officers of 47 state departments of education. Finds that private elementary schools are independent of statutory and mandatory state department regulations in most of the states; that they have affiliated voluntarily in a quarter of the states; and that the relationship between the state department and the private elementary school is generally wholesome.

2148. Duke, George W. The distribution, elimination, progress, and attendance of the public elementary school children of Marshall county, Oklahoma. Master's, 1938. Oklahoma. 100 p. ms.

Studies the records of a total of 2,100 pupils as to attendance, progress, elimination. Finds that a large percentage of the pupils is retarded from one-half a year to several years; the number of retarded boys is about 10 percent higher than the number of retarded girls;

there is a positive relationship between attendance and progress; the average attendance of girls exceeds that of boys; the attendance of pupils in independent schools (city) is better than of pupils in dependent schools (rural).

2149. **Fleck, Theodore Allan.** Relation of achievement of eighth-grade graduates to size of school. Master's, 1938. Kansas St. Coll.

2150. **Ford, Henry T.** The value and practicability of the accrediting system for the elementary rural schools of Custer county, Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Compares knowledge of basic subject matter, entrance and tenure in high school, and marks made in high-school subjects by pupils from accredited and non-accredited rural elementary schools. Finds that pupils from the accredited schools are younger, have a better knowledge of the subject matter they have covered, are more apt to continue their schooling than are pupils from the non accredited rural elementary schools; and that there is no significant difference in average marks made by the graduates of the two types of schools.

2151. **Forney, Roy S.** Sex differences and educational achievement of public school children. Master's, 1938. Temple. 58 p. ms.

Administers the Stanford achievement test to 1,566 children from grades 4 to 9; matches boys and girls for grade and IQ. Finds that in literature, history, civics, geography, and arithmetic averages the boys led in all grades, whereas dictation was the only subject in which the girls led in all grades.

†2152 **Garrison, Charlotte G., Sheehy, Emma D.** *and* **Dalgliesh, Alice.** The Horace Mann kindergarten for 5-year old children. New York, Teachers college, Columbia university, 1937. 146 p.

Discusses the factors to be considered in making a plan for teaching; characteristics of the 5 year-old child; the environment, general organization of the kindergarten, the curriculum, home and school relationships, and using the specific situation.

2153 **Gibbens, Mary Ruth.** Factors affecting the companionship and social activity of kindergarten children. Master's, 1938. Peabody. 56 p. ms.

Studies 23 kindergarten children in a college demonstration school. Finds that the most important factor in determining choice and frequency of companionship is sex, as children tend to choose friends of the same sex.

2154. **Gound, Hanford D.** A comparative study of the mental abilities and achievement of the white children in Schulter, Oklahoma, and the Negro children in a Negro school. Master's, 1938. Oklahoma. 101 p. ms.

Shows that the white children surpassed the Negro children in every instance except in two of the four comparisons in arithmetic reasoning.

2155. **Grout, Paul Asbury.** Trends in scholastics, enrollment, average daily attendance, and age-grade distribution of Spanish-American pupils in Lyford, Texas, public schools, 1933-1938. Master's, 1938. Tex. Coll. of Arts and Ind. 66 p. ms.

2156. **Harlow, Justin E., *jr.*** A study of school adjustment problems of 60 children in the West Deer township public schools. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 419–20)

Studies 60 of the 1,820 overage pupils in a school system in a coal mining area of Allegheny county, Pa., using scores made on intelligence and educational tests, records of school marks and promotions, and interviews with the pupils in an attempt to determine the causes of maladjustment. Finds that the outstanding reason for retardation was insufficient intelligence to do the work of a standard elementary school curriculum. Recommends that a modification of Terman's "five track" plan with homogeneous grouping be put into practice in the form of a departmental system, whereby each pupil may take his class work in the important tool subjects with the grade in which his achievement test results, MA, and previous school experience indicate he can do the work; that special classes be made part of the school system so that pupils who cannot profit from the traditional academic cur-

riculum can learn simple motor skills and a minimum of academic work; and that manual training classes should be offered with the ultimate aim of equipping an entire building for use by shop classes.

2157. **Hernandez, Arcadia.** A study of retarded Spanish-speaking children in the second grade. Master's, 1938. Texas.

2158. **Hickey, Loretta Agnes.** Endocrine disturbances, physical, mental and emotional, and types found in school children. Master's, 1938. Southern California.

2159. **Hipskind, *Sister* M. John Frances.** Measuring attitudes of elementary school children toward their teachers. Master's, 1938. Purdue. 62 p. ms.

Describes an experiment in which the Thurstone-Remmers technique was employed in the construction of an attitude scale measuring the attitudes of elementary school children toward their teachers. Shows an absence of a relationship between attitudes toward teachers on the one hand and intelligence, achievement, and chronological age on the other; that girls rate their teachers higher than do boys; that children from rural schools rate their teachers higher than children from urban schools; that southern children rate their teachers higher than do northern children; that there is no difference between the ratings assigned to their teachers by public-school children and by parochial school children; that the scales seem to have practical value insofar as they differentiate between teachers toward whom the children have desirable attitudes and those toward whom the children have undesirable attitudes.

*2160. **Hobson, Cloy St. Claire.** The status of elementary and secondary schools in dual and in unit districts in Illinois. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1938. v. p.

2161. **Holmes, Kathleen.** The construction and use of marionettes particularly with reference to Spanish-American elementary school children. Master's, 1938. Texas.

2162. **Jones, Lyman L.** A comparative study of the size of elementary schools in relation to certain factors affecting personnel. Master's, 1938. Louisiana State. 157 p. ms.

Studies the size of the elementary school in relation to . Living in the community, number of dependents, annual salaries, professional training, college issuing degree, type of teaching certificate, number of positions held, number of parishes taught in, tenure in present position, total teaching experience, types of work engaged in, status of school, size of community, separate building, separate principal, and marital status of the teacher. Indicates that there is a relationship between the size of the school and all of the factors except the number of dependents and total teaching experience.

2163. **King, Lester** An experimental problem in home study. Master's, 1938. Peabody. 56 p. ms.

Attempts to determine the value of home study to students of the fifth and sixth grades. Finds no significant difference between the group doing no home work and the group doing about 1 hour of home work per day.

2164. **Knoop, Paul C.** Factors conditioning scholastic achievement in subject-matter fields in an intermediate school. Master's, 1937. Detroit. 39 p. ms.

Studies the scholastic achievement of 200 boys who had been at the Foch intermediate school continuously through the eighth and ninth grades. Finds a positive correlation between mechanical drawing and the other school subjects; between mechanical drawing and MA; between mechanical drawing and chronological age; and between mechanical drawing and shop work. Indicates that age has no bearing on achievement in shop work, and that attendance is not an outstanding factor to be considered in the degree of scholastic achievement attained.

2165. **Kovalewski, Ann F.** Effect of reward and punishment on success of children's work. Master's, 1937. Fordham. (Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 81-82)

Investigates the effect of reward and punishment on the success of children's work, and studies the attitudes of children toward reward and punishment, using as subjects, children

in the seventh and eighth grades of a small elementary school on Staten Island. Finds the children equally divided as to the value of reward and punishment; that the majority agreed to the rewarding of good work and the punishing of poor work; and that children's work is affected to a small degree by reward and punishment.

2166. **LaBudde, Frank R.** Possible reorganization of the elementary schools of Racine county. Master's, 1938. Wisconsin.

2167. **Livesay, Virginia Nelle.** A study of the learning ability of second-grade children as determined by achievement levels. Master's, 1938. Oklahoma. 142 p. ms.

2168. **Long, Marcella.** Observation—A study of its purpose and content. Master's, 1938. Ohio Univ. 134 p. ms.

Formulates the objectives of the course in Observation in the elementary schools at Ohio university.

2169. **Lucas, Theodore E.** Survey of Seventh-Day Adventist elementary schools in intelligence and achievement. Master's, 1938. Ind. St. T. C. 52 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 191, July 1938)

Studies the intelligence and achievement of 400 pupils in grades 3 to 8 in Seventh-Day Adventist schools of Indiana, Illinois, and Michigan for the school year 1936-37. Shows the group to be well above the norm in reading, language usage, geography, physiology and hygiene, and arithmetic computation; that the group is near the norm in dictation and arithmettic reasoning, and below the norm in literature, history, and civics.

2170. **McFie, Elva Lottie.** The opportunities for diversified creative experiences in the field of puppetry in the public schools. Master's, 1938. Colo. St. Coll. of Ed.

2171. **McKee, Catherine Brantley.** Effect of aid to dependent children on the school progress of 50 white Atlanta children. Master's, 1938. Emory. 63 p. ms.

Finds that these children have improved in scholarship and attendance since receiving aid to dependent children; that the health of the group has improved, but not satisfactorily; and that the children are reasonably careful of their personal appearance; that their initiative and leadership are their weak points; and that most of the children have wholesome attitudes fairly free of dependency toward their obligations to the social order.

2172. **McKinley, Faye Reed.** A comparative study of pupil growth under varying school programs. Master's, 1938. Ohio Univ. 44 p. ms.

Seeks to discover what can be accomplished by way of personality development and improved educational achievement by an informal social program.

2173. **McManus, *Sister* M. Thomas Aquinas.** The influence of two types of interpolated activity upon the learning of 6-year-old children. Master's, 1938. Catholic University. 16 p. ms.

2174. **Malone, Helen Ives.** An evaluation of the use of classroom correction of papers as a teaching device. Master's, 1938. Southern California.

2175. **Mantor, Ruth.** Principles and practices of auditorium activities adapted to the elementary schools of Texas. Master's, 1938. Texas.

2176. **Maxwell, Myrtle V.** Developmental influences of late entrance to first grade. Master's, 1938. Peabody. 100 p. ms.

Presents case studies of 10 children who entered the first grade after 7 years of age. Finds that late entrance had a favorable influence on these children.

2177. **Morris, Nelle A.** An evaluation of first-hand experiences as a basis for learning in the primary grades. Master's, 1938. Ohio State. 271 p. ms.

Finds that an experience curriculum is richer in content, makes better provision for individual differences and for greater adaptability for adjustment on the part of each pupil

than a curriculum of formal subject matter; that it makes for closer unity between school and home and within the room group; that experiences are the best basis for building meanings, a readiness for vicarious learnings, and vital social science concepts, and that education initiates a way of life consistent with the democratic ideal

2178. **O'Connell, *Sister* Margaret Mary.** The relation between hand preference and eye preference. Master's, 1938. Catholic Univ. 26 p. ms.

Describes an experiment in which the handedness and eyedness of 50 left-handed and 50 evenly matched right-handed children were correlated Indicates that the correlation between handedness and eyedness is relatively low, implying very little basis for the postulated factor of sidedness as the principle underlying this agreement

2179. **Paecenka, Zita E.** Primitive arts in the elementary school. Master's, 1938 Colo St. Coll. of Ed

2180. **Pate, William E.** A socio-economic study of the progress and achievement of elementary and high-school pupils. Master's, 1938 Louisiana State 68 p. ms.

Finds a definite relationship between the social and economic environment of pupils and their progress in school, the difference being in favor of pupils from the best homes making more outstanding records than those from poorer homes

2181. **Phillips, Margaret G.** A program for the improvement of Dayton elementary school. Master's, 1938 Ohio State 88 p. ms.

2182. **Rector, Ada Jane.** A study to determine the prevalence, causes, and prevention of accidents in the elementary schools of Los Angeles Master's, 1938 Southern California.

2183. **Rittenhouse, Ruth Mae.** A critical analysis of daily schedules in progressive elementary schools Master's, 1938 Southern California.

2184. **Robison, Janie Agnew.** Relation of parents' education to pupil progress in primary grades. Master's, 1938. Peabody. 43 p. ms

Studies pupils in the second and third grades of the school at Ruleville, Miss Finds a correlation between the fathers' education and the average educational progress of their children in the second grade

2185. **Schmidt, William Molan.** A 5-year study of achievement in an elementary school. Master's, 1938. Texas.

2186. **Shepherd, Lou A.** Development of the kindergarten movement in Iowa Cedar Falls, Iowa state teachers college, 1938

2187. **Sherman, Ted V.** Individual differences in achievements of boys and girls in the Ada junior high school. Master's, 1938. Oklahoma. 89 p ms.

Compares the results on standard tests in 10 subjects given to 232 girls and 228 boys in grades 7 and 8. Finds that the boys in both seventh and eighth grades surpassed the girls in history, civics, geography, and elementary science; that the girls in both seventh and eighth grades surpassed the boys in reading speed, arithmetic computation, spelling, health knowledge, and language usage

2188. **Shewman, William D.** Factors related to elementary school success. Doctor's, 1938. Washington Univ.

Gives the results of investigations in physical and mental development, habits, grade classification, attendance, sex, and extracurricular experiences

2189. **Smith, Veronica M.** A study of the attentive behavior of kindergarten children. Doctor's, 1938. Fordham.

2190. **Sohns, Harold William.** Achievement of seventh-grade pupils of American and foreign parentage in the public schools of Trinidad, Colorado. Master's,

1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 134)

Studies approximately 1,800 seventh-grade pupils, about one-half of whom were of American parentage. Indicates that pupils of foreign parentage have a total cumulative achievement considerably lower than that of American pupils, but make gains in achievement in that grade about equal to those of American pupils.

2191. **Strand, Fridtjof Anderson.** A study of South Dakota common schools. Master's, 1938. Stanford. 118 p. ms.

2192 **Surber, Clint Erial.** A scientific determination of the facilities and needs of the elementary school of Fowler, Colorado Master's, 1938. Colo. St. Coll. of Ed.

2193. **Thiese, Alma Bruening.** The relationship between personality maladjustment and achievement of sixth-grade pupils Master's, 1938 Colorado. (Abstract *in* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938. 139)

Attempts to determine the relationship between personality maladjustment and achievement of 103 sixth grade pupils of the Oelwein, Iowa, public schools Finds that girls show a more constant relationship between personality maladjustment and achievement than do boys; and that there is a relationship between high personality maladjustment and low, or relatively low, achievement.

2194. **Van Amburgh, Joe Gale.** Out-of-school beginnings in telling time. Master's, 1938 St. Coll. of Wash. 46 p. ms

Analyzes results of tests measuring out-of-school learning in time telling administered to 620 second grade pupils in Washington and Montana Finds that telling time on the hours is best known, with time telling on the hour-thirty next

2195. **Walker, Pansy B.** A mental educational survey of Rea school, Terre Haute, Indiana. Master's, 1938. Ind. St T C 98 p ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 175–76, July 1938)

Attempts to obtain IQ s and achievement scores for all of the children of the Rea school in order to discover outstanding needs of the children in the school at that time, to adjust the teaching program to their needs; and to form the basis for a system of recording objective educational scores for the pupils of this school

2196 **Wilson, *Mrs.* Madge Jones.** A study of pupil-progress in the elementary grades of the Bloomington public schools. Master's, 1938. Indiana. 65 p ms.

†2197 **Wrightstone, J. Wayne.** Appraisal of newer elementary school practices. New York, Teachers college, Columbia university, 1938. 221 p.

Surveys and analyzes trends in experimental and conventional elementary schools, the construction of new instruments of evaluation, and applies the newly constructed as well as conventional instruments to matched pupils in experimental and conventional types of curriculum programs

*2198. **Youmans, Ernest G.** An appraisal of the elementary department of Sherburne central rural school. Master's, 1938. Syracuse. 73 p. ms.

Surveys the schools and the town of Sherburne, Chenango county, N. Y., a village with a large foreign population predominantly Syrian Attempts to determine the range in each grade in ability and achievement; whether each grade is achieving properly in each subject and in the work of the grade as a whole, and what pedagogical changes should be made to correct the range of achievement in each grade and in each subject, and what administrative changes are necessary Describes a new pedagogical and administrative set-up which was tried out during the school year 1936–37, under which the pupils were generally happier, and which the teachers preferred to the old set-up

*2199. **Young-Masten, Isabel.** Behavior problems of elementary school children: A descriptive and comparative study. Doctor's, 1932. Yale. Genetic psychology monographs, 20: 125–81, May 1938.

SECONDARY EDUCATION

2200. Acheson, Hamilton. Quality of work of postgraduates in New York state high schools with an enrollment of 1,000 and over. Master's, 1937. N. Y. St. Coll for Teach.

Covers the years 1930–36 and gives enrollment of postgraduates, their reasons for attending, the length of the postgraduate period, reasons for leaving postgraduate work before its completion, and the reasons for taking individual subjects.

2201. Ackley, William J. A history of the growth and progress of the Edison technical and industrial high school, Rochester, New York. Master's, 1938. Rochester. 96 p. ms.

2202. Allensworth, Charles W. Organization problems of rural high schools Master's, 1938. Ohio State. 167 p. ms.

Studies the rural high schools of Jefferson county, Ohio, and contrasts the withdrawals, overage and underage pupils under the 6–6 and the 8–4 plans. Finds that the schools with a very limited curriculum had the highest percent of withdrawals, that the schools with the largest percent of overage pupils had the lowest percent of underage pupils; that the schools with a large number of colored pupils or children of foreign-born parentage had the highest percent of eliminations; that most of the pupils withdrawing by age and schooling certificates went into mining and agriculture; that the percent of withdrawals was higher after the schools were reorganized under the 6 6 plan, except in one community; that withdrawals have increased since the school year 1930 31. Recommends the enriching of the curriculum by adding vocational agriculture courses, visual aids, occupational guidance aids, and complete courses in industrial arts and home economics, the reduction of retardation and late entrance, the employment of better trained teachers, and a change to a type of report card which will more clearly indicate the specific nature of the grade given.

2203. Belfour, C. Stanton. Non-athletic high-school contests. Clearing house, 12: 81–85, October 1937. (University of Pittsburgh)

2204. Bell, Margaret. The relationship of motor capacity and motor ability to relative emotional adjustment in high-school girls. Master's, 1938. Iowa.

2205. Bennett, James Wyatt. A study of certain conditions that affect success in high school. Master's, 1938. Iowa. 83 p. ms.

2206. Bewley, Frederick Winslow. The correlation of social attitudes and previous school experiences of high-school seniors. Master's, 1938 Southern California.

2207. Bissell, Velma L. The dextrality quotient of 100 high-school students with regard to hand usage. Master's, 1938. Iowa.

2208. Blair, Edmund W. Analysis of personal problems presented by the boys of Leon high school. Master's, 1938. Iowa. 62 p. ms.

2209. Blankenship, Alden H. A survey of occupations of Oregon high school graduates to determine some recommendations for the commercial state course of study. Master's, 1938. Washington. 75 p. ms.

Analyzes data on 3,052 graduates of 21 small and medium sized Oregon high schools for the period 1933–37.

2210. Bollinger, Walter Anthony. A critical survey of the scholarship contest in the Western Kansas educational association. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses, and reports for higher degrees, 1938: 31–32)

Analyzes replies of administrators and teachers in the association to a questionnaire concerning their attitudes toward the contest and the details of procedure, and a statistical analysis of four social science tests used in the contest. Finds that 72 percent of the group wish to continue having the contest, but two-thirds of them desire changes to be made.

2211. **Bonnette, Winstead J.** History of the Jesuit high school of New Orleans. Master's, 1938. Tulane. 138 p. ms.

2212. **Bowlby, C. Earl.** A comparative study of the high schools of Sumner county, Kansas, 1936–38. Master's, 1938. Kansas. 74 p. ms.

Compares the finances, classification, principals, teachers, students, and curricular and extracurricular activities of the high schools of Sumner county for a period of 2 years.

2213. **Boyd, Lawrence Andrew.** Some aspects of the status and functions of the heads of departments in Texas senior high schools. Master's, 1938. Texas.

2214. **Branske, Sylvester N.** A comparative study of the intelligence, achievement, and personal qualities of rural and urban pupils in the ninth grade. Master's, 1938. Michigan.

*2215. **Breidenstine, A. G.** The educational achievement of pupils in differentiated and undifferentiated groups. Doctor's, 1936. Temple. Journal of experimental education, 5: 91–135, September 1936. (Reprinted)

2216. **Brown, Clara M.** *and* **Larson, Agnes.** Survey of working experience and future plans of girls in the secondary schools of St. Paul in relation to various educational and economic factors. Minneapolis, University of Minnesota, 1938. 44 p. ms.

Analyzes replies to a questionnaire administered to approximately 9,000 girls, representing the total enrollment in grades 7–12, as to the socio-economic status of the families, the home economics instruction taken by the girls, the number of girls having part-time employment and their income, the types of work they hoped to do after finishing school, the courses they would like to take that they thought would help them financially, the extent of employment among their mothers, and various aspects of the relief problem as they affected the girls and their families Recommends the expansion of the homemaking program, the utilization of nursery schools in connection with homemaking instruction, the development of the adult education program, and the revision of the home economics curriculum. Points out the need for guidance. Urges that enrollment in commercial classes be limited, and stresses the need for training for wage earning at the secondary school level. Shows the need for more adequate placement and follow-up services.

2217. **Burke, Edward F.** A study of the relationship of scholastic achievement to citizenship, extracurricular activities, activities outside the school, and religious affiliations of high-school students in Huntington, Indiana. Master's, 1937. Ind. St. T. C. 42 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 182, July 1938)

Determines the coefficient of correlation between academic rating and religious, extracurricular, outside activities, and citizenship ratings of the Huntington, Ind., high-school students; and compares correlations for each of the freshman, sophomore, junior, and senior years.

*2218. **Burhkart, Mark N.** A 10-year follow-up study of 102 pupils who entered Carlisle high school in September, 1926. Master's, 1938. Penn. State. 47 p. ms.

Follows the careers of 102 pupils, both graduates and drop-outs, who entered Carlisle high school in September 1926, to determine what percentage of the graduates continued their formal education; what percentage of them were drop-outs, and their reasons for not graduating from high school, the type of work most commonly engaged in; what types of work were engaged in by the pupils who continued their education; and to learn from the former students what types of additional courses they think should be included in the high school or what changes should be made in the set-up of the high school to make it more valuable. Finds a definite need for a competent guidance program in the high school; a need for an enriched curriculum in vocational courses; the retention of the college-preparatory courses; and more freedom in choice of subjects by the pupils.

2219. **Burnham, Harry A.** A study of the relationship between the high-school curriculums elected by students and the work they enter after graduation from the schools of Flint, Michigan, 1936–37. Master's, 1938. Michigan.

2220. **Burrell, Dorothy M.** A survey of the migration education, employment, marital status, and recreation of out-of-school youth in Coldwater, Michigan, from 1930–1936 Master's, 1937. Michigan.

*2221. **Cabot, P. S. de Q.** Relationship between characteristics of personality and physique in adolescents. Doctor's, 1935 Harvard Provincetown, Mass., Journal press, 1938. 120 p. (Genetic psychology monographs, vol. 20, no. 1)

Attempts to estimate the kind and degree of concomitance between the physique and certain personality patterns of adolescent boys in three high schools and between the physique and personality patterns of boys with certain extremes of bodily build

2222 **Carlisle, John Crandall.** Variability of slow-learning pupils with respect to school progress factors. Doctor's, 1938. California.

Studies a group of 400 pupils who enrolled in the tenth grade of a large high school in the San Francisco Bay area in the fall of 1934, studying especially the lowest 30 percent of the pupils, and the pupils who dropped out after completing more than one and less than five semesters. Finds that the slow-learning pupils were mostly boys; were older; lower in IQ M A, and reading ability, came from an unsatisfactory home environment, concentrated in nonacademic courses in school; seldom took part in student activities; were frequently in conflict with school procedures; and were counseled on their various limitations in contrast to the upper group of pupils who were counseled with respect to extracurricular activities, goals, aims, ambitions, and such constructive matters

2223. **Carlton, *Mrs.* Edith Lord.** A study of individual differences with special reference to the work of secondary schools and colleges. Master's, 1938 Texas.

2224. **Carter, Winnie H.** A comparative study of ninth-grade students of the Lawrence, Kansas, high school Master's, 1938 Kansas. 66 p. ms

Compares 127 urban pupils with 64 rural pupils in chronological age, MA, general achievement, and reading Finds in the 18 tests included in the study, the rural group superior according to their mean scores in 8, the urban group superior in 7, and the difference negligible in 3.

*2225. **Cherot, Naomi Rosalie.** Study of Summer high school graduates, 1923–1933, inclusive, Kansas City, Kansas Master's, 1934. Kansas. 74 p. ms.

2226. **Chock, Mew Keam.** Democratic policies and procedures in the administration of Wallace Rider Farrington high school Master's, 1937. Hawaii.

2227. **Chubb, Robert W.** Trends in secondary education from 1926 to 1937 as revealed by the number of articles and pages in five magazines. Master's, 1938. Temple. 48 p. ms.

Finds that more and more attention is being directed toward the well-being of the child and less toward administration; and that there is an increased interest in curriculum reform and methods of instruction.

*2228. **Clark, Robert Wayne.** The genesis of the Philadelphia high school for girls. Doctor's, 1935. Temple. Philadelphia, 1938. 150 p.

2229. **Code, Mary.** Interests of secondary school students in a small mining town. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 366–67)

Analyzes replies to a questionnaire submitted to all of the secondary school students of a small mining town in Pennsylvania. Finds that the students had little interest in outdoor activities or in games; were not interested in becoming leaders; the boys were more interested in home activities than were the girls; that none of the students had

much interest in writing although all were interested in reading; that the students who had developed hobbies were interested in them, but that many students had had no opportunity to develop hobbies, that they were interested in all types of occupations, especially in doing manual work. Shows that the curriculum needed to be revised to that the students would be given the opportunity to indulge their social interest in the best surroundings; that their energy should be directed into the outlet offered by various organized sports; and that studies more closely allied with their occupational interest should be added to the present academic curriculum.

2230. Colvin, *Mrs.* Margaret Pickels. A study of the vocational interests of high-school seniors with especial reference to the accessibility of an institution of higher learning. Master's, 1938. Louisiana State. 36 p. ms.

Attempts to determine the effect of the accessibility of the Louisiana state normal college at Natchitoches, on the vocational and educational plans of high-school seniors and on the type of student being drawn into the vocation offered Finds that accessibility has little relation to the scholarship, socio-economic status, or intention to attend college in the group of high-school seniors drawn to the institution; that accessibility has a definite relation to the choice of college and of the vocation offered by the accessible college, that choice of teaching as a profession shows positive relation to the number of teachers among near relatives Shows a need for vocational guidance in the area studied.

2231. Concannon, Edna Lloyd. The growth of Concannon high school as a force in the consolidation of Sugar Creek township, Vigo county, Indiana. Master's, 1938 Ind St T C 100 p ms (Abstract *in:* Indiana state teachers college Teachers college journal, 9: 192, July 1938)

Traces the progress of consolidation as it was developed in Sugar Creek township over a period of 20 years

2232. Cooley, Ethel Grace. How to succeed in high school: A course in orientation Master's, 1938. Southern California.

2233 Cowles, Claude I The comparative success of the same students of St Joseph high school using semester marks as a basis in science, English, and shop over a 5-year period. Master's, 1937 Michigan.

2234 Creel, Hubert M. Achievement in the Mandeville high school with special reference to factors that influence practice. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university University bulletin, vol. 30 N. S., no 3. 34)

2235. Crippen, Katherine. Follow-up study of high-school pupils Master's, 1938. Washington Univ. 76 p. ms.

Involves a follow-up in March 1936 of 318 St Louis county high-school pupils who were juniors in December 1933 Studies the educational-employment status of the pupils in relation to high-school marks, mental ability, and parental occupation, and compares the attitudes of 50 graduates who entered college with those of 50 graduates who did not go to college

2236. Currie, Bruce Portwood. Are high-school leaders extrovert or introvert? Master's, 1938. Okla. A. and M. Coll.

Indicates that extroversion is a characteristic of high-school leaders.

2237. Curry, Kenneth Vincent. Some major contemporary issues in secondary education and their implications for a critic teacher in one institution. Master's, 1938. Ohio Univ. 165 p. ms.

Shows that students about to enter their practice period did not display an attitude of enthusiasm; were not sufficiently aware of recent changes in the fields in which they were to teach; and that there was little, if any, cooperation between the faculties of the college and the practice-demonstration school

2238. Davidson, Ralph E. A survey of the mental ability and the personality adjustment of the 250 pupils of Concannon high school. Master's, 1938. Ind. St.

T. C. 65 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 189, July 1938)

Attempts to ascertain the amount and distribution of mental ability of the pupils of Concannon high school; to learn the degree to which they were adjusted to their school and home environment; and to obtain other personal and sociological data which would account for the findings as to their mental ability and adjustment. Finds the general level of intelligence of these pupils to be below that for the United States in general; a wide variety of choice in the favorite subjects of the pupils; pupils from broken homes were nearly as well adjusted as those from unbroken homes; girls were better adjusted than boys

2239. Davis, Mabel Claire. Comparisons of girls taking vocational and college-preparatory courses. Master's, 1938. Southern California.

2240. Davis, Ruthanna. A study of the problems and the extent of adjustment of tenth-grade girls. Master's, 1938. Michigan.

2241. Demaree, Marion Bay. A survey of 300 Fordson high school girls. Master's, 1938. Michigan.

2242. Dhein, Orian Irvin. Predicting scholastic achievement for students in the senior secondary school. Master's, 1938. Wisconsin.

2243. Dicharry, B. J. The Romeville high school in relation to the community. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 96)

Attempts to determine the occupations that have attracted the graduates of the Romeville high school during the 10 year period, 1924–25 to 1933–34; whether or not the school prepared them for these occupations; and what changes in the curriculum would help future graduates of the high school to be prepared for life Shows that the requests of parents of these graduates for a broader curriculum was justified as many of the graduates entered occupations for which the course given in the high school did not fit them

2244. DiVall, Percy Harold. What high-school seniors know about colleges they expect to attend. Master's, 1938. Iowa. 104 p. ms.

2245. Durr, Katherine Eunice. High-school scholarship association of New Orleans. Master's, 1938. Tulane. 109 p. ms.

2246. Edwards, Gertrude W. The history of the Gerstmeyer technical high school. Master's, 1937. Ind. St. T. C. 59 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 183, July 1938)

Describes the founding, growth, and development of the Gerstmeyer technical high school

2247. Edwards, Irving S. The relation of the study habits of high-school pupils to success in school. Master's, 1937. Michigan.

2248. Fallon, Thomas F. Educational and vocational follow-up of the graduates of the Roessleville high school for the years 1933 through 1935. Master's, 1937. N. Y. St. Coll. for Teach.

2249. Fenner, Harvey C. The trend in the postgraduate problem and the quality of work of the postgraduate in New York state high schools with enrollments ranging from 200 pupils to 999 pupils, inclusive. Master's, 1937. N. Y. St. Coll. for Teach.

Covers the years 1930–36, and shows the size of postgraduate enrollment, reasons for postgraduate attendance given by principals and by pupils, courses of study elected, and compares the quality of the work done by students in their postgraduate year and as undergraduates.

2250. Fensch, Edwin A. Secondary education in men's reformatories in the United States. Master's, 1938. Ohio State. 82 p. ms.

Analyzes the high-school subjects offered in 38 men's reformatories. Finds that the reformatories offered the same course of study as public high schools, but that their faculties were confused in their educational philosophy.

2251. **Ferris, Robert D.** A study of factors that may have a bearing on the comprehension ability of twelfth-grade pupils. Master's, 1937. Michigan.

2252. **Florucci, Americo A.** Likes and dislikes of certain seniors and graduates of the Kingsford, Michigan, high school. Master's, 1938. Michigan.

2253. **Folger, Ruth M.** Vocational preferences and opportunities in Savannah, Georgia. Master's, 1938. Duke. 142 p. ms.

Uses a special Vocational preference blank which was filled out by pupils in the ninth and twelfth grades of both white and colored schools and compares the results with the vocational distribution shown in the 1930 census.

2254. **Gentry, John B., *jr.*** Post-graduation experiences of former pupils of Batesburg-Leesville high school. Master's, 1938. Duke. 78 p. ms.

2255. **Gilbert, Hazel May.** The intelligence of seniors: East Providence high school 1929–1936. Master's, 1938. Brown. 31 p. ms.

Analyses data based on 1,159 boys and girls graduated from a high school Part of the study concerns those graduates who completed at least one semester at Pembroke college and Brown university. Finds that the average IQ tended to increase along with the increase in size of classes graduated; that better prediction of college work was made from high-school rank and intelligence test score than from high-school rank and IQ

2256. **Goodlett, Carlton B.** A comparative study of adolescent interests in two socio-economic groups. Doctor's, 1938. California.

2257. **Green, Mary Louise.** Commercial employment opportunities in El Paso, Texas, with special reference to positions held by former students of El Paso high schools. Master's, 1938. Texas.

2258. **Griffin, Clementina.** A sociological study of 52 senior boys—the products of junior-senior high school. Master's, 1938. Southern California.

*2259. **Gussner, William Stephen.** A comparative study of the work programs in a selected group of North Dakota high schools. Master's, 1938. North Dakota. 104 p. ms.

Studies the type of organization, curricula, teacher qualifications, library facilities, extracurricular activities, and school services offered by 10 of the larger high schools of North Dakota. Finds that these high schools have raised the local requirements for graduation above those specified by the state. Recommends that the educational offerings be given to a larger number of students in the vicinity of these schools; that inequalities in teaching load be eliminated; and that the schools develop a planned program of guidance.

2260. **Gustin, Curtis S.** A vocational and educational survey of graduates and non-graduates of Central high school, Bay City, Michigan. Master's, 1938. Michigan.

2261. **Gwynn, Thomas S., *jr.*** The selectivity of five rural high schools of Prince George county, Maryland. Master's, 1938. Maryland. 77 p. ms.

*2262. **Habel, Elmer Albert.** Social contacts in some Washington secondary schools: A survey of programs—extra to the traditional curriculum—for social life in some selected Washington secondary schools. Master's, 1937. George Washington. 109 p. ms.

Surveys the programs in 27 selected Washington secondary schools for providing students with opportunities for social life; indicates variations in the extent, balance, uniqueness, and efficiency of administration of the programs in the private and public schools, and in the programs in the public senior and junior high schools.

2263. **Harlan, F. Harold.** A study to identify the personal problems of high-school students and to determine to what extent corrective measures can be effected. Master's, 1938. Michigan.

2264. **Harrington, Oscar E.** Some problems of boys in the small high school as a basis for curriculum construction. Master's, 1937. Michigan.

2265. **Harris, Arthur S., *jr.*** A study of the cooperative plan for secondary schools in Jacksonville, Florida. Master's, 1937. Duke. 100 p. ms.

2266. **Harris, Raymond Paul.** A study of postgraduates in New York state high schools of less than 200 enrollment. Master's, 1938. N. Y. St. Coll. for Teach. 28 p. ms.

2267. **Hatfield, S. Ward.** The effect of different levels of intelligence on the subjects elected by high-school students. Master's, 1938. Iowa. 128 p. ms.

2268. **Hause, Basil F.** An evaluation of high-school instruction in employment. Master's, 1937. Michigan.

2269. **Hayes, Charles Preston.** Influences affecting vocational and curricular choices of high-school sophomores. Master's, 1938 Michigan.

2270 **Held, O. C.** Is a high-school unit a unit? (University of Pittsburgh)

2271. **Henritze, Welch Hudson.** A follow-up study of the high-school graduates of 1931, McDowell county, West Virginia Master's, 1937. Duke 199 p. ms.

Describes a questionnaire study of the family educational and vocational status of earlier graduates, with comments on the value of high-school courses, and offers suggestions for guidance.

2272. **Herman, Albert A.** The budgets of rural high-school pupils Master's, 1938. Southern California.

*2273. **Hildreth, Glenn William.** The graduate patron and his school. A study of the attitudes toward the public school held by the graduates of Fremont, Nebraska, senior high school of the odd year classes 1913 to 1931, inclusive. Doctor's, 1935. Nebraska. 124 p. ms.

2274. **Hollingsworth, Glenn P.** A survey of the educational program of the Monrovia Arcadia Duarte high school. Master's, 1938 Southern California

2275. **Hoover, Eugene Carl.** Secondary education in Henry county, Virginia Master's, 1937. Virginia.

2276. **Hoover, Oliver.** The work of the dean as adviser of boys in large high schools. Master's, 1938 Peabody 78 p. ms.

Analyzes replies of 84 deans in 60 high schools of 28 states Shows that the office of dean of boys has been in effect about 20 years, that it is growing in importance, but that the office has not yet been fully divorced from administrative duties

*2277. **Hovda, Howard Beecher.** A study of high-school commercial contests in North Dakota. Master's, 1938. North Dakota 94 p. ms.

2278. **Hughes, Emily.** A study of the graduates of the Haverford township senior high school from February 1934 to June 1936, inclusive Master's, 1938. Temple. 106 p. ms.

Analyzes 374 replies to a questionnaire sent to 618 high-school graduates Finds that 66 percent of the girls and 80 percent of the boys continued some form of education after high-school graduation; that 34 percent of the graduates responding attended college, 6 percent attended nurses' training schools, and 17 percent attended business schools, that 57 percent of the graduates were employed at the time of response. Shows that the most valuable subjects they had in high school, in the opinion of the graduates were English, typewriting, and mathematics, and that business machine training would have been desirable.

2279. **Hulbert, Marie Jones.** Follow-up study of girls who have left Tubman high school. Master's, 1938. Duke. 171 p. ms.

Compares the subsequent experiences of girls who dropped out of high school with those of girls who graduated. Deals with further educational, vocational, and social experiences, and opinions and evaluations of high-school work

*2280. **Hunter, Henry R.** The development of public secondary schools of Atlanta, Georgia. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1939. 9 p. (Abstract of Contribution to education, no. 244)

2281. **Jarman, Arthur Merritt.** What can and should be done to improve the small high school. Charlottesville, University of Virginia, 1937

*2282. **Jarman, Burnice Herman.** A study of Episcopal secondary schools for boys in the United States. Doctor's, 1938 George Washington. 202 p. ms.

Attempts to draw a comprehensive picture of present-day Episcopal secondary schools for boys, including the vital statistics concerning Episcopal schools, including their location, dates of establishment, grades offered, tuition costs, student and faculty enrollment; the historical background of these schools, their stated aims, and the means employed by the schools in the achievement of stated aims through state and church control, faculty personnel, curricular and extracurricular activities Surveys 42 schools divided into groups including 14 schools founded before 1900, 18 schools established since 1900, and 10 military church schools Discusses the educational background of the masters and headmasters of these schools as shown by their earned degree, teaching load, type of educational institutions attended, previous teaching experience and the personal qualifications of teachers in Episcopal schools Describes the curricular and extracurricular activities of these schools Shows that Episcopal schools are individualistic and aristocratic in character

2283 Jarrell, A. P. Certain aspects of the assembly program in small high schools of Georgia Master's, 1938. Georgia. 61 p. ms.

Studies prevailing practices in the assemblies in the high schools of Georgia and evaluates them in the light of the philosophy of assembly programs in other states

2284 Johnson, Bert Frank. A proposed secondary school plan for Jackson county Master's, 1938 Wisconsin

*2285. **Johnson, Elmer C.** A comparative work program of certain schools in North Dakota cities having a high-school enrollment between 100 and 300. Master's, 1938 North Dakota. 83 p. ms.

2286. **Johnson, J.** What the high-school student wishes to hear. Classical weekly, 31 223-24, June 1938. (University of Pittsburgh)

*2287. **Johnson, Marion E.** A study of the social problems and vocational needs of the youth of Pottsville and the program for meeting the needs. Master's, 1938. Penn State 40 p ms.

Studies the socio-economic status of the inhabitants of Pottsville, Pa., and the effectiveness of a guidance program which was set up in 1935, based on case studies. Describes the various types of courses given in the guidance program Shows conclusively that lack of educational and recreational facilities contribute to delinquency and incorrigibility, that intensive practical training programs qualified many unemployable youth and adults for employment, that segregating the mentally deficient improved the morale of the school population, and that training for leisure created higher standards of living among the inhabitants of the community

2288 **Johnson, William Theodore.** Pupil attitudes toward pupil-teacher conferences in the high schools of Jefferson county, Iowa. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 74-75)

Finds that pupils want more conferences for help with their work to create a better understanding between themselves and their teachers and to establish a friendliness that will make their relationships more pleasant

2289. **Jones, Ward E.** Recent trends in the program of studies of small high schools of Iowa. Master's, 1938. Iowa. 118 p. ms.

2290. **Kane, Anne G.** Follow-up study of the January 1938 graduating class of the Wilmington high school, Wilmington, Delaware. Master's, 1938. Temple. 143 p. ms.

Finds that 13.4 percent of the graduates entered higher institutions of learning; 69.6 percent were gainfully employed; 3.3 percent were married; and 83 percent were able to make satisfactory adjustments and secure employment utilizing their training.

2291. **Kidd, J. W.** A comparative analysis of freshmen honor students and failures. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 35)

Compares scholastic and social traits of honor students and failures in high school

2292. **Killian, Charles J.** Intramural activities in the high schools of Nebraska. Master's, 1938. Southern California.

2293. **Kinneer, John Kenneth.** A study of accomplishments and reactions of pupils compelled to attend high school. Master's, 1938. Ohio State. 101 p. ms.

Studies 201 pupils compelled to attend high school at Nelsonville, Ohio, at some time during the years 1933 to 1937, and finds that retardation was prevalent; that many of the pupils failed to pass in their work; and that there is a need for more guidance.

2294. **Kipfer, Frank H.** College recruiting of Missouri high-school pupils. Master's, 1938. Washington Univ. 58 p. ms.

2295. **Kirshman, H. S.** Relationship of earnings to vocational training of selected high-school graduates. Master's, 1938. Peabody. 109 p. ms.

Shows that the annual earnings of the high-school graduates studied increased in proportion to the units of vocational training they had received.

2296. **Knowles, Helen R.** Adjustment problems of adolescents voluntarily brought to a classroom teacher. Master's, 1938. N. Y. St. Coll. for Teach. 20 p. ms.

2297. **Kohtz, Wesley S.** History of the employment and subsequent developmental progress of high-school behavior problems. Master's, 1938. Southern California.

2298. **Kreibich, *Sister* M. Rose.** An evaluation of curricula in 140 Catholic secondary schools in the middle west. Doctor's, 1938. St. Louis.

2299. **Lambremont, John D.** A comparative study of graduates and drop-outs of Romeville high school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 99)

Compares the graduates and drop-outs of the Romeville high school for the period from 1924–25 through 1933–34.

2300. **Laughrige, Robert S.** The social composition of the high-school population of Keokuk, Iowa. Master's, 1937. Iowa. 89 p. ms.

2301. **Liggett, John P.** A study of the high schools of Pike county, Illinois. Master's, 1938. Illinois.

2302. **Lindley, Ashley W.** Men from the 1925 class in the Sulphur Springs high school. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstract of theses, 1939: 18)

Analyses replies to a questionnaire sent to the 48 boys who graduated in 1925, and to the 32 boys who entered high school with this group and withdrew before graduation. Finds that the boys who graduated have the more desirable occupations, larger annual incomes, and a greater interest in community affairs.

2303. **Lockwood, Charles Madden.** Organization and development of the South Carolina high-school league. Master's, 1938. South Carolina. 67 p. ms.

2304. **Long, Joseph Thurman.** A study of the influence of certain broadening and finding courses on the success of students graduated from Milby high school of Houston, 1937 and 1938. Master's, 1938. Agr. and Mech. Coll. of Texas. 70 p. ms.

2305. **Love, Virginius Jeffress.** The holding power of the Clifton Forge high school. Master's, 1937. Virginia.

2306. **Luther, James Franklyn.** High-school districts in Langlade county. Master's, 1938. Wisconsin.

2307. **Lybecker, Gus.** A plan for individual progression at the secondary school level. Master's, 1938. St. Coll. of Wash. 76 p. ms.

Attempts to adjust high-school learning to individual needs in the high schools of Anatone and Pomeroy, Wash.

2308. **Lyles, Felix Elwyn.** Drop-outs and graduates of three Franklin parish high schools. Master's, 1938. Louisiana State. 59 p. ms.

Indicates that there is some relationship between persistence in school and home ownership, type of home, education of parents, occupational status of parents, income, distance from school, failures in the elementary school, marks, age, and the amount of reading matter found in the home Shows that graduates engage in occupations of a higher type than the drop-outs; that graduates marry later than do drop-outs; that drop-outs show a greater tendency to remain in their home parishes than do graduates; and that the reasons given for leaving school were work, marriage, and illness

2309. **McCall, Walter Lemuel.** The high-school social hour. Master's, 1938. Colo. St. Coll. of Ed.

2310. **McCuan, Marvin G.** A comparative study of the high schools in Texas with other selected states Master's, 1938. West Texas St. T. C. 141 p. ms.

2311. **McFarland, Henry J.** A study of the current belief of high-school freshmen in popular fallacies. Master's, 1938. Kans. St. T. C., Emporia. 98 p. ms.

2312. **McGuire, Arlie E.** Knowledge, ability, and attitude alignments of secondary school pupils as related to certain current social problems. Doctor's, 1938. Cornell.

2313. **McLaren, Dallas Carlton.** Eighth-year marks, eighth-year Stanford achievement test scores and other factors as criteria of success in high school. Master's, 1937. Hawaii.

*2314. **McPherson, William.** An investigation of high-school standards in Virginia in comparison with Mississippi and New York. Master's, 1937. Hampton. 152 p. ms.

Describes the beginnings of public education in Mississippi, Virginia, and New York. Compares methods of financing schools, requirements in white and Negro schools, qualifications of teachers in white and Negro schools. Finds that Mississippi and Virginia do not provide equal opportunities for white and Negro pupils due to lack of funds and to inadequately equipped small schools.

2315. **Marsden, Thomas Edison.** A survey of high school education in school districts north of Seattle. Master's, 1937. St. Coll. of Wash.

Studies the status and possible adjustments of high-school education in the districts north of Seattle where there are more than 1,200 high-school students with high-school provision for only 91 students, causing the pupils to be distributed among the Seattle high schools. Recommends the consolidation of the grade school districts, and the building of a high school to care for the pupils living in this locality.

2316. **Martin, Helen.** What the second- and third-year high-school student should be expected to know about certain phases of French culture. Master's, 1938. N. Y. St. Coll. for Teach. 56 p. ms.

2317. **Mathis, Ruth Margaret.** Vitalizing the assembly in the secondary school. Master's, 1938. Southern California.

2318. **Meek, Elizabeth B.** The relative merit of the traditional and the reorganized school as preparation for freshmen at the Pennsylvania state college. Doctor's, 1938. Penn. State.

2319. **Meuser, Mildred Hazel.** The humanities in secondary schools. Master's, 1937. Michigan.

2320. **Miller, Esther L.** Home background and school adjustment of the ninth-grade students in a suburban high school Master's, 1938. N. Y. St. Coll. for Teach. 87 p. ms.

*2321. **Miller, J. Albert.** The social adjustment of underage and overage high-school students Master's, 1938 George Washington 34 p ms

Compares the relative degree of social adjustment of underage and overage pupils to normal age pupils in high school, insofar as this characteristic can be measured by an adjustment questionnaire, and attempts to show the relation between this adjustment and intelligence, school marks socio-economic status as indicated by the father's occupation, size of family, and participation in school activities Describes an experiment conducted in the Hyattsville high school during the 1936–37 school year, in which the Symonds adjustment questionnaire was administered to 144 underage 95 overage, and 100 normal age pupils selected at random Indicates that underage pupils are superior in social adjustment to normal and overage pupils

*2322. **Miller, Joseph.** A comparative study of well-adjusted and maladjusted children in the Wilkes-Barre city schools Doctor's, 1938 New York 188 p ms.

Attempts to determine in what respects the background and personality of a well-adjusted high-school student differs from that of an unpopular and maladjusted student. Finds that a high degree of security was the chief factor in the personality development of the well-adjusted group of students, that the unpopular, academically successful students were as intelligent and almost as secure economically as the well adjusted pupils, but were less attractive in appearance and suffered from constant tensions in their personal relationships; that the potential delinquent and delinquent children studied differed in the elements affecting their personality development only in degree, they were underprivileged in all respects

2323. **Morris, Joycelin Irene.** A study of the occupational choices of 356 ninth-grade girls and the attitudes of parents toward these choices Master's, 1938. Clark (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 150–52)

Analyzes replies to a vocational questionnaire given to 356 girls in the freshman class of a city high school in New England Finds that 95 percent of the girls stated a definite vocational choice; that in 81 percent of the cases, the parent and child agreed as to the child's occupation, that both parents were concerned with the child's choice of a vocation in 55 percent of the cases, and in the other cases, the mother showed the greater interest; that 35 percent of the girls planned to go to a higher institution of some kind.

2324. **Mouser, Cotys M.** A survey of the graduates of Laredo high school Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 100–101)

Collects information from the graduates of Laredo high school from 1930 to 1935 regarding their occupations, geographical distributions, marital status, reasons for their entering certain fields of employment, additional training after high school, and subjects they regretted having omitted from their high-school programs. Suggests changes in the curriculum and guidance in the high school.

2325. **Mulholland, Isaac E.** A study of the effects of intelligence, vocational status, part-time work, and extracurricular activities upon the scholarship of high-school pupils. Master's, 1937. Wittenberg. 111 p. ms.

Analyzes replies to a questionnaire filled out by 250 high-school pupils at Cadiz, Ohio. Finds that father's occupation had no influence on pupil's vocational choice; that part-

time work did not interfere with academic achievement or with extracurricular participation; and that good scholarship was associated with participation in extracurricular activities.

2326. **Murphy, Anna Loftus.** The use of the question in high-school teaching. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 152–54)

Analyzes data on the number of questions which teachers employ in a class period; the types of questions most frequently asked; the percent of the class period which is taken up with teacher questioning and the percent with pupil reactions; the mental processes of the student which are stimulated by the questions of the teacher; and the extent to which teachers rely on textbooks for their questions, as shown by a series of 40 observations in public and private high schools. Finds the question and answer recitation the predominating practice, the "what" question the most widely used type; teachers often permit test and drill questions to monopolize the class period, teachers do a large share of the talking; and the majority of teachers rely heavily on the textbooks as the source of their questions. Shows that the teacher's skill in questioning is an important criterion for teaching success.

2327. **Nelson, Carl Albert.** Out-of-school activities of high-school boys. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 106)

Studies the activities of 135 rural and 109 city boys who attended the Clay County community high school, Clay Center, Kans. Finds that farm residents reported more work at home, and city residents spent more time in work away from home, that city boys led *in the field of recreation and amusements, while farm boys devoted more time to social* life at home and to church attendance. Recommends the inclusion of more appreciation courses in music, art and literature as part of the regular curriculum, the use of home rooms as focal points of leisure time guidance, and the enlargement of the intramural athletic program.

*2328. **Osborn, Leland George.** The relative difficulty of high-school subjects. Doctor's, 1938. Washington Univ. 93 p. ms.

Describes an experiment in which a scale constructed according to the technique used in preparing generalized attitude scales was used. Finds that by the use of this scale it was possible to measure the relative difficulty of high-school subjects, that there are recognizable differences in the difficulty of different units of high-school subjects; that statistically significant differences between the median difficulty ratings of certain subjects derived from the marks of boys and the ratings of the same subjects obtained from the marks of girls were found; that there is a general trend for subjects to be considered easier as the IQ increases, but that there are interesting exceptions to this generalization; and that the method of equal appearing intervals can be used indirectly.

2329. **Paterson, Hugh.** A scale to measure the degree of freedom and responsibility accorded pupils in secondary schools. Master's, 1938. Stanford. 123 p. ms.

2330. **Patrick, Charles M.** The history of secondary education in Canal Winchester, Ohio. Master's, 1938. Ohio State. 250 p. ms.

Presents a comprehensive study of the school, village, and business organizations of Canal Winchester, Ohio.

2331. **Perry, Ralph Waldo.** Curriculum enrichment in small high schools through correspondence study. Master's, 1938. Southern California.

2332. **Pfouts, Charles R.** The graduates of Marlboro township high school. Master's, 1938. Ohio State. 90 p. ms.

Recommends changes in the curriculum in order that the high school may be more effective in a changing society.

2333. **Poteet, George Frederic.** Secondary education in Montgomery county, 1776–1936. Master's, 1937. Virginia.

2334. **Prince, Janet Christian.** An occupational study of the graduates of the high schools of Montgomery county, Maryland, for the years 1932, 1933, 1934, 1935, and 1936. Master's, 1938. George Washington. 40 p. ms.

2335. **Ray, Howard C.** Inter-relationships between physical and mental abilities and achievements of high-school boys. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 116)

Studies the age, IQ, academic grade record, first decathlon record, annual decathlon record, height, weight, and medical record for each year, physical education grade and participation in interscholastic sports, and point-award record of 432 boys in the Palo Alto, Calif., high school.

2336. **Reedy, Rolla A.** A study of the personal problems of high-school students. Master's, 1938. Southern California.

*2337. **Riddle, John Ingle.** The 6-year rural high school: A comparative study of small and large units in Alabama. Doctor's, 1933. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 101 p. (Contributions to education, no. 737)

Attempts to determine whether or not large rural high schools in Alabama provide better educational advantages for boys and girls than do small rural high schools, and to compare their relative cost Compares 10 large and 10 small 6-year high schools in the school year 1930–31. Finds that the large schools are superior in staff, building, equipment, range of electives available in the curriculum, and in extracurricular opportunities offered the students, and that the total expenditures of the large school group are less than for the small school group per pupil in average daily attendance Finds no significant difference in the average age and native intelligence of the pupils of the two groups of schools, that their scholastic achievement is practically the same, that progress of pupils through the schools is practically the same for both groups of schools, and that a slightly higher percentage of graduates of the large schools enter and are successful in college.

2338 **Ridley, Charles A.** A comparative study of the satisfaction and dissatisfaction of 302 secondary school students in the Walled Lake consolidated schools with their school life. Master's, 1938. Michigan.

2339. **Ross, Lawrence W.** The influence of southern college presidents upon secondary education. Master's, 1938. North Carolina.

2340. **Roussel, Elmore Louis.** Secondary education in the parish of St. James, Louisiana, 1925 to 1936. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 104)

2341. **Russell, William Walter.** A study of the achievement of rural and urban ninth grade students in Lawrence, Kansas. Master's, 1938. Kansas. 54 p. ms.

Compares 127 urban pupils with 64 rural pupils in chronological age, MA, general achievement, and reading, and finds significant difference in favor of the urban group in literature, English, capitalization, punctuation, and reading; and that the rural group ranks higher in geography and arithmetic.

2342. **St. John, Raymond Bailey.** A history of public secondary education in Ashtabula, Ohio. Master's, 1938. Ohio State. 293 p. ms.

Studies the history and development of public secondary education in Ashtabula, Ohio, from 1856 to 1938.

2343. **Sammis, John Huber.** Why should biographical materials be taught in secondary schools and colleges? Master's, 1938. Wisconsin.

2344. **Sargent, Chester A.** A study of the 6-year high school in Kansas. Master's, 1938. Kansas. 77 p. ms.

Analyzes data secured from questionnaire replies returned by 73 Kansas high schools of various types of organization. Concludes that the teachers of the 6-year high schools are better trained than those of the 4-year high schools; and that there is greater economy of time and efficiency of administration in the 6-year schools.

2345. **Sheehan, Mary A.** A study of the social, economic, and educational characteristics of 164 slow-moving pupils in a city high school. Master's, 1938. Rochester. 142 p. ms.

2346. **Skipper, *Mrs.* Dora Sikes.** Analysis of problems and necessary adjustments of an independent activity day in Florida high school. Master's, 1937. Fla. St. Coll.

2347. **Smith, Lewis S.** Relief dormitories in secondary schools of South Dakota. Master's, 1938. Southern California.

2348. **Smith, Newell W.** Study to determine whether a broad secondary school program can be maintained efficiently in a small central school (West Leyden, New York). Master's, 1937. N. Y. St. Coll. for Teach. 65 p. ms.

2349. **Smith, Ollie Sanders.** A comparison of drop-outs and graduates from Hartsville high school. Master's, 1938. Duke. 88 p ms.

Compares, on the basis of questionnaire returns, 75 pupils who left school, and 56 pupils who graduated during the same year with respect to intelligence, scholarship, family backgrounds, and subsequent educational and vocational experience.

2350. **Smith, William Clarence.** An evaluation of orientation practices in secondary schools. Master's, 1938. Southern California.

2351. **Southerland, Theodore Bernard.** A brief history of Deckerville high school and the subsequent achievements of the graduates, 1904–1937. Master's, 1938. Ohio State. 52 p. ms.

2352 **Sparling, Verna.** A follow-up study of commercial graduates and drop-outs of certain high schools in Bay City, Michigan Master's, 1938. Michigan.

2353. **Stafford, J. R.** Attitudes and status as related to parent schooling. Master's, 1938. Washington Univ. 120 p ms.

Attempts to determine the relationship of parents' schooling to the attitudes and status of their children, by comparing the attitudes and status of 100 individuals whose parents had received schooling beyond high-school with those of 100 individuals whose parents had not received high-school training.

2354. **Starkebaum, A. W.** A study of non-resident seniors of Falls City, Nebraska, high school. Master's, 1938. Nebraska. 58 p. ms.

Studies the mental ability and achievements of pupils from rural sections and compares them with the urban pupils of Falls City high school. Indicates that the non-resident pupils have lower general intelligence, are younger, do not participate to any degree in extracurricular activities, that the country girls prefer to be stenographers rather than home workers and the country boys follow the occupation of their fathers.

2355. **Stone, Nobie Higdon.** A study of final authority in the high schools of Florida. Master's, 1938. Florida.

2356. **Stowell, Wilbur John.** Possible reorganization of high-school districts in Chippewa county. Master's, 1938. Wisconsin.

2357. **Street, Morris B.** Pupil mobility in the public high schools of Iowa. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Compares the records of 1,531 pupils in the graduating classes of 14 large cities in Iowa for 1935, 1936, and 1937, who had transferred from one high-school system to another, with the records of 1,531 pupils selected from the same classes who had not transferred during high school Shows that one pupil in every eight who graduated from the 14 schools during the period of the study had transferred from one high-school system to another; that there was no significant difference between the intelligence of transfer pupils and nontransfer pupils as measured by IQ scores; that more nontransfer pupils than transfer pupils earned failing marks during high school; more nontransfer pupils than transfer pupils required longer than the normal 4 years to graduate; that shorthand and

biology were failed more often by transfer pupils after transfer than by nontransfer pupils; that the number of transfer pupils was sufficiently large to warrant efforts toward their orientation after transfer by school administrators; and that the problem of transfer students should be handled on a state-wide basis.

2358. **Sunderlin, Glen Eugene.** A personnel study of the pupils in the senior high school at Salmon, Idaho. Master's, 1938. Southern California.

2359. **Talley, Claire B.** A survey of the 3-year high schools in west central Illinois. Master's, 1938. Colo. St. Coll. 88 p. ms.

Surveys 3-year high schools in Schuyler, Brown, Hancock, Pike, and Adams counties. Finds that the schools averaged 28.4 pupils and 2.8 teachers per school; that the average per-pupil cost was $128.73, which was $25 higher than the state average for high schools; that two-thirds of the schools had four rooms or less available, while only two had gymnasiums on the school grounds; that the curricula offered little in electives, particularly of a vocational nature; that many of the teachers were not fully prepared for the subjects they taught; that the libraries averaged 425 volumes per school; and that the schools lost only 21 percent of their students while the national average was 40 percent.

2360. **Terio, Oiva Axel.** The occupational plans of high-school boys and the relation of parental attitude to these plans. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses 1938: 169–61)

Analyzes replies to a questionnaire given to 190 boys enrolled in the ninth grade of a large high school to determine the nature and potency of parental influence in the formation of an occupational plan by the son. Finds that the pupils aspire to higher vocational levels than were reached by their fathers; that there was a lack of agreement between the father's occupational level and the level of the son's occupational plan; that too many pupils aspire to certain positions to satisfy the demand; that all but 6 percent of the boys had formed some kind of vocational choice; and that interest for work ranked first and financial opportunity ranked second in degree of importance in the minds of the students.

2361. **Terrill, Rebecca Irene.** A survey of methods used in helping senior high school pupils in improvement of personality. Master's, 1938. Ohio State. 83 p. ms.

Describes an experiment in which two home economics classes were taught a class unit method of personality development after which the girls carried on individual personality development projects and an indirect method of teaching was used in a series of class parties given by small groups of girls.

2362. **Thompson, Claude Hamilton.** A study of training for social adjustment in the small town and rural high school. Master's, 1938. Texas.

*2363. **Transue, Victor H.** A study of post-school activities of selected members of the Hamburg high school. Master's, 1938. Penn. State. 33 p. ms.

Studies the educational and occupational activities of a group of pupils who entered the ninth grade of the Hamburg high school in 1926, 1927, and 1928. Finds that the high-school graduate assumes a larger part of civic responsibility and participates in activities which the nongraduate does not choose to share; that the nongraduate has fewer opportunities for continuing his education and loses interest because of his inability to do the work or understand the problems understood by the graduate; that curriculum changes have made the high-school course much more complete, and optional and required courses give the pupil of today an opportunity to be satisfied; that agriculture, guidance, trade courses, art, and a different type of music are the courses most needed in the school at present; that the modern high school has gone far to remedy the deficiencies of an earlier period; that the activities of the graduates and the number graduating from college show that the present curriculum meets the objectives of American secondary education as well as college-entrance requirements.

2364. **Vaugham, Herman L.** A follow-up study of all students who entered Ballston Spa senior high school in 1933. Master's, 1938. N. Y. St. Coll. for Teach. 103 p. ms.

2365. **Venn, John A.** The relationship of intelligence and failure to high-school graduation. Master's, 1938. Miami. 37 p. ms.

Analyzes data from the Covington, Ky., school system, and shows a correlation between failure in grades and subjects and graduation, and between IQ and graduation.

*2366. **Wade, Bailey Meador.** The development of secondary education in Tennessee. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 6 p. (Abstract of Contribution to education, no. 221)

Traces the development of secondary education in Tennessee from the establishment of the first institution for secondary education in 1783 through 1932–33

2367. **Waier, Elsie.** Menstrual history study of the University high school girls of Ann Arbor, Michigan. Master's, 1938. Michigan.

2368. **Warren, E. G.** A study of factors that influence achievement in the first year of high school. Master's, 1937 Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 36–37)

Tries to find out whether there is a significant relationship between the background, home influences, and elementary school record of pupils and achievement in the first year of high school

2369. **Wells, George Henry.** Techniques for the improvement of a student self-registration in city high schools. Master's, 1938. Texas.

2370. **White, Elizabeth Oliphint.** History of the Ball high school. Master's, 1938. Sam Houston St. T. C. 158 p. ms.

*2371. **Whitlow, Cyril Melvin.** The smaller high schools of Colorado Doctor's, 1933. Colo. St. Coll. of Ed 237 p. ms.

Studies teacher pupil ratio the source of the supply of teachers, proportion of men and women teachers, their experience and tenure, their preparation and certification, the curriculum of the high schools, subject combinations, and the activity program

2372. **Williamson, Aubra Carl.** The stability of attitudes of high-school pupils toward certain conservation issues. Master's, 1938. Purdue. 95 p. ms.

Indicates a significant change in attitude and in variability, persisting 4 months for the urban group and 8 months for the rural group.

2373 **Wilson, James Fred.** Present trends and practices in the assignment of home study in representative secondary schools of California. Master's, 1938. Southern California.

2374 **Wilson, Marian Lavina.** Teaching of social usage in the secondary schools Master's, 1938. Stanford. 199 p ms.

2375. **Windes, Theodore R.** Survey of certain phases of the Lamar, Missouri, 6-year high school. Master's, 1938. Wyoming. 87 p. ms.

2376. **Wing, Donald H.** A study of factors of a rural community which affect the health and well-being of the pupils in the secondary school. Master's, 1937. Michigan.

2377. **Wood, Herbert Sidney.** A pupil survey of the James A. Garfield high school, Los Angeles. Master's, 1938 Southern California.

2378. **Worthington, Edward H.** The vocational and educational choices of high-school pupils in relation to their subsequent careers. Doctor's, 1938. Pennsylvania.

Attempts to determine whether there is any relationship between vocational and educational choices made in each of the 4 years in high-school and subsequent careers, studying such factors as teachers' marks, IQ's, choice of college made in the senior year of high school in relation to the college actually attended; studying the relationship between careers and such factors as teachers' marks, IQ's, curriculum taken, activities pursued in high school, and hobbies Presents detailed case studies of 72 pupils over a period of 14 years, including the 4 years in high school and 10 years after graduation Concludes that it is dangerous to attempt to predict the educational and vocational careers of individual high-school pupils on the basis of data then available, as factors beyond the control of the individual often prevent the pupil from carrying out his plans.

2379. Worthington, Lee Russell. Some phases of the development of secondary education in Colorado. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 159–60)

2380. Zechiel, Ruth L. A report of specific efforts in developing the personalities of 23 students over a period of a year. Master's, 1937. Michigan.

2381. Zemke, Walter H. A study of the alumni associations of the public high schools of Michigan. Master's, 1937. Michigan.

JUNIOR HIGH SCHOOLS

2382. Anderson, Hulon N. The organization of a junior high school in the Conroe independent school district. Master's, 1938. Sam Houston St. T. C. 95 p. ms.

2383. Billhartz, William H. The derivation of instruments for the prediction of college success on the basis of measurements made in junior high school years. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 48–52)

Attempts to discover what measurements taken in junior high school years will yield significant prognosis of college success. Analyzes such information as teachers' marks, IQ's, educational plans, socio-economic status, and Stanford achievement test scores for 4,316 pupils who entered the seventh grade of the Pittsburgh public schools in September 1928, and the college records of 282 of these students who went to college Finds that the best single predictor of college success was rank in class, based on the scholarship average in all academic subjects; finds intelligence tests and scores on the Stanford achievement tests of little value in predicting college success; and that very few pupils of the lower levels of junior high school scholarship attempted to go to college.

2384. Billings, Charles Myron. A study of the educational results of the establishment of a junior high school in a small city school system upon the quality of scholarship achieved in the senior high school. Master's, 1938. Boston Coll.

2385. Booth, Samuel T. The educational achievement of working and non-working students in Chickasha junior high school. Master's, 1938. Oklahoma. 22 p. ms.

Attempts to determine the effect of part-time work upon the educational achievement of junior high school students, using as subjects the seventh- and the eighth-grade classes, divided into two groups, one group not working and one working part-time. Finds that the groups of non-working students as a whole consistently made slightly higher school marks and test scores than the group of working students.

2386. Boswell, Sidney. Selected case studies of junior high school pupils Master's, 1938. Duke. 194 p. ms.

Gives detailed case studies of 12 pupils representing various patterns on scholastic, mental, physical, and social traits based on data gathered by interviews with pupils teachers, and parents, from school records, physical examinations, intelligence tests, achievement tests, social tests, ratings of home environments, special questionnaires, and observations.

2387. Boyd, George Robert. The superstitions of junior high school pupils. Master's, 1938. Kentucky. 59 p. ms.

Attempts to determine the relationship between the superstitiousness of junior high school pupils and their intelligence, emotional stability, socio-economic status, health, musical training, and their experience of having been cared for by colored nurses.

2388. Brown, Eureal Ottis. Certain consumer habits of some junior high school girls. Master's, 1938. Colo. St. Coll. of Ed.

2389. Cason, Maurine Mills. The influence of the home background on the social adjustment of the child in school. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 36)

Classifies 210 junior and senior high school children of Beaumont, Tex., from different economic levels, in five groups based on levels of social adjustment in school. Finds a high correlation of social adjustment of these children in school with economic status, home ownership, automobile ownership, aesthetic lessons, education of parents, IQ's, and scholastic achievement grades; and a low correlation of social adjustment with family religious participation, size of family, nativity of parents, and whether the home was broken or unbroken.

2390. Castine, William Jasper. A preliminary survey of the attitudes toward homework in the intermediate grades of Lexington county, South Carolina, schools. Master's, 1938. South Carolina. 43 p. ms.

Finds that a majority of the parents, pupils, teachers, and principals favored homework

2391. Cramer, Beatrice. Promoting desirable attitudes among national and racial groups in junior high school through the medium of work on immigration. Master's, 1938. N. Y. St. Coll. for Teach. 242 p. ms.

2392. Ensz, Elmer. Orientation practices in the California junior high schools. Master's, 1938. Stanford. 110 p. ms.

2393. Frank, Anna. Adjustment of junior high school pupils. Master's, 1938. Okla. A. and M. Coll.

Studies the personal and social adjustment of 200 pupils in a large junior high school in Oklahoma Finds that pupils of both high and low intelligence may be poorly adjusted and in need of guidance; that more pupils of low intelligence need guidance than do pupils of high intelligence; that the boys are not as well adjusted as the girls Shows that in planning an adjustment program such factors as general health, socio-economic status, a retesting program, and teachers' marks must be considered

*2394. Gilchrist, Robert S. A proposed program for functional education in the junior high school. Doctor's, 1938. New York. 323 p. ms.

Attempts to determine criteria by which to evaluate the effectiveness of a junior high school, and practices and procedures which should characterize a junior high school organization. Proposes a plan of organization in which students will be divided into basic groups and their learning experiences will occur primarily in these groups; laboratories in the school will be utilized to supplement and enrich the experiences originating in the basic groups; the community will be utilized in the same manner; a basic teacher will guide students in his group throughout their school experiences with the aid of laboratory consultants; the school is not departmentalized.

2395. Gillan, Alexander. An appraisal of the seventh and eighth grades of Glens Falls junior high school by its pupils. Master's, 1938. N. Y. St. Coll. for Teach. 53 p. ms.

*2396. Hamilton, Herbert H. A study of truancy in the junior high schools of Muncie, Indiana. Master's, 1934 Ball St. T. C. Muncie, Ball state teachers college, 1938. 56 p. (Ball state teachers college bulletin, vol. 14, no. 1)

2397. Hassell, Joseph W. Occupational status of boys discontinuing work in the junior high school. Master's, 1938. Colo. St. Coll. 97 p. ms.

Studies 119 boys who dropped out of the Cleburne, Tex., junior high school during the 5-year period, 1932–36. Finds that the older students, and those with the lowest grades, did not continue in high school, and that 79 percent of the boys were employed when the study was made.

*2398. Heymann, Miriam Elizabeth. The relation between the intelligence and achievement of pupils grouped by parental occupations. Master's, 1938. Louisville. 94 p. ms.

Describes an experiment conducted with 1,560 boys and girls entering the 7B grade of the junior high schools of Louisville, Ky., in September 1937. Finds a difference in intelli-

gence in the average of children from various parental occupational groups, as shown by results of the Otis self-administering test of mental ability for the intermediate grades Shows that the children came from the following occupational groups: 102 professional, 128 clerical, 317 business, 459 skilled labor, 319 semi-skilled labor, 98 unskilled labor, and 140 miscellaneous; that the children with the highest IQ were from the professional and business classes; that children from these classes made the highest marks on achievement tests in each of the subjects they studied Indicates that different types of industrial communities should have different curricula, if the work is to be of value to the child Shows that the teacher must be able to identify and classify each child's difficulties, she must understand various phases of contemporary American life in order to assist her pupils.

2399. **Howell, Mary Davis.** An analysis of conduct problem situations reported by junior high school pupils. Master's, 1938. Southern California.

†2400. **Jacobs, Charles L.** Status of the junior high school in California. Santa Barbara, Calif., State college printing shop, 1938. 53 p. (Santa Barbara state college)

Throws light on the divergence between theory about the junior high school and junior high school practices. Finds that textbook writers do much rationalizing about what the junior high school is, and how it is administered Concludes that administrators appear to be more influenced by past school practices and by matters of financial expediency than by advanced theories and improved practices

2401. **Laubaugh, Lavern E.** A study of vocational choices of junior-senior high school pupils. Master's, 1938 Michigan

2402. **Mathis, Edward Winston.** A study of the pupils graduating from the Coles junior high school in the years 1925-26 through 1934-35 Master's, 1938. Kentucky. 66 p. ms.

Surveys a group of pupils who have graduated from the Coles junior high school of Ashland, Ky., starting with the students who entered the ninth grade of this school during the first semester of the 1925–26 school year and continuing for a 10-year period to include the pupils who entered during the first semester of 1934–35 Seeks to determine the type and number of pupils who have continued in attendance through the remaining 3 years of high school and graduated, or who have withdrawn before becoming high-school graduates

2403. **Mead, A. R.** *and* **Glen, Edith** Study of 27 seventh grades. Gainesville, University of Florida, 1938

2404. **Murray, R. C.** The functions of the junior high school. An evaluation of certain junior high school programs with reference to specific recognition of the special functions. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 35–36)

Evaluates the programs of a high school in Baton Rouge, La., Columbia, S. C., Richmond, Va., and Wichita Falls, Tex. Shows that approximately eight special functions can be recognized.

2405. **Repp, Elma.** A study of personal grooming in a junior and senior high school. Master's, 1938. Penn State 59 p. ms.

Attempts to determine whether junior and senior high school students improve in their personal grooming habits as a result of varied methods of instruction in this field Finds no significant improvement

2406. **Riley, Anne Pope.** A survey of the health and leisure-time activities of the junior high school girls of Wilbur Wright school, Dayton, Ohio. Master's, 1937. Wittenberg. 55 p. ms.

*2407. **Romig, Russell A. M.** Achievement of resident and non-resident pupils in the Lewistown junior high school, ninth grade, 1935–36. Master's, 1938. Penn. State. 25 p. ms.

Attempts to determine what, if any, differences in achievement test results, attendance, teachers' marks, and participation in extracurricular activities exist between resident and non-resident pupils in the ninth grade of the Lewistown junior high school. Finds that the non resident group excelled the resident group in social science, spelling, marks in English,

history, science, languages, business arithmetic, and algebra, that the resident group excelled in language usage and in participation in extracurricular activities; and that in this school the resident group is not superior to the non-resident group.

2408. **Slade, S. Russell.** The location, diagnosis, and treatment of scholastically maladjusted students. Master's, 1938. Colo. St. Coll. 151 p. ms.

Describes an attempt at the Wausau, Wis., junior high school to help scholastically maladjusted pupils

2409. **Stanton, Herschel V.** Socio-economic status of 40 drop-outs from the Denton junior high school. Master's, 1938. South Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 24–25)

Finds that most of the boys were from homes with poor socio-economic backgrounds; that antisocial attitudes had developed in a large number of the boys Shows the need for increased facilities for vocational training and guidance for the establishment of an agency to help make contact between youthful workers and available jobs, and for adjustments to be made which will make the work of the junior and the senior high schools more attractive to the pupils.

2410. **Swingle, E.** The relationships of certain factors in the home environment to the scholastic record of junior high school pupils. Master's, 1937. Ohio State.

Finds that low intelligence and unfavorable conditions in the home were consistently associated with low grades in junior high school pupils of both sexes.

2411. **Taylor, Alice Blanche.** An analysis of the relationship between certain junior high school subjects and the leisure-time activities of the students. Master's, 1938. Southern California.

2412. **Vasey, Hamilton Gibbs.** Curricular practices in 16 Iowa junior high schools Master's, 1938 Iowa. 76 p. ms

2413. **Wise, John Robert.** A comparison of the junior high school achievement of pupils from two types elementary schools. Master's, 1938. Wisconsin

JUNIOR COLLEGES

2414. **Amidon, Horton W.** The need for a junior college in the capital district. Master's, 1938. N. Y. St. Coll. for Teach. 116 p. ms.

2415. **Atkinson, James W.** Feasibility of the establishment of a public junior college in Rome, New York. Master's, 1938 N. Y. St. Coll. for Teach. 76 p. ms.

2416. **Baker, Frank.** A comparative study in social attitudes of graduating seniors at Pasadena junior college. Master's, 1938. Oregon.

2417. **Cameron, Ross E.** Characteristics of the personnel of the Collegiate center students in the capital district, New York state. Master's, 1937. N. Y. St. Coll. for Teach.

Analyzes the student group in terms of age, high-school success, home and community background, vocational purposes, and other significant factors Finds the students well prepared to carry work with profit in a program consisting of some 50 courses planned to fit the freshman and sophomore years of college Indicates a definite need for additional educational opportunity in the area

*2418. **Colvert, Clyde C.** The public junior college curriculum. Doctor's, 1937. Peabody. University, Louisiana state university press, 1939. 177 p. (Louisiana state university studies, no. 38)

Finds that the offering in each course and subject-matter field generally increases with the size of the public junior college; that the smaller colleges offer approximately eight times as much work in academic courses as in nonacademic courses and the largest colleges offer about the same amount in each; that since 1921 fairly consistent gains have been made in the fields of English, social science and physical education, commerce, music, and

miscellaneous courses; that decreases have been noted in the language fields, and slight decreases in the fields of engineering, agriculture, and education; that great emphasis is placed on vocational, terminal, and semiprofessional courses; that general education is proposed as a basis of all curricula; that accrediting agencies are becoming more liberal in allowing colleges to offer courses in line with their objectives which are necessary to meet the needs of their communities or territories; that the median size of the public junior college is 230 students; and that few of the 195 public junior colleges offer survey courses.

2419. **Downing, Vernon W.** The relation of success in high school to success attained during the first semester at the Port Huron junior college as indicated by marks given in each institution. Master's, 1938. Michigan.

2420. **Hummel, Errett.** A proposal for the establishment of junior colleges in Oregon. Master's, 1938. Oregon.

2421. **Kabat, George Jule.** Curricular implications of the junior college growth in the United States. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. (Abstracts of theses and reports for higher degrees, 1938: 77)

Compares the curricula of 514 of the 553 junior colleges Finds that 70 percent of their curriculum offerings are preparatory in nature, of advantage to students who continue their education in a 4-year college or a university Proposes a three-division curriculum of which one division would be preparatory, the second terminal and preparing for semiprofessional vocations, and the third socio-cultural, preparing the individual for community life.

2422. **Lindahl, Ellen Alfreda.** Comparative opinions, WPA freshman college whites and blacks. Master's, 1938. Washington Univ. 86 p. ms.

Compares the opinions of 97 Negro and 84 white students attending WPA freshman college, St. Louis, Mo., in 1937, on 1,092 items in the youth expressionnaire designed by the Character research institute, Washington university.

2423. **Merkel, Russel Stoneman.** Factors that affect the establishment of junior colleges, with special reference to Illinois. Doctor's, 1938. Indiana. 266 p. ms.

2424. **Reed, James Frederick.** A study of the students, curriculum, and adjacent counties of Eastern Oklahoma college. Master's, 1938. Okla. A. and M. Coll.

Analyzes the students from counties adjacent to Eastern Oklahoma college and attempts to determine whether the curriculum is suited to the needs of the students; and compares the college with other state junior colleges with the idea that the suitability of the curriculum to the needs of the students is state-wide in nature. Shows the need for a more fully developed terminal curriculum in junior colleges.

2425. **Roselius, William H.** A follow-up study of Hebron junior college graduates. Master's, 1938. Nebraska. 120 p. ms.

Finds that the training received at Hebron junior college is an important factor in the success of 70 percent of its graduates; that it does not prepare for upper division studies better than other colleges; that it is deficient in the social training given, in guidance, functions, physical plant, and equipment. Shows that the college needs a more varied curriculum and an enlarged extracurricular program.

2426. **Ryans, David G.** Follow-up study of junior college graduates. Fulton, Missouri, William Woods college, 1938. 4 p. ms.

Attempts to determine what the graduates of a private junior college for women are doing. Finds that approximately 75 percent of them continue their education, 10 percent are teaching in elementary school, and 10 percent are teaching in commercial schools, with 5 percent married and at home.

*2427. **Saunders, Richard P.** The practicability of establishing a privately controlled junior college at New London, Connecticut. Doctor's, 1938. New York. 164 p. ms.

†2428. **Smith, Harry P.** *and* **Waitt, Russell E.** The emergency collegiate centers of central New York. Syracuse, N. Y., Syracuse university, 1937. 57 p.

Describes emergency collegiate centers, the social and educational background of their students, their psychological test scores and scholarship, their cooperative general culture test scores, and their vocational outlook.

*2429. **Thompson, John Fawdrey.** The junior college movement in New England. Master's, 1938. Boston Univ. 113 p. ms.

Gives a brief history of the junior college movement throughout the United States, with a more detailed story of its development in the New England states. Attempts to determine whether the New England junior colleges are following the general trend of junior colleges in curricula; to learn the nature and extent of the recognition given to the New England junior colleges by the universities and senior colleges of the region; and to determine the attitude of the boards of education of the New England states toward the junior colleges, and the extent to which they give recognition and approval. Indicates that the colleges and universities in New England have not yet felt the influence of the junior college to any great extent; that there are no public junior colleges; that the curricular offerings are similar to those of the senior colleges; that the state boards of education have not yet found it necessary to formulate a general policy of accreditation or supervision of the junior college except in New Hampshire.

*2430. **Weitzel, Henry Irving.** The curriculum classification of junior college students. Doctor's, 1933. Southern California. 526 p. ms.

2431. **Wilson, Lurana Rownd.** The junior college: a digest of significant articles which have appeared in professional journals from 1931 to 1936, inclusive. Master's, 1938. Rochester. 260 p. ms.

HIGHER EDUCATION

2432. **Barlow, Merrill M.** The duties and responsibilities of the chief business officer in the endowed college. Master's, 1938. Ill. Coll. 135 p. ms.

Studies the duties and functions of the chief business officer in 115 endowed colleges having enrollments ranging from 200 to 1,200 students. Finds a reasonable endeavor on the part of endowed colleges to establish the functions of the business office as recommended by authorities, but that the reorganization and clarification of functions and procedure would increase the efficiency of the business office.

2433. **Bedsworth, Martha Alice.** Prediction of academic persistence. Master's, 1938. Ohio State. 50 p. ms.

Analyzes records of 695 students who entered the College of arts and science of Ohio State university in 1934, and finds the entrance blank, the psychological examination score, freshman interview blank, and the number of entrance conditions valuable in predicting academic persistence.

2434. **Brace, D. K.** A study of practices of Texas colleges and universities in accepting for college-entrance high-school credits in health and physical education. Austin, University of Texas, 1938.

2435. **Brogdon, Joseph Milton.** A history of Young L. G. Harris college. Master's, 1938. Georgia. 42 p. ms.

Traces the growth and development of Young Harris college, its contribution to the ministry, its aid to boys and girls without money, and its influence on the mountain section of Georgia.

2436. **Burns, Mae.** A historical background and philosophical criticism of the curriculum of Hunter college of the City of New York from 1870 to 1938. Doctor's, 1938. Fordham.

2437. **Carmack, Bernice.** A comparison of the collegiate records of a selected group of native and transfer home economics students, University of Tennessee. Master's, 1937. Tennessee. 57 p. ms.

Analyzes the collegiate records of 74 transfer students and 43 native students registering as juniors during the years 1934–36, inclusive. Finds that the transfer students were

somewhat older, lived farther from the University of Tennessee, had a higher mean IQ, and earned a greater percentage of their college expenses than the native students; that more of the native students graduated; that the marks of the two groups were not significantly different; and that more of the native students took part in extracurricular activities than did the transfer students

*2438. Cavan, Jordan True. The student and the financing of the college: A study of student fees, student aid, and factors affecting the proportion of the cost of higher education borne by the student. Doctor's, 1935 Chicago. Chicago, University of Chicago libraries, 1938. 62 p.

2439. Conrad, Walter E., *jr.* Some recent tendencies in higher education. Master's, 1938 North Carolina.

*2440. Cowen, Philip A. The college tuition fee in relation to current income Doctor's, 1929. New York. 141 p. ms

2441. Cowley, Odis Eugene. Relative performance of students from junior college to that of the native Oklahoma agricultural and mechanical college Master's, 1938. Okla. A. and M. Coll.

Attempts to measure the success of students in terms of grade point averages, who have completed 2 years of college work in a junior college and have finished the work for the degree at Oklahoma agricultural and mechanical college Finds that students who did 2 years of junior college work were slightly below the native Oklahoma agricultural and mechanical college-trained students in the junior and senior years

2442. Crawford, Stanton C. Course selection at the University of Pittsburgh School and society, 49: 427 28, April 1, 1939. (University of Pittsburgh)

2443. Deffenbaugh, Roy A. Some relationships between scholastic success in high school and college. Master's, 1938. Colorado (Abstract *in:* University of Colorado studies Abstracts of theses and reports for higher degrees, 1938: 40)

Compares the high-school records of 268 Springfield Ill., high-school graduates with their records in various Illinois colleges in general averages, and marks in history, English science, and mathematics Shows that high-school marks were effective in predicting college success in this order General average, English, history, mathematics, and science

2444. DeLoney, Willie Louise. A history of Tuskegee institute Master's, 1937. Michigan.

2445. Downey, J. Paul. History of Trevecca Nazarene college. Master's, 1938. Alabama.

*2446. Ezell, Lonnie Bryan. A study of certain causal factors in interstate migration of college students Doctor's, 1937 Texas 209 p ms.

Attempts to determine the relationship between the number of interstate students in an institution and the size of the institution, its age, faculty rating, proximity of the out-of-state students, instructional costs as shown by tuition charged out-of-state students, curriculum, anticipated annual income of the institution, and the national ranking of the institution in football Analyzes data from 12 private and 22 public institutions, representing every geographical area of the United States and ranging in size from large universities to colleges enrolling fewer than 600 students Shows that the number of interstate students in the institutions studied was influenced by income, curricular offering, faculty rating, high tuition, total enrollment, age of the institution, proximity of students, and national football ranking.

2447. Fleharty, Russell Ralph. A study to compare the college records of students who enter the University of Michigan from large schools with those of students from small schools entering as freshmen in 1932. Master's, 1938. Michigan.

2448. Forbes, Eunice Belle. A comparative study of four criteria for predicting achievement in the first year of college. Master's, 1938. Louisiana State. 44 p. ms.

Compares the use of the American council psychological examination, the Purdue English-placement test, the Nelson-Denny reading examination, and rank in high-school class in

predicting achievement in the freshman year of college. Finds that rank in class and results of the psychological examination are the best criteria for boys, and that results of the psychological examination followed by rank in class are the best criteria for predicting the success of girls; and that the reading examination is the least valuable of all criteria as a basis for prediction.

*2449. **Gagliardi, Joseph G.** A comparative study of the "war attitudes" of Northern and Southern college students Master's, 1938. St. T. C., Fitchburg 60 p. ms.

Describes an experiment in which the Droba-Thurston *Attitude toward war* scale 2 form A was administered to students at the State teachers college, Fitchburg, Mass., and to students at Tusculum college, Greenville, Tenn Finds that both the men and women students at Fitchburg were older than at Tusculum; that the Fitchburg students were less pacifistic than the Tusculum students, that women students were less pacifistic than men students.

2450. **Graham, R. X.** Ethics for the publicity department. College publicity digest, 20, no 3, 1938. (University of Pittsburgh)

2451. ——— *From log cabin to cathedral of learning* Magazine of Sigma Chi, no 5, December 1937. (University of Pittsburgh)

2452 **Gunn, Royal Elbert.** A system of devices for determining the field of greatest probable achievement in the liberal arts college. Master's, 1938. Washington. 68 p. ms.

†2453. **Hand, Harold C.** Campus activities. New York, McGraw-Hill book company, 1938 357 p. (Stanford university)

Contents: (1) Items in a philosophy of student activities, by Harold C Hand, p 1-9, (2) Governing the college campus, by James D Reynolds Barbara W Kimball, and Harold C Hand, p 10 39, (3) Social life on the campus, by Esther Pelton and Harold C Hand, p 40 77; (4) Controlling conduct on the campus, by Roy B Anderson and Harold C Hand, p. 78-96, (5) Student faculty relationships, by Roy B Thompson and Harold C Hand, p 97–105, (6) College guidance program, by Harold C Hand, p. 106–18; (7) Self-help program, by Charles S Franich and Harold C Hand, p 119–29; (8) College clubs and societies, by Jacqueline Brown and Harold C Hand p 130–46; (9) Sororities, fraternities, and other living groups, by Annalee Whitmore and Harold C Hand, p. 147–67, (10) College handbook, by Irvin Jorgensen and Harold C Hand, p 168–92, (11) College newspaper, by Irvin Jorgensen and Harold C. Hand, p 193–221; (12) College year book, by Ruth D Barnes and Harold C Hand, p 222 33, (13) Campus forensics, by Robert M Mallett and Harold C Hand, p 234–44; (14) Music activities, by Raymond Kendall, p 245–61; (15) Campus dramatics, by Harold C Hand, p 262 86, (16) Men's athletics, by Tom Killefer and Harold C Hand, p 287 96; (17) Women's athletics, by Lee P Stearns and Harold C Hand, p 297-305, (18) Religious life on the campus, by Emilia L. Rathbun, p 306–18; (19) Financing campus activities, by Robert R Gros p 319–32; (20) Student-alumni relationships, by Harlow P Rothert, p 333 42; (21) Central purpose of all campus activities, by Harold C. Hand, p 343–46

†2454. **Harlow, Rex F.** The daily newspaper and higher education: a report on certain findings and inferences of the Stanford school-press relations investigations, 1937–38. Stanford University, Stanford university press, 1938. 44 p.

Investigates the relations between 44 daily newspapers and 33 colleges and universities in California, Oregon, and Washington, during the school year 1937–38, and offers suggestions for improving the quality and quantity of college and university news published by the daily newspapers

2455. **Hedgecock, Elvin Loyal.** Transfer versus non-transfer students. Master's, 1938. Colo. St. Coll. of Ed.

2456. **Hembree, Sillous G.** A history of Union college. Master's, 1938 Kentucky. 240 p. ms.

Traces the history of Union college from its beginning in 1879 to 1937 Includes its legal status, organization and administration, growth, buildings, grounds and equipment, curriculum, student body and student organization, and financial support.

2457. Hepner, Walter R. Factors underlying unpredicted scholastic achievement of college freshmen. Doctor's, 1938. Southern California.

Shows that some of the most potentially able students do markedly inferior work in college, whereas some of markedly inferior promise, previous accomplishments, and adjustments attain college records higher than some students of superior promise. Shows that there is a need to view the individual student as a unique person, to work with him, utilizing all available knowledge about him, and to avoid dependence on the general conclusions of statistical analyses.

2458. Hill, Gilbert Kastner. Selection and retention of students by colleges. Master's, 1938. Lawrence. 64 p. ms.

Finds the high-school percentile rank of more value in predicting college success than the score on a psychological examination; that the psychological test score is apt to change materially, especially for students who ranked low on entrance; and that students left college because of insufficient money to continue their education, and because of the desire to take courses not offered at Lawrence college.

2459. Hooker, Elbert L. A study of the fraternity system as it operates on the Southern Methodist university campus. Master's, 1937. South. Methodist (Abstract *in:* Southern Methodist university. Abstracts of theses: masters' degrees in the Graduate school, no. 5: 34–35)

Studies the fraternity system from the sociological point of view as a cultural and economic phenomenon, with particular reference to the social divisions engendered. Finds that the nonfraternity students feel antagonism and resentment toward the fraternity system due to their feeling of being excluded from the social life of the University; that the members of the higher ranking fraternities tend to associate with the members of the higher ranking sororities, the lower ranking fraternity men with the second rank of sorority women, and the women of the lower rank sororities are ignored by both upper and lower ranking fraternity men. Indicates that the present fraternity system not only reveals the existing social divisions but increases social distance between them and produces class consciousness and class antagonism.

2460. Humphrey, Nell Ann. A college education for the masses. Master's, 1938. Ohio State. 110 p. ms.

Attempts to determine whether a college education for the masses is a desirable goal in a democratic social order, and concludes tentatively that it is desirable.

2461. Hurt, James Lewis. Subject offerings and enrollments in Southern liberal arts colleges. Master's, 1938. Duke. 143 p. ms.

Compares offerings and enrollments in 27 colleges and analyzes them with reference to the number of titles, and the number of credit hours, by lower and upper division, by individual subject, and by subject field

2462. Jones, Aaron Eugene. The control and administration of scholarships and fellowships in universities of the Association of American universities. Doctor's, 1938. California.

Attempts to determine and evaluate the restrictive and regulative factors under which scholarships and fellowships are available, awarded, and held in schools of arts and sciences of the Association of American universities. Finds that of the 190 criteria for undergraduate and 163 criteria for graduate awards mentioned in the publications of the universities, those most frequently mentioned are scholastic ability, character, promise, and need; that there is no agreement among the universities as to what information is important in the selection of scholars and fellows; that most awards are for 1 year only, but may be renewed upon application; that the restrictions placed on the awards by donors prove to be a serious problem in the control of scholarships and fellowships; that many foundations, councils, and associations support scholarships and fellowships in American and foreign universities, the majority of them being for post-doctoral research; and that officials administering awards seem satisfied with the criteria and the means of applying these criteria in the selection of applicants, and desire more awards with stipends varying with the needs of the recipients.

2463. Katsuronis, Joseph J. What do we know about our graduates? Master's, 1937. T. C., Col. Univ. 105 p. ms.

Studies the economic, social, and professional status of 1,607 graduates of Teachers college, Columbia university, receiving the Bachelor of science degree between June 1928 and June 1935.

2464. **Kellam, Nettie Lee.** The history of the Texas college of arts and industries. Master's, 1938. Texas.

2465. **Kennedy, Mary Elizabeth.** Predicting success at college from scholastic aptitude scores, with special reference to Clark college. Master's, 1938. Clark. 33 p. ms.

†2466. **Kirkpatrick, J. E.** The 1938 freshman class at Morningside college. Sioux City, Iowa, Morningside college, 1938. 85 p. (Morningside college bulletin, vol. 22, no. 3)

Gives general data on the environmental circumstances in the students families, churches, schools, communities, personal characteristics, interests and plans for the future; describes the activities engaged in by the students during their first week at college; and describes and analyses tests used in the freshman testing program.

2467. **Lewis, Gabe William.** The dean of men at John Tarleton college and his problems. Master's, 1938. Texas.

2468. **Lupien, David William, *jr.*** Variability in attitudes of college students. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 145–47)

Studies the attitudes of 285 college freshmen and 115 college seniors toward war, the Negro, the influence of God on conduct, the reality of God, and the church. Finds that the attitudes were extremely variable, depending largely on the particular aspects of the general question being investigated.

*2469. **Maaske, Roben J.** Factors in the prognosis of scholastic success in the University of Minnesota School of business administration, including suggested procedures for the selection and guidance of students. Doctor's, 1938. Minnesota. 187 p. ms.

Presents a brief description of the development of collegiate schools of business, and of the organization, administration, and procedures followed in the University of Minnesota School of business administration. Describes the homogeneity of groups matriculating in the School of business administration and the predictive effectiveness of variables on experimental groups, and compares the records of transfer of native student and special student groups. Discusses problems inherent in predicting scholastic success and suggests procedures in the selection of students

2470. **Manuel, Herschel T.** Abilities of college freshmen, 1937, and other studies. Austin, Texas, Published by the Administrative board of the Texas commission on coordination in education, 1938. 39 p. (Research bulletin no. 7) (University of Texas)

Discusses the college freshman in Texas; abilities and vocational interests of college freshmen; an occupational study of college graduates; and ability of high-school seniors in relation to college attendance.

2471. **Martin, Andrew B.** The aims of the church-related college in relation to the accrediting procedures of the North central association. Doctor's, 1938. Marquette.

*2472. **Miller, Dorothy Hamilton.** Survey of the universities in the District of Columbia. Master's, 1938. George Washington. 258 p. ms.

Presents outlines descriptive of the undergraduate schools giving education in the arts and sciences and of the graduate schools giving training in the arts and sciences, dentistry and dental hygiene, engineering and architecture, government and foreign affairs, law, library science, medicine, training for the ministry, training in music, nursing, pharmacy, social work, and teaching. For the undergraduate schools, it describes the type of school; enrollment; instructors; school hours; school year; curriculum; length of courses; degrees; entrance requirements, including sex, race, age, schooling, and other qualifications; time of entrance; cost of attendance; placement; and a brief description of the institution. Gives the same type of information for each of the graduate schools.

2473. **O'Dell, Topsy Elizabeth.** A standard system for numbering college courses. Master's, 1938. Peabody. 146 p. ms.

Attempts to formulate a standardized system for the numbering of college courses that can be used in any college and will be to a college what the Dewey Decimal classification is to libraries.

2474. **O'Hara, *Rev.* Charles M.** A plan of curricular integration for the Catholic college. Doctor's, 1938. Marquette.

†2475. On going to college: a symposium. New York, Oxford university press, 1938. 298 p.

Contents: (1) The ancient classics and the new humanism, by Edward Kennard Rand, p. 13–35, (2) Literature, especially English literature, by James Buell Munn, p 37–75; (3) Modern foreign languages, by H Carrington Lancaster, p 77–95, (4) History, by Wallace Notestein, p. 97–119; (5) The social sciences, by Robert Morrison MacIver, p 121–40; (6) The natural sciences, by Arthur H Compton, p 141–68; (7) Psychology, by John Frederick Dashiell, p. 169–92, (8) Philosophy, by Irwin Edman, p 193–212; (9) Religion, by Charles Frederick Wishart, p. 213–34, (10) Public speaking and the dramatic arts, by Herbert August Wichelns, p 235–56; (11) The fine arts, by Clarence Ward, p 257–72; (12) Music, by Roy Dickinson Welch, p 273–92; (13) The library, by Chauncey Brewster Tinker, p. 293–98.

2476. **Parrish, William Salter.** A history of Coker college. Master's, 1938 South Carolina. 122 p. ms.

2477. **Pierson, Rowland.** A study of unethical practices in student recruiting. Master's, 1938. Ohio State. 91 p. ms

Finds that unethical recruiting practices center about the activities of field representatives and the granting of financial aid to prospective students; and that these activities are so widespread as to constitute a major problem in higher education

†2478. **Pike, Ruth E.** A group of scholarship students: Their scholastic records, earnings, and extracurricular activities Lincoln, University of Nebraska, 1938. 27 p. (University of Nebraska publication, no. 126)

Studies the scholarship students matriculating in the University of Nebraska in 1932, 1933, and 1934, based on replies to a questionnaire sent to all Regents' scholarship students entering during those years, and to a group of students picked at random from the freshmen entering during the same years Traces the history of the awards, scholarship in college, employment, and student activities of both groups Indicates that the Regents' scholarship students were superior

2479. **Powers, William Ira.** The relation between intelligence test scores and academic success of freshmen entering the University of Alabama from Alabama high schools. Master's, 1938. Alabama.

*2480. **Rankin, Carl E.** The University of North Carolina and the problems of the cotton mill employee. Doctor's, 1934. T. C, Col Univ. New York, 1935 212 p.

2481. **Ryans, David G.** Selection of students for collegiate study. Fulton, Missouri, William Woods college, 1938. 5 p. ms.

Studies the success in college of students who were rated A, B, C, and D on the basis of short questions asked of their high-school principal before they were admitted to college Finds this procedure adequate as a basis for declining admission to certain applicants.

*2482. **Rich, Mateel.** An attempt to predict scholastic achievement. Master's, 1938. Kansas. 52 p. ms.

Attempts to determine whether the psychological examination and the reading test given to all entering students at the University of Kansas have practical value in predicting academic success in particular subject-matter fields Studies the marks made by students who entered in 1933 over a 2-year period, 1933–35, in language, mathematics, science, history, and socio-economic subjects. Indicates that a general intelligence test is less predictive of performance in subjects of a specialized nature than in subjects of a general nature.

2483. Samuelson, Clarence O. A follow-up study of the graduates of Luther college, Nebraska. Master's, 1938. Nebraska. 113 p. ms

Recommends that Luther college give more vocational work; and shows that the courses given in training for leadership, citizenship, Christian ideals, and educational courses have been fairly successful.

2484. Semler, Charles A. A comparative study of the entrance requirements of the School of literature, science, and arts at the University of Michigan and what pupils study in the North central association high schools of Michigan. Master's, 1937. Michigan.

2485. Slaughter, Maxine. Analysis of National youth administration vocational students at Oklahoma agricultural and mechanical college. Master's, 1938. Okla. A. and M. Coll.

Shows that the achievement of the NYA students is inferior to that of the regularly enrolled college group in 17 of the 20 comparisons made, and that in the other three groups the difference between the groups is so slight that it is not significant. Indicates that this group of young people might be more adequately prepared for economic and social self-sufficiency through a type of training different from that now given by the college.

2486. Smith, Harry P. Secondary school factors and academic success at Syracuse university. Syracuse, Syracuse university, 1937 42 p. ms

2487. ——— A study of members of the Syracuse university class of 1935 who did not graduate Syracuse, University of Syracuse, 1937 12 p. ms.

2488. **Sommers, Guy H.** Freshman college achievement of high-school graduates with respect to socio-economic status. Master's, 1937. Louisiana State. (Abstract *in* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 105)

Studies the freshman college achievement of high-school graduates from Livingston parish with respect to socio-economic status, using as subjects only those in college during the 1936–37 year Prepares case histories based on the students' home and family background educational and economic status of the parents, education and vocational interests of the students

†**2489. Sowers, Don C.** *and* **Slaton, William H.** A study of comparative costs at the University of Colorado and 22 other state universities Boulder, University of Colorado, 1938 20 p. (University of Colorado bulletin, vol. 38, no. 12. General series no. 416)

†**2490. Tarbell, Arthur Wilson.** The story of Carnegie Tech: Being a history of Carnegie institution of technology from 1900 to 1935. Pittsburgh, Carnegie institute of technology, 1937. 270 p.

Traces the history of the institution from the announcement made by Andrew Carnegie in November 1900, of his intention to found a school of technology in Pittsburgh, to the end of President Baker's administration in September 1935

2491. Upshall, C. C. Questionnaire results on the short summer session, 1938. Bellingham, Western Washington college of education, 1938. 12 p. ms.

Finds that students approved the shorter summer session of 9 weeks with 60-minute periods, which replaced the session of 11 weeks with 50-minute periods; that the faculty felt that the work of their courses had not been done as well as in previous summer sessions; and that both faculty and students felt that laboratory courses suffered most.

***2492. Veit, Mathilde.** The Oregon state board of higher curricula; a sequence of its actions relating to the University of Oregon and the Oregon agricultural college. Master's, 1929. Oregon. 74 p. ms.

2493. Whitney, F. L. The trend in the college fees of out-of-state students. School and society, 47: 191–92. February 5, 1938 (Colorado state college of education)

2494. **Wiley, Roy W.** An analysis of the current practices used by the liberal arts colleges of Pennsylvania in recruiting students. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 329–36)

Analyzes replies to a check list sent in by 450 high-school graduates who had chosen the college they hoped to attend, 397 of whom expected to attend one of the 57 liberal arts colleges in Pennsylvania, to determine the recruiting practices employed with these students and their reactions to the practices; and replies to a check list sent to 60 high-school principals and to the directors of admissions in the 57 colleges to determine their reactions to current recruiting practices. Finds that the colleges use personal contacts with the student or his parents in his home community, contacts through literature about the college, and personal contacts with the student at the college; that the students consider the standing of the college as shown by its rating by accrediting organizations and which college is best prepared to give him the training he desires. Recommends that the colleges grant scholarships to worthy students and give sufficient guidance to the students so that they will enroll in schools where they have a chance to succeed in courses in which they are interested and which lead to goals in keeping with their abilities.

2495. **Williams, C. C.** Educational survey University of Delaware. Wilmington, University of Delaware, 1938. 60 p. (Lehigh university)

Appraises existing conditions at the institution, reviews administrative and educational policies, and outlines a program for the future.

*2496. **Williams, Paul Edgar.** The Y. M. C. A. college. Doctor's, 1938 Western Reserve. St. Louis, Educational council of the Y. M. C. A., 1938. 218 p. ms.

Studies the history and development of the formal educational work of the Y. M. C. A. and its setting in the parent organization and the present status of certain college organizations which have emerged as individual educational units; presents a picture of these institutions in relation to their fulfillment of the stated purposes of the Y. M. C. A. Attempts to discover to what extent these institutions have become standard; how like and unlike they are to other colleges; what are their strengths and weaknesses and their fields and opportunities for service. Evaluates critically the contribution which these colleges are making to the solution of the problems of education.

2497. **Wing, Herbert, *jr.*** Reorganization of the curriculum of Dickinson college. Carlisle, Pa., Dickinson college, 1938. 15 p. ms.

Describes the evolution of the college, the financial situation, student enrollment, character of the college, the personnel of the faculty, the objectives of the college, methods of instruction, and extracurricular activities. Recommends adjustments in the curriculum, establishment of sophomore comprehensive examinations, provision for distribution of electives, and requirements for training in the field of concentration and for senior comprehensive examinations. Summarizes the general requirements for graduation.

†2498. **Woodmore, T. B.** College business. Nashville, Tenn., Parthenon press, 1938. 104 p. (State teachers college, Murfreesboro, Tenn.)

Discusses college business organization and personnel; accounting in college; budgets, reports, and audits; college buying; handling invoices and supplies; supplementary business activities; plant operation and maintenance; credit extensions and collections; financial assistance to students; college athletic programs; and efficiency and economy.

2499. **Zimmer, *Brother* Agatho Peter.** Changing concepts of higher education in America since 1700. Doctor's, 1938. Catholic Univ.

Presents the changes that have taken place in the conception of higher education in America, and analyses both past and present ideas of the function of American education. Surveys and evaluates the changes which have occurred due to religious, philosophical, political, and economic factors. Studies the various functions now commonly assigned to graduate and undergraduate institutions. Explains the Catholic ideal of higher education. Finds that the university is regarded as a center for the preservation, pursuit, and discovery of truth; that state universities cannot restrict themselves to these functions because of the demands of their clientele; that liberal arts colleges should be retained to provide fundamental cultural courses as distinguished from technical courses, not only for their intrinsic value, but as requisites for the more successful pursuit of higher studies.

STUDENT PERSONNEL PROBLEMS

2500. **Addison, Phoebe Wilhelm.** A study of student living conditions in the six teachers colleges of Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Finds that students live in residence halls, apartments, in homes of students living in the college town or in other communities, in rooming and boarding houses, in rooming places not offering board, in homes offering light housekeeping facilities, in places where they may work for their room and board, in fraternity houses, and in hotels; that all places where students were permitted to stay were inspected and approved by college authorities; that there was no uniform standard for approving student living quarters

2501. **Albright, Preston Bailey.** Student employment at the University of Colorado for years 1932–33 and 1936–37. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 21)

Analyzes 4,580 activity blanks of University of Colorado students for 1932–33 and 1936–37, to determine the amount of remunerative term-time and summer employment of men and women students, hours worked, occupations, and earnings by social groups, schools, and academic classes. Finds the percentage of employment lower in 1936–37 than in 1932–33; that sources of employment, especially for women, had been changed since the introduction of the NYA; that 72 percent of the men and 28 percent of the women were partially self-supporting; that the range of earnings was large, that many more men worked in summer than in term time Shows a need for a centralized employment department to assist, guide, and instruct working students

*2502 **Beck, Hubert Park.** The relation between the grades and the types of living environment of freshmen at the University of Chicago. Master's, 1931. Chicago. 88 p. ms.

2503. **Blue, Betty Margaret.** A personnel study of selected National youth administration college aid students. Master's, 1938. Colo. St. Coll. of Ed.

2504. **Brady, Pansilee.** Study of food selections made by students eating at the University of Tennessee. Master's, 1938. Tennessee. 120 p. ms.

Records and compares the eating habits of 52 students eating at the University of Tennessee cafeteria, with especially set-up standards for a nourishing diet Finds that none of the students ate adequate diets according to the standard Recommends that students be given indirect guidance in proper food selection

2505. **Chin, Ettie Len Toy.** Leisure-time activities of the Chinese students at the University of Michigan. Master's, 1937. Michigan.

2506. **Colesie, Helene Rose.** An experimental investigation of the problems of college students and an analysis of agencies consulted in attempts toward adjustment. Master's, 1938. Ohio Univ. 104 p. ms.

2507. **Crow, Ralph E.** A study of the high-school student-aid program of the National youth administration. Doctor's, 1938. Western Reserve.

2508. **Elliott, Leo.** A survey of leisure-time activities and interests of Louisiana state university men. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 45)

Finds a marked relation between the place of living and grade averages, and between method of financing and grade average, the students living on the campus having the higher grades, those students not working having higher grades than those who do work; a general tendency to neglect the physical activities; a positive relation between physical activities and amount of time spent in study; a more definitely planned program of training and participation is needed to meet the demands of the college student's physical, social, and cultural life.

2509. **Hale, Olive.** The effect of an educational program in selected phases of self-development. Master's, 1938. Iowa.

2510. **Harrell, Imogen.** Nutritive value of food consumed by college students: a study of two cost level dietaries in the home management houses at Mississippi state college for women. Master's, 1938. Tennessee. 48 p. ms.

Finds that the diets at both cost levels fulfilled the requirements of the college women; and that, in general, the nutritive value of the dietaries increased as more money was spent for food; that these home economics trained women spent relatively little for meat, a liberal amount for fruits and vegetables, very little for cereals, and extra large amounts for milk products.

2511. **Karsner, Milo Gist.** A study of leisure-time interests, needs, and opportunities of University of Kentucky men. Master's, 1937. Louisiana State. (*Abstract in: Louisiana state university. University bulletin*, vol. 30 N. S., no. 3: 47–48)

Analyzes data obtained from 1,072 questionnaires answered by students and from 50 questionnaires answered by members of the faculty on the leisure-time activities and interests of these students.

2512. **Liu, Bangnee Alfred.** Student self-support through college industries and cooperative plans. Master's, 1938. Peabody. 69 p. ms.

Analyzes the self-help industries operated by 24 colleges, and the cooperative plans used by 10 colleges, and discusses the possibility of adapting them for schools in China

2513. **Robertson, Arrie Elizabeth.** Does college life affect personality? Master's, 1938. Okla. A. and M Coll.

Attempts to determine, as measured by the Royer personality inventory, whether self ratings of personality at the college level remain constant over a period of 2½ years of college life; the relationship of associates' ratings and self-ratings; whether personality rating is related to low college aptitude; and whether there is any difference between the personality scores of rural and urban freshman girls Shows that personality of college girls changes slowly, if at all; that there is a general consistency between the friendship ratings and the self ratings of the group as a whole; that there is no statistically significant relationship between any division of the rural and urban grouping, nor between the grade average and the personality scores of the non-matriculate group. Indicates that college training has little influence on personality, and that the fundamental traits of the student's personality were formed before she entered college

2514. **Shoun, Frances Nelle.** A study of the dietary habits of university home economics students. Master's, 1938. Tennessee. 59 p. ms.

Analyzes the dietary records of 308 home economics students of the University of Tennessee. Indicates that the diets as a whole were fairly adequate in the use of milk, vegetables, fruits, and meat, cheese, and dried legumes, and that the infrequent use of whole grain products was the poorest feature of the diets Finds a marked improvement in freshman dietaries after a study of nutrition

*2515. **Smith, Coleen M.** A study of the academic adjustment problems of 103 freshmen girls living in the dormitories at Syracuse university. Doctor's. 1938. Syracuse. 190 p. ms.

Attempts to determine the adjustment problems of the freshman girl living in a dormitory at Syracuse university, whether they are due mainly to her physical and intellectual abilities, to her educational background, to the new methods of educational procedure, or to her new environment. Describes the Syracuse university housing plan in which small groups of girls live in houses accommodating from 10 to 20 girls chaperoned by graduate students in training for personnel work. Analyzes records of 103 girls Indicates that any effective service set up in a university to help students with their academic adjustment problems should be available for all students; provide for the comprehensive study of the individual student; classify the students into groups so that specific problems may be attacked; provide definite and specific aid for the individual; and provide group and personal contacts for the purpose of talking over problems.

2516. **Thompson, Jane Elizabeth.** The contribution of the church to the solution of the problems of later adolescents. Master's, 1938. Biblical Seminary. 127 p. ms.

WOMEN—EDUCATION

2517. **Elliott, Virginia B.** Compilation of the most common ailments among Louisiana state university women. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 46)

Analyzes records for 4 years showing the variety and frequency of ailments; and recommends a course in health practice; additional hospital facilities for isolation and control of infectious and contagious diseases; and the employment of a full-time woman physician in addition to the present staff

2518 **McMullen, Mary Irwin.** A critical analysis of certain factors in personality and conduct of college women. Master's, 1938. Stanford 68 p. ms.

2519. **Quebedeaux, Chloe Lee.** Housing women students at the University of Texas. Master's, 1938. Texas.

2520. **Schmidt, Lola.** Basal metabolism of college women as influenced by race and activity. Master's, 1938. Iowa.

2521. **Stumberg, Jo.** A study of the economic status of the women students at the Louisiana state university. Master's, 1937. Louisiana State. (Abstract *in* Louisiana state university. University bulletin, vol. 30 N S., no. 3: 51)

Analyzes replies to a questionnaire filled out by 750 women students representing women students who work part-time, women students who live in town and do not work, and women students who live in the dormitory and do not work.

2522. **Talbot, Palmer.** A survey of the leisure-time, occupations and interests of Louisiana state university women Master's, 1937. Louisiana State (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N S., no 2: 51–52)

Attempts to determine what these women do with their leisure time; whether or not there is any relationship between the use of leisure and grade averages; if the method of financing their college career affects grade averages or the balance of their leisure life, and what the unmet desires in the leisure life of college women are Shows that a very small proportion of their leisure time is spent in physical activities; that most of the unmet desires of the women students are for physical activities, especially those of a strongly social nature Finds no apparent relation between place of living and grade averages or between method of financing and grade averages

2523. **Tibbets, Talitha Belle.** The education of girls and young women in the New England states from 1800 to 1865. Master's, 1938. South. Methodist (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 25–26)

Shows that prior to 1800 the education of girls and women was obtained through apprenticeship in the home, dame schools, adventure schools, and elementary town schools; that the academy and seminary movement was the dominating factor in advancing young women's education for three-quarters of the nineteenth century; that seminaries reached their peak between 1825 and 1836 and were declining by 1860, that the period between 1820 and 1840 was the greatest experimentation in high schools which were becoming coeducational by 1860; that state normal schools for the preparation of teachers were firmly established in Massachusetts by 1853 and were to rise after 1860; and that the colleges did not offer educational opportunities to women on a par with those offered to men until after 1860

2524. **Tobias, Marjorie Faye.** A personal problems course for girls. Master's, 1938. Southern California.

2525. **Tompkins, Neva Middleton.** The effect of social conditions upon the education of women in California. Master's, 1938. Southern California.

2526. **Weaver, Helen Sue.** Changes in the basal metabolic rate of Texas college women during a menstrual cycle Master's, 1938. Texas.

PROFESSIONAL EDUCATION

2527. **Ahrens, Robert E.** An experimental investigation of police training requisites. Doctor's, 1938. Southern California.

Reports an investigation into the recruiting of police personnel and into instruction methods and classroom procedure; a critique of police training; a résumé of preservice training facilities at the University of California, San Jose state college, Los Angeles junior college, and Civic center of the University of Southern California; a digest of accepted and available police methods and techniques with extensive annotations; and the police application of laboratory techniques and procedures with which the police officer must be familiar.

2528. **Beardsley, Seymour Willis.** Psychological factors in the nontechnical training of engineers. Master's, 1937. Columbia.

2529. **Bowman, Neal B.** The need for a commercial pharmacy curriculum. Doctor's, 1938. Rutgers.

2530. **Clarke, Rosa Heyward.** History and development of public health nursing in South Carolina. Master's, 1938. Peabody. 78 p ms.

Traces the development of public health nursing from 1814 to 1936.

*2531. **Conrad, Charles William.** Military law of the United States as related to the Army reserve officer. Doctor's, 1935. Northwestern. 96 p. ms.

2532. **Cooper, Sonoma.** The development of the medical school at Montpellier. Doctor's, 1938. California.

2533. **Cunningham, Josephine Darlington.** Earnings of mechanical engineers, 1921–1930. Master's, 1937. Columbia.

2534. **DeLancey, Frances P.** The licensing of professions in West Virginia. Doctor's, 1938. Duke.

2535. **Doan, Gilbert E.** Engineering education. American council on education handbook on general education, 1938. (Lehigh university)

Surveys current curriculum trends in the leading American schools of engineering, and shows that several of them have broadened the educational foundation of engineering training.

2536. ——— Engineers as leaders. Journal of engineering education, 29: 275–77, December, 1938. (Lehigh university)

2537. ——— Genesis of the engineer's outlook. Journal of higher education, 9: 21. January 1938. (Lehigh university)

Traces the typical life of an engineering graduate from its early struggles to final success.

2538. **Ford, Friendly L.** A survey of graduate students holding agency fellowships, Division of social work, University of Pittsburgh. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 14: 432–33)

Studies the preparational background, professional training, and period of professional employment of 72 of the 111 alumni who had held agency fellowships from 1932 to 1936.

*2539. **Gambrell, Mary Latimer.** Ministerial training in eighteenth century New England. Doctor's, 1937. Columbia. New York, 1937. 171 p.

Discusses the Puritan theories of clerical education, ministerial training in early New England, the developments of the eighteenth century, collegiate education, graduate study of divinity at the colleges, the Schools of the Prophets and the educational procedure in these schools, and the coming of the theological seminary.

2540. **Guenther, Louis C.** Graduate school requirements for the degree of master of arts. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pitts-

burgh. Abstracts of theses, researches in progress and bibliography of publications. 14: 369–70)

Studies the requirements for the master of arts degree in 80 graduate schools, compares entrance requirements, residence, programs of study, marks, thesis, and final examinations.

2541. Hay, Leon Robert. The ability and achievement of transfer graduate students. Master's, 1938. Colo. St. Coll. of Ed.

2542. Laguna, Virginia. An analysis of admission requirements and curricula of member schools of the American association of schools of social work, 1936–37. Master's, 1937. Grad. Sch. for Jewish Soc. Work. 70 p. ms.

*2543. Landreth, James Russell. The status of graduate work in colleges of education in the United States. Master's, 1938. Butler. 76 p. ms.

Attempts to determine methods of admission to graduate schools, what degrees are conferred, residence requirements, foreign language requirements, time limit set for achievement of the master's degree, the required number of credits for the master's degree, required credits in education, required marks, credit accepted from outside sources, extension course credit, hours allowed for the thesis, and what final examinations are given; requirements for the doctorate, length of time, foreign language requirement, residence requirement, dissertation requirements, and the nature of the final examination. Analyzes data on 100 graduate schools chosen at random throughout the United States

2544. McCullough, Constance M. Prediction of success in the school of dentistry at the University of Minnesota by means of tests and certain other factors. Doctor's, 1938. Minnesota.

2545. Mercer, Margaret M. An analysis of the factors of scientific aptitude as indicated by success in the engineering curriculum. Doctor's, 1938. Penn. State.

2546. Murphy, John J. Can a training program for field work students in a school of social work be developed in public agencies dealing with delinquents? Master's, 1937. Fordham. (Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 92)

Discusses the underlying philosophy and practical measures involved in a training program as formulated by the field workers and executives who were interviewed; presents the attitudes and recommendations of former students with reference to their training experience; and offers suggestions for future training programs for workers in the field of delinquency.

2547. Palmer, Mary L. The development of professional education for non-ministerial service in the church. Doctor's, 1938. Northwestern.

*2548. Pearson, Gaynor. The United States Marine corps institute. Master's, 1938. George Washington. 85 p. ms.

Discusses general education in the Army, Navy, and Coast Guard; correspondence instruction; the story of the United States Marine corps institute and its present status. Describes the courses offered by it when it opened at Quantico, Va. on January 5, 1920, to train officers and men for promotion, or to fit them vocationally for jobs after their enlistment had expired. Discusses the transfer of the institute from Quantico to Washington, D. C, and the close cooperation between the Institute and the International correspondence schools at Scranton, Pa. from the inception of the Institute. Shows that the Institute functions as a military company and as a correspondence school, with the commanding officer of the Marine Barracks as the director, directing instruction of men and officers in schools throughout the United States; that each school has a principal in charge of the functioning of the school and of keeping the records, inspecting papers graded by instructors, designating pupils to be encouraged or dropped from the rolls. Describes the duties of the inspectors and of the instruction staff of the schools.

2549. Philip, William G. A personnel study of Colorado bank executives with special reference to age, education, experience, and other factors. Master's,

1936. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 112)

Analyses 398 replies to a questionnaire sent to 630 bank executives in Colorado. Finds that the officials range in age from 22 to 91 years; that it took from 10 to 18 years to attain the various executive positions; that about 22 percent of the bank executives are college graduates; that they are predominantly sons of farmers and businessmen. Recommends that banks recruit employees from college graduates to a greater extent in the future than they have in the past; and that an effort be made to keep unqualified men out of banking by establishing a regulatory board to set up requirements and administer examinations to prospective bank executives.

2550. Pierce, Donald G. A study of social service positions under the administration of New York City, from 1925–1936. Master's, 1937. Fordham. (Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 93)

Sets forth the qualifications, age limitations, salaries, and other data connected with social work positions under municipal civil service; and treats the subject of professional education as a preparation for the positions in detail. Shows constant and growing recognition of the importance of technical training as one of the qualifications for employment in the field of public welfare.

2551. Roys, Francis William. Reaction of an engineering educator to pertinent criticisms of engineering education from industrialists. Journal of engineering education, 28: 511–16, April 1938. (Worcester polytechnic institute)

†2552. Sayre, Wallace S. *and* Mandell, Milton. Education and the Civil service in New York City. Washington, United States Government printing office, 1938. 78 p. (Office of Education. Bulletin, 1937, no. 20. Project in research in universities) (New York university)

Discusses the education-experience requirements; the experience-education, written and oral tests; Civil service as a career in New York City; education and pre entry training for the Civil service in New York City; and education and in-service training in New York City.

2553. Schwab, Marie R. Social work and education, cognate fields. Master's, 1937. Fordham. (Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 93–94)

Compares reports of the National conference of social work and the National education association and shows the points of contact in the fields of social work and general education. Finds common aims and similarity in techniques used. Shows that innovations in pedagogy, sponsored by the social work group, in many instances were tested under the auspices of social work agencies before adoption by school systems.

2554. Shanks, Thelma. A study of the relation of the case workers' philosophy to professional practice. Master's, 1938. Southern California.

2555. Stribling, Rebecca Marshall. Central control of position classification in the federal field service. Master's, 1938. Stanford.

2556. Sullivan, Elizabeth Eleanor. Ethical and sociological implications in the ideology of modern nursing. Doctor's, 1938. Boston Coll.

†2557. The United States naval academy: a sketch containing the history, entrance requirements, curriculum, athletics, after graduation service, and other factual information. Washington, D. C., Superintendent of documents, 1938. 71 p. (Seventy-fifth congress, third session. Senate document, no. 191)

Discusses the midshipman and the Naval academy—a historical sketch: The Naval academy today; entrance requirements; the curriculum; athletics and extracurricular activities; and after graduation.

2558. Viehoever, Arno. Experimental pharmacology as a teaching tool. American journal of pharmaceutical education, 2: 46–50, 1938. (Philadelphia college of pharmacy and science)

2559. **Wellen, Edith.** A study of the subsidiary workers in the community nursing program in Los Angeles city. Master's, 1938. Southern California.

2560. **Young, A. C.** Dentistry as a career. Pittsburgh, Pennsylvania department of public instruction, 1938. (University of Pittsburgh)

ADULT EDUCATION

2561. **Allen, Garvin H.** The history of adult education in Mississippi. Master's, 1938. Louisiana State. 62 p. ms.

Traces the history of adult education in Mississippi since November 15, 1933, when the program was initiated as a cooperative enterprise between the Federal emergency relief administration and the state department of education. Finds that illiterate adults were made literate and that work relief was given to unemployed teachers; that illiteracy among the white and colored races was reduced approximately 60 percent and 40 percent, respectively; that the program enrolled 406,815 adults, approximately 60 percent of whom were white, under the instruction of 6,110 teachers, most of whom were women; that the program grew from mainly a literacy curriculum in the first session, to include curricula such as parent education, public affairs, and general education, with instruction offered chiefly according to the unit method of teaching

*2562. **Bassett, Octavia Revere.** Health and culture in the C. C. C. camps Master's, 1938. George Washington. 65 p ms

Evaluates the effects of Civilian conservation corps upon the health, cultural, and social outlook of the youth enrolled in its camps Presents a composite picture of life in these camps

2563. **Callahan, Ernest W.** A survey of the student personnel of the evening schools and adult education at Schenectady, New York. Master's, 1938. N. Y. St. Coll. for Teach 97 p. ms

2564. **Chumbler, Roy O.** A study of adult education in 19 Kentucky counties Master's, 1938 Kentucky 65 p. ms.

Studies adult education being carried on in Kentucky by the Works progress administration in 19 counties employing 147 adult education teachers. Considers the state set-up; the program of studies; age, sex, race, marital status, training, and experience of teachers employed; reason given for unemployment of these teachers in the regular day schools; salaries paid for instructional services; enrollment in W P. A adult education schools; and methods used to improve the type of service rendered

2565. **Crowe, J. Gordon.** A study of adult social education: its importance and development Master's, 1938. Kent. 136 p. ms.

2566. **Fenton, Alva R.** Adult education in Appanoose county, Iowa. Master's, 1938. Iowa. 103 p. ms.

2567. **Green, Leo John.** A course of study for adult social recreation leadership. Master's, 1938. Iowa.

*2568. **Harby, Samuel Farkas.** A study of education in the Civilian conservation corps camps of the second corps area, April 1933–March 1937. Doctor's, 1938. T. C., Col Univ Ann Arbor, Edwards brothers, 1938. 264 p.

Attempts to determine the educational opportunities offered to the members of the camp; the extent and nature of their responses; to measure the results of the educational program and to analyse the difficulties of the present situation. Gives a brief history of the youth work camp movement here and abroad; discusses work projects, informal leisure-time activities, and the life of the camp community Analyzes the monthly educational reports of 95 camps over a period of 6 months.

2569. **Hodson, Janet E.** A partial survey of adult education in America and some principles of adult education for India. Master's, 1938. Kans. St. T. C., Emporia. 126 p. ms.

2570. **Howard, Purl R.** The place of adult education in the program of a central rural school. Master's, 1938. N. Y. St. Coll. for Teach. 124 p. ms.

2571. Knight, Homer T. Seattle public forums. Master's, 1937. Washington. 161 p. ms.

Finds that half of the people attending the forums had more than a high-school education; that the forums stimulated reading, and that participation improved as the forum season progressed.

2572. Larson, Richard Joseph. An adult education survey of San Benito county. Master's, 1938. Stanford. 116 p. ms.

2573. Nelson, Everett James. History of education, Sparta, Wisconsin, CCC district, 1933–1938. Master's, 1938. Iowa.

2574. Olander, H. T. Need for adult education. School and society, 48:385–91, September 24, 1938. (University of Pittsburgh)

2575. Ott, Fred Carl. An experiment in adult education in the rural community of Upham, North Dakota. Master's, 1938. North Dakota.

†**2576. Seay, Maurice F.,** *ed* Adult education: a part of a total educational program: a description of the educational and training program of the Tennessee valley authority. Lexington, University of Kentucky, 1938. 194 p (Bulletin of the Bureau of school service, vol. 10, no. 4)

Contents: (1) The Tennessee valley and the Tennessee valley authority, by Maurice F. Seay, p. 13–26; (2) Development of an educational program for employees and their children, by Maurice F. Seay, p 27–42; (3) Some principles of an educational program, by Maurice F Seay, p 43–56; (4) Administration, supervision, and coordination, by Maurice F Seay, p 57–68; (5) Education for children, by Virginia W James and J. D. Williams, p. 69–90, (6) Training opportunities for the professional staff, by George F Gant, p 91–110; (7) Apprentice and job training for craft workers, by George F. Gant, p 111–30; (8) Library service, by Mary U. Rothrock, p 131–48; (9) Recreation service, by Willard L. Hayes, p. 149–60; (10) Negro training, by J Max Bond, p 161–74; (11) General adult education, by R. O. Niehoff, p. 175–92.

2577. Sessions, Elden Bryson. Educational work of the Civilian conservation corps camps in Ohio. Doctor's, 1937. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctor's dissertations, no. 25: 401–406)

Attempts to determine the effectiveness of the existing educational program in certain of the CCC camps in the Fifth corps area and to suggest means and methods for strengthening and improving the educational programs, especially the vocational education programs in the camps in Ohio and elsewhere Studies the social and educational status of the enrollees; the selection, assignment, training, and educational philosophy of the educational adviser; the non-vocational educational program; camp library and reading facilities; health and hygiene programs; athletic interests and activities and facilities in the camps; social interests and activities; arts, crafts, and hobbies interests and activities; organized guidance; and the present vocational educational program.

2578. Sloper, Kirkland. The effect of individual guidance upon participation and quality of work in a voluntary CCC program. Master's, 1938. St. T. C., North Adams. 93 p. ms.

Shows a definite advantage for individual guidance in all mental ability groups and age groups, and indicates its possible application in secondary education.

†**2579. Sorenson, Herbert.** Adult abilities: a study of university extension students. Minneapolis, University of Minnesota press, 1938. 190 p. (State teachers college, Duluth)

Discusses characteristics of extension students; their mental abilities and classroom achievement; teaching methods, problems, and personnel; and the relationship between age and mental ability.

2580. Stewart, Gentry. An adult activity analysis of a rural school district. Master's, 1938. Colo. St. Coll. of Ed.

2581. Stukes, Samuel Guerry. The study of adult education in Blythewood and surrounding communities in Richland county, South Carolina. Master's, 1938. South Carolina. 51 p. ms.

†2582. **Walker, Helen M.** The CCC through the eyes of 272 boys: a summary of a group study of the reactions of 272 Cleveland boys to their experience in the Civilian conservation corps. Cleveland, Western Reserve university press, 1938. 94 p.

Studies the reactions of the boys to the location and general nature of the camp, food and clothing, medical care and health, work projects, attitudes toward work with superintendents and foremen, educational program, leisure-time activities, religious observance, reactions to officers and discipline, propaganda, relationships with other boys at camp, reactions to use of allotment, reasons for leaving camp and types of discharge, employment status at time of interviews, relation between job and experience gained at camp, earnings and working hours, general benefits and values of the camps, attitudes toward re-enrollment, and improvements needed in CCC

2583. **Warren, Stella B.** Some phases of adult education in Dallas. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 27)

Traces the history, organization, support, curriculum, activities, and enrollment in the adult education programs maintained by the Dallas civic federation, the public evening schools, and Dallas college of Southern Methodist university

PARENT EDUCATION

2584. **Bowes, Fern Painter.** Study of parent education work done by an elementary teacher. Master's, 1938. George Washington. 51 p. ms.

†2585. **Folsom, Joseph Kirk.** Plan for marriage: an intelligent approach to marriage and parenthood prepared by members of the staff of Vassar college. New York Harper and brothers, 1938. 305 p. (Vassar college)

2586. **Gillespie, Ardis L.** Informal educational methods in parents' groups. Master's, 1938. T. C., Col. Univ. 79 p. ms.

Finds a need for more variety in methods of teaching parent education.

2587. **O'Neill, Loretta S.** A survey of the buying problems of members of parent-education study groups. Master's, 1938. Iowa.

2588. **Payne, Constance.** The development of certain concepts related to marriage and family life. Master's, 1938. Iowa.

2589. **Prieur, M. H.** Some techniques for promotion and concurrent evaluation of objectives in family relationships. Master's, 1937. Ohio State.

Describes a unit on family relationships in which the girls attempted to discover for themselves what they thought were the desirable traits of personality and character, tried out plans they formulated, and reported results to the class or confidentially to the teacher.

2590. **Reinhardt, Wilma Elizabeth.** Parental supervision of children's allowances. Master's, 1938. Ohio Univ. 115 p. ms.

Outlines practices and procedures which are recommended in the literature for parents in training children in the wise use of money; studies the parental supervision of children's allowances at certain age levels; and compares the parental practices with the recommendations that were found in current literature

*2591. **Spence, Elizabeth Rowan.** A survey of parent education groups in the District of Columbia during the school year 1937–38. Master's, 1938. George Washington. 62 p. ms.

Finds that there were 33 child study groups of parents functioning in Washington, D. C., during the school year 1937–38; that this work was centered around the public schools, the nursery schools and the churches. Shows the desirability of extending the program; that lack of leadership was the most frequent reason given for discontinuing or failing to organize study groups. Suggests the importance of continuous publicity and of a central organization to integrate and to foster parent education work on a city-wide scale; adequate provision for the training of leaders; integration of the work through a central organization.

2592. Warner, Wilma. Adult vocational homemaking in Iowa from 1918–1938. Master's, 1938. Iowa State. 109 p. ms.

Indicates that the adult vocational homemaking program seems for the most part to be the product of spasmodic interest in the various centers rather than the product of a carefully considered plan for the development of the program in the centers and in the state as a whole; that there has been a concentration of adult vocational homemaking centers in a few counties and that other counties have been deprived of possible benefits from these classes; that more consideration should be given to offering phases of education for family life which will interest men as well as women; that 78 percent of the women enrolled were homemakers, 6 percent were teachers, and the remainder were engaged in a variety of occupations or were unemployed; that the majority of the women enrolled in 1937–38 were between 26 and 50 years of age Finds that the greatest weaknesses of the program were . lack of planning on the long time basis for a continuous program in the various centers; a lack of provision through school appropriations for adequate funds for supplies needed in the adult homemaking classes; and a predominance of food and clothing units in the majority of centers; that the greatest strengths were · community support of the program; evidence of real effort of superintendent and teachers to fit the program to the needs of the women concerned; and variety of teaching procedures reported

TEACHER TRAINING

2593. Baxter, Marvin O. The equalization of educational opportunities in Washington county, Alabama, in terms of education and training of white elementary school teachers. Master's, 1938 Alabama.

2594. Bendall, C. Franklin. The equalization of educational opportunity in Lauderdale county, Alabama, with reference to education and training, enrollment, and salaries of white elementary teachers. Master's, 1938. Alabama

2595. Brown, John Morgan. The equalization of educational opportunity in the white elementary schools of Fayette county, Alabama, according to the education and training of the teachers. Master's, 1938. Alabama.

2596. Buckner, E. L. Equalization of educational opportunity in Cullman county, Alabama, as maintained for the year 1936–37, with reference to education and training of white elementary teachers. Master's, 1938. Alabama

2597. Carlson, Kenneth Palmer. The academic preparation and teaching combinations of secondary mathematics teachers of Nebraska. Master's, 1938. Colo. St. Coll. of Ed.

2598. Clay, James Leslie. Education and training of white elementary school teachers in Marshall county, Alabama, 1934–35. Master's, 1938. Alabama.

2599. Clewell, Geraldine. Evaluation of methods used in teacher training institutions to prepare prospective homemaking teachers to supervise home project programs. Master's, 1938. Iowa State. 100 p. ms.

Finds that all of the institutions replying to the questionnaire provide some opportunity for discussion of the home project program as a part of the methods courses; that topics included in the discussion of home project programs were limited to the formal phases of home projects; that projects were required as a part of a subject-matter course in three-fifths of the institutions, and of education courses in half of the institutions; that bases used for selection of college projects were similar to those used in guiding the selection of the high-school pupil's home projects; that most of the institutions provided opportunity for student teachers to supervise projects in the high-school class; that home visiting and conferences with high-school girls were provided for student teachers in most instances; that high-school class time was used by student teachers for home project work in half of the institutions; that student teachers kept limited records and reports of the home project programs; that observation of the high-school teacher's methods of supervising home projects was reported as available for the student teachers in four-fifths of the institutions; that anticipated changes in the teacher-training program for home project supervision were indicated in more than half of the institutions.

2600. **Evans, W. A.** The equalization of educational opportunity in the elementary schools of Lamar county, Alabama, in terms of the education and training of the teachers. Master's, 1938. Alabama.

*2601. **French, William Cullen.** The trends of topics in certain general courses in education as shown by popular textbooks. Doctor's, 1929. New York. 194 p. ms.

*2602 **Grieder, Calvin.** A critical analysis of the required professional courses in an undergraduate program for training secondary school teachers. Doctor's, 1938. Iowa. Iowa City, University of Iowa, 1939. (University of Iowa studies, new series, no. 368 Studies in education, vol. 10, no 5. Doctoral theses in education, 4: 23–65)

Evaluates critically the content of professional education as taught during the past year at the University of Iowa to satisfy the specified requirements of the State board of educational examiners for standard secondary teaching certificates Offers suggestions on the selection of prospective teachers, greater use of the laboratory schools for observation and demonstration, and the development of more interrelationship among the areas of professional education.

2603. **Hochstetler, Orville C.** A study for the improvement of teacher training in the Indiana state teachers college. Master's, 1938. Ind. St. T C 46 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 176, July 1938)

Analyzes psychological ratings, scholarship indexes, student-teaching ratings, and superintendents' ratings of students of the Indiana state teachers college to determine how closely the four ratings agree in rating the individual teacher; to determine the closeness of agreement for the average teacher and percent rated above "C" in the various subject major groups, to determine the rating levels for teachers of the various subject major groups and to determine the rating items most responsible for low teacher rating Finds that with a few exceptions the four ratings used closely agreed in rating the average teacher and percent above "C" for each subject major group; that in all subject major groups, low teacher rating is largely due to a need of improvement in the technique of teaching and a few closely related items that would automatically improve with it

2604. **Hoshall, Clifford Earle.** Teachers' judgments with respect to 26 educational issues. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies Abstracts of theses and reports for higher degrees, 1938: 67–68)

Analyzes replies to a questionnaire given to 180 teachers attending the 1938 summer quarter of the University of Colorado Finds that their judgments tend to favor experimental thought and practice as theoretically desirable in education; that they tend to believe that the practical position on most issues is near the mid-point between the conservative and experimental concepts; that theory and practice in the judgment of teachers are some distance apart on most issues, the distance varying from issue to issue; that individual patterns of thought manifest wide variations; and that many teachers are unaware of experimental thought in the field of education

2605. **Hurd, A. W.** A synthesis of survey concepts in the field of teacher preparation. Educational administration and supervision, 24: 355–59, May 1938. (Hamline university)

Centers around 689 specific and differential statements collected from more than 300 state and nation-wide surveys conducted in the United States during the last 20 years, and related to the preparation of teachers.

2606. **Lawson, Mary Florence.** The training of teachers of physical education for high-school girls. Master's, 1938. Illinois

2607. **Palmer, Harold.** A quantitative evaluation of the preparation of 92 high-school teachers. Master's, 1938. Oregon.

2608. **Parks, George Leon.** An analysis of the transcripts of high-school teachers to determine their graduate status in Louisiana state university. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 36)

2609. **Pegues, Ira.** The equalization of educational opportunities in Etowah county, Alabama, in terms of education and training of white elementary school teachers. Master's, 1938. Alabama.

2610. **Porter, M. Roseamonde.** The development of professional insight and judgment in teachers. Doctor's, 1938. Ohio State. 500 p. ms.

Shows that the teacher-training institutions must select for education as prospective teachers those individuals who show promise of contributing most professionally to promotion of the common welfare; that continuous evaluation of these individuals should occur throughout their college experience, eliminating from the program those who do not continue to give promise of teaching success; that prospective teachers should have active, first-hand experiences with a broad range of social problems in order that they may develop clear insight into the causes of cultural conflicts and into possible means of solving them Sets forth six hypotheses which were projected into teaching procedures and tested experimentally at Ohio state university during 1936 and 1937. Evaluates and interprets the experimental results.

2611. **Renfroe, Carl Gilbert.** Teacher preparation, certification, and salaries in Georgia. Master's, 1937. Duke. 78 p. ms.

2612. **Roberts, Joe A.** The equalization of educational opportunities in Geneva county, Alabama, in terms of education and training of white elementary school teachers. Master's, 1938. Alabama.

2613. **Schellenhammer, Fred M.** Personality evaluation and the prospective teacher: a study of personality traits and techniques used in their evaluation in teacher-training institutions. Doctor's, 1938. Fordham. 267 p. ms.

Analyzes replies to a check list and questions returned by 142 teacher-training institutions in 42 States. Finds a wide variation in standards and methods of determining the personality qualifications of prospective teachers; a wide variation of opinion regarding various traits of personality; little agreement as to techniques applicable to the measurement of individual traits or as to the methods to use in applying the techniques. Shows that some techniques are preferable to others in measuring personality traits; that eight of nine techniques may be used for the study of all traits, and that each technique is applicable to a definite number of personality traits; that an adequate program of personality study must provide for coordination of all the data under the supervision of expert administrative officers; and that much of the slowness in developing programs of personality study and development has been due to state regulations, per capita apportionment of funds, and to public opinion.

2614. **Seamster, Frederick C.** The evolution of teacher education, 1890–1935. Doctor's, 1938. Yale.

†2615. **Simon, Henry W.** Preface to teaching. New York, Oxford university press, 1938. 98 p. (Teachers college, Columbia university)

†2616. **Smith, Nila Banton.** Adventures in teacher education. San Jose, California, 1937. 200 p. (Indiana university)

Describes an experiment in teacher training carried out at Broadoaks school of education, Whittier college, in which the students were oriented in the educational field by sending them into all of the types of schools in the community and giving them first-hand contacts with children, teachers, and the school plant; uses an activity unit at the college level as an integrating core for the usually isolated teacher-training courses.

2617. **Stansbury, Paul William.** The master's degree for secondary school teachers. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, 27: 167–74)

Traces the development of the degree through the period of its use as a license to teach, a social distinction, an honorary certificate of academic merit, and an earned diploma attesting superior attainment in scholarship in terms of the socio-economic conditions of each period. Shows that work for the degree should contribute directly to the promotion of a truly democratic society and offers suggestions for making the graduate work of teachers more functional for the American way of life.

2618. **Sterne, Lucas Frederick.** The status of teacher-training program for distributive occupations under the George-Deen act. Master's, 1938. Iowa.

†2619. **Watson, Goodwin, Cottrell, Donald P.** *and* **Lloyd-Jones, Esther M.** Redirecting teacher education. New York, Teachers college, Columbia university, 1938. 105 p.

Discusses the need for better teachers, the objectives of teachers colleges, selection for the educational profession, the guidance of professional students, achievement standards, breadth in general and professional education participation as a part of professional preparation. research as a part of professional preparation, new curriculum areas, the organization of professional education, special needs in the physical plant of the modern teachers college, and professional growth in service

2620. **Watt, James Walter.** Equalization of educational opportunity for Marengo county, Alabama, in terms of education and training of white elementary teachers. Master's, 1938. Alabama.

2621. **Welch, Robert L.** A plan for the efficient selection and training of circuit teachers for Wisconsin vocational schools Master's, 1937 Colo. St. Coll. 154 p. ms

Describes the work of the circuit teachers in their teaching of vocational subjects under the direction of a circuit relations committee Sets up standards for the training and appointment of these teachers based on opinions submitted by a selected list of directors of vocational training and circuit teachers.

2622. **Wohlschlaeger, Thomas Jacob C.** Items in which teachers desire preservice and in-service training. Master's, 1938 Washington Univ. 61 p. ms.

Studies the activities performed by primary teachers which should be emphasized in preservice training, and those which should be left for in-service treatment.

2623 **Zimmerman, Russell Daniel, *jr.*** A study of the professional training of teachers of Calhoun county, South Carolina, in 1937–38. Master's, 1938. South Carolina 51 p. ms.

NORMAL SCHOOLS AND TEACHERS COLLEGES

*2624 **Beu, Frank Andrew.** The legal basis for the organization and administration of the publicly supported normal schools and teachers colleges in the territory of the North central association Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1936. 99 p.

Analyzes the laws touching the organization and administration of the public normal schools and state teachers colleges in the territory of the North central association of colleges and secondary schools from the time of the establishment of the first public normal school in 1849 through the year 1933.

2625. **Byers, Loretta Margaret.** Classroom difficulties met by education graduates of the Southern branch with implications for changes in the existing curriculum. Master's, 1938. Stanford. 150 p. ms.

*2626. **Cornette, James Percival.** A history of the Western Kentucky state teachers college. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 8 p. (Abstract of Contribution to education, no 220)

Discusses events and influences leading to the establishment of state normal schools in Kentucky, the Mell and Williams school, the Cherry brothers' school, the Western state normal school, and the teachers college.

*2627. **Decker, Charles E.** A survey of correspondence study for teachers, with suggestions for improvement: (a study of the correspondence work that is being offered in the publicly supported teacher preparing institutions of the North Central association). Doctor's, 1938. New York. 139 p. ms.

Finds that 64 of the 104 institutions that are members of the North central association of colleges and secondary schools, offer correspondence work in teacher training; that the

faculties for correspondence work are as strong as the resident faculty; that the weaknesses in correspondence study are in the organization of the curricula.

*2628. **Diebolt, Alfred L.** Economic-social practices in Clinton county as related to the problems of the State normal school, Plattsburgh, New York. Doctor's, 1938. New York. 124 p. ms.

2629. **Endicott, Frank S.** Selection, advisement, and teacher placement in schools and colleges of education in universities. Doctor's, 1938. Northwestern.

2630. **Hannum, Calvin S.** Student personnel services at the Massachusetts state college. Master's, 1938. Mass. St. Coll. 95 p. ms.

2631. **Harden, Edgar L.** An analysis of the formal college content preparation of prospective high-school teachers. Master's, 1938. Iowa. 209 p. ms.

2632. **Hensal, Irwin.** A personnel study of teachers college and liberal arts college students. Master's, 1938. Colo. St. Coll. of Ed.

2633. **Howell, John Tatum.** The evaluation of the training program at Appalachian state teachers college. Master's, 1938. Peabody. 49 p. ms.

Shows that there is a great deal of overlapping in the psychology, education, and methods courses; a demand for a longer period of student teaching and for more contacts with children in the methods courses.

*2634. **Hunter, Robert B.** A statistical evaluation of six standards of admission to the Pennsylvania state college School of education. Master's, 1938 Penn. State. 28 p. ms.

Uses a battery of six items to determine how well success in the School of education can be predicted as indicated by an average of junior and senior marks, an average of marks in education courses, and by the mark in practice teaching; to determine the relative value of each item in this battery for predicting success in the School of education. Finds that the battery of six items serves as a better predictive device than any single item in it.

2635. **Inman, Earl A.** A survey of entrance credits presented in extracurricular subjects at the Western state teachers college in 1923, 1928, 1933, and 1936. Master's, 1937. Michigan.

2636. **Iowa state teachers college.** Relation of placement test scores to mortality and scholastic ratings, 5-year summary, classes entering fall quarters of 1929–1933, inclusive. Cedar Falls, 1938. 36 p. ms. (Research report no. 31)

Attempts to determine the extent to which placement test scores predict the later scholastic achievement of entering freshmen. Finds an appreciable difference in the ability of the group of students enrolled on the degree curriculums and the group enrolled on the diploma curriculums; students who secure the higher placement test scores tend to remain in school longer and earn more hours of credit than those who make the lower scores; there is a distinct difference in the quality of work done by students making the lowest and the highest test scores. Indicates that the placement tests predict with considerable accuracy the probability of a student's doing creditable college work and successfully completing a teacher-training curriculum; and that there is a need for selective admission to teacher training.

2637. **Jones, Alyce Marie.** The collateral reading of students in connection with their courses at Colorado state college of education. Master's, 1938. Colo. St. Coll. of Ed.

*2638. **Lecron, Wilbur R.** A plan for allocating funds to state teachers colleges in Pennsylvania. Doctor's, 1938. Penn. State. 121 p. ms.

Considers the procedures used in the different states for appropriating funds to the state teachers colleges. Analyses the expenditures in the 14 state teachers colleges in Pennsylvania, based on enrollments; receipts; per capita expenditures in administration, instruction, and in teacher training; credit hour cost of instruction in the various subjects; per capita expenditure for housing, in the college plant, and in auxiliary agencies. Offers a plan for allocating funds to the colleges based on instructional costs, non-instructional costs, housing costs, and the application of the equalization plan.

*2639. **Santee, Joseph Frederick.** The history and status of public elementary teacher training in Oregon. Doctor's, 1937. Washington. 268 p. ms.

Traces the early history of education in Oregon and discusses certification standards; educational associational activities; the early teachers' colleges; the Oregon normal school; teacher training at Ashland, Drain, and Weston to 1909; teacher training in the high schools of Oregon; the re-established normal schools of southern and eastern Oregon; and the Oregon normal schools under the unified system.

2640. **Scott, Winfield *and* Paul, J. B.** The methods and practices in training teachers in agriculture in teachers colleges and normal schools. Cedar Falls, Iowa state teachers college, 1938. 6 p. ms.

2641. **Shanedling, Lenora Anna.** Student opinion and personnel factors at Teachers college, University of Hawaii. Master's, 1937. Hawaii.

*2642. **Siedle, Theodore A.** Curriculum patterns in the preparation of high-school teachers: an analysis and comparison of programs of study of 370 students who were graduated from the secondary curriculum of the School of education at the University of Pittsburgh. Doctor's, 1938. Pittsburgh. 176 p. ms.

Analyzes the records of majors in 12 different teaching fields during the years 1933–1937, using the records of students who completed their degrees through full-time study in a 4-year period. Studies the relationship of preparation to certification. Finds that changes should be made in the secondary teacher-preparation pattern; teachers must be given a pattern of courses that will be progressive, yet basic and in keeping with general community social conditions and public-school curricula; that a fifth year should be added which would enable a student to obtain contact with more fields beyond his major interests and more depth of contact with the cultural and liberalizing areas which are now scarcely being touched; that subject matter requirements for certification to teach should be adjusted among the states, even to the extent of reciprocal licenses, especially where there is likely to be rather free transfer of teachers between states; that regional certificating boards might be established and standards fixed which would satisfy the needs of all groups within a given geographical area; that the spread of courses taken by students should be limited, the acquaintance with fields beyond the major widened and deepened, more effective personnel procedures should be established to help guide students toward the completion of the major and in the general pattern of work so that mandatory regulations can be met and individual interests be satisfied; and more common advanced courses should be included in the pattern of work for majors in the same field.

2643. **Stewart, Charles J.** A history of Eastern South Dakota state normal school. Master's, 1938. South Dakota. 64 p. ms.

2644. **Wells, Fray Stallings.** A study of student opinions and attitudes at Sam Houston state teachers college. Master's, 1938. Sam Houston St. T. C. 246 p. ms.

2645. **White, *Mrs.* Annie Mae V.** The development of the program of studies of the Prairie View state normal and industrial college. Master's, 1938. Texas.

PRACTICE TEACHING

2646. **Ames, Junia.** Opportunities afforded student teachers to study children in teacher-training institutions. Master's, 1938. Peabody. 56 p. ms.

Studies the opportunities afforded student teachers to study children in the laboratory schools of 105 teacher-training institutions. Finds that they had a chance to assist pupils in subject matter and general routine, in the library, in play activities, dismissal period, time before school, special activities, by taking part in testing and recording activities, in community activities, and in their home environment.

2647. **Drackley, Dorothy M.** Laboratory opportunities afforded elementary teachers. Master's, 1938. Peabody. 66 p. ms.

Finds that there are more laboratory schools operated during the summer sessions of teachers colleges than in 1931, although there are not as many as during the regular school year.

2648. **Eberly, Jay H.** A statistical study of some factors influencing success in student teaching at Kent state university. Master's, 1938. Kent. 69 p. ms.

2649. **Grant, Margaret Annan.** A study of the difficulties of student teachers. Master's, 1938. Cornell. 76 p. ms.

Studies 32 difficulties reported by 100 persons who had recently completed student teaching experiences in six colleges and universities. Finds that personal limitations and relationships with people were the most persistent and disturbing

*2650. **Graybeal, Lyman B.** A proposed plan for the administration of student teaching at the secondary level in the School of Education of New York university. Doctor's, 1938. New York. 193 p. ms.

Studies practices in universities and colleges relative to the selection, placement, direction, and supervision of student teachers.

2651. **Persinger, Helen.** Problems connected with student supervision of group work for girls. Master's, 1938. Southern California.

2652. **Reynolds, O. Edgar, Kinder, James S.** *and* **Baugher, J. I.** Desirable standards for student teaching in liberal arts colleges. Educational administration and supervision, 24: 401-10, September 1938 (Lebanon Valley college)

Studies facilities, finances, personnel, selection of students, supervision, and organization of the curriculum for student teaching

*2653. **Roberts, Keith A.** Attitudes of teachers in service toward their practice teaching course Master's, 1938. Kansas. 65 p ms.

Studies the attitudes of 163 Kansas teachers toward their practice teaching course. Finds that they feel that more time should be devoted to practice teaching; that little help was given them in understanding the pupil and the community from which he came, and that these factors need more emphasis; and that too much emphasis was placed on the mechanics of teaching

2654. **Sipe, Harry Craig.** Cadet teaching in American secondary schools Master's, 1938. Virginia.

2655. **Waldron, Jesse Calvin.** Pre-employment records and activities of student teachers in Agricultural education. Master's, 1938. Louisiana State. 71 p. ms.

Attempts to determine certain pre-employment records and activities which deal with student teachers in agricultural education at Louisiana state university in the 1936–37 session, and to relate these records and activities to factors generally accepted as predictive of teaching success. Finds that the 27 student-teachers in the apprentice teaching course, as a whole, stand high scholastically and should make successful agricultural teachers insofar as scholastic success is concerned; that they are normal personalities; that they are weak in occupational experience and farming abilities, which will doubtless handicap a few of them in their work as agricultural teachers.

TEACHER TRAINING IN SERVICE

2656. **Johnson, Preston Clarence.** Practices in in-service education of teachers in institutions of higher learning in the United States. Master's, 1938. Temple. 55 p. ms.

Finds that only 49.1 percent of the institutions accept responsibility for their graduates; 41 percent supervise the teaching of their graduates; 40 institutions use some form of follow-up procedure; 18.1 percent publish bulletins for teachers; 78.2 percent offer extension courses.

*2657. **Liveright, Alice Kaufmann.** Demonstration schools for teachers in service: a study representative of practices to and including the school year 1934–35. Doctor's, 1938. Pennsylvania. Philadelphia, University of Pennsylvania, 1938. 168 p.

Describes the functioning of the demonstration school for the in-service training of teachers as a specialized educational agency at the elementary school level. Discusses

the urban, the rural, the composite, and the curricular specialization type demonstration schools, and differentiates between them. Indicates that the curricular specialization type of demonstration school which runs counter to well-established prevailing trends, will pass, but that the other types will continue and will grow in number.

*2658. **Meyersohn, Maxwell.** Educational and legal aspects of in-service training and certification, with special reference to New York state. Doctor's, 1938. New York. 294 p. ms.

Discusses the educational aim and its relation to present practice; in-service training and excellence in teaching; certification and excellence in teaching; certification and in-service training; certification and tenure; the evolutionary development of teacher certification in New York state, and related subjects; and legal aspects of recertification, with special reference to New York state.

*2659. **Ried, Harold O.** Cooperative institutional in-service training for teachers: an experimental investigation with selected Nebraska secondary school teachers. Doctor's, 1938. Nebraska. 158 p. ms.

Tries to ascertain the features of in-service or internship training used in industry and the professions; the present status of in-service training for teachers in teacher-training institutions in the United States; the value of a cooperative institutional in-service training program for teachers as shown by certain evaluation techniques carried out by the author; and offers a plan for cooperative institutional in-service teacher training.

2660. **Stakly, Gerald B.** A program for the in-service training of teachers. Master's, 1938. Ohio State. 118 p. ms.

Describes a program which was developed and used in a rural centralized school in Crawford county, Ohio

TEACHERS—STATUS

2661. **Anderson, Elsie N.** The teacher. Master's, 1938. North Dakota.

2662. **Anderson, Walter V.** A survey of the teacher personnel of centralized junior and senior high schools in New York state. Master's, 1937. N. Y. St. Coll. for Teach.

Analyzes data supplied by 1,487 teachers in centralized junior and senior high schools.

2663. **Andrews, Neva.** A study of teachers reactions to different teaching situations. Master's, 1938. Michigan.

2664. **Armstrong, Charles Louis.** The teacher's load in the Van, Texas, high school. Master's, 1938. Peabody. 51 p. ms.

2665 **Armstrong, Wesley Earl** The relationship of certain teacher characteristics to three criteria of teaching effectiveness Doctor's, 1938. Stanford. (Abstract *in:* Stanford university. Stanford university bulletin, vol. 13. Sixth series, no. 72: 116–20)

Analyzes data gathered from 6 commercial, 20 English, 5 languages, 6 mathematics, 16 science, and 17 social studies teachers of secondary schools of Salt Lake City. Administers pupil-interest and pupil-achievement tests to the pupils in two classes selected by each teacher in his major teaching field, at the beginning and at the end of the school year Finds that pupil-interest inventories and pupil-achievement tests are more valid and more reliable than administrative ratings by teachers; that teaching personality defies statistical analysis; that the greatest hope for finding measures which will discriminate between effective and less effective teachers seems to lie in the development of a few general measures that will yield minimum scores above which all effective teachers fall; that teachers with 5 years of training are more effective than teachers with 4 years; that there are no significant sex differences in teaching effectiveness; and that age and experience correlate negatively with teaching effectiveness.

2666. **Barrow, Maurice T.** A comparison of the status of rural and city elementary teachers in the 10 selected counties of Oklahoma. Master's, 1938. Oklahoma. 109 p. ms.

Compares the records of 865 rural elementary teachers and of 684 city elementary teachers on certification, training, tenure, experience, and salary.

2667. **Bigge, Morris L.** The teaching combinations, preparation, and conditions of employment of men physical education teachers in the Class B high schools of Kansas during the second semester of 1936–37. Master's, 1938. Michigan.

2668. **Bosl, Florence Barry.** Contractual rights and obligations with special reference to teacher contracts in Texas. Master's, 1938. Texas.

Shows that the present system of contract formation has left many clauses in teacher contracts that cannot be legally enforced according to the precedent of the community. Finds that there is no uniform contract in Texas among independent school districts; that few contracts contain promotion scales; that few contracts give salary schedules; that only one contract specified permanent tenure; that a large percentage of the contracts contained non-enforceable clauses pertaining to marriage during its term of existence; that few demanded health certificates of the teachers Recommends that a uniform contract be set up for Texas schools with sufficient elasticity to provide for school systems of varying sizes; that the contract contain promotion scales, salary schedules, a basis for permanent tenure, provisions for periodic health examinations, legally enforceable demands on both parties, arrangement clauses for sick leave and compensation if necessary.

*2669. **Bratcher, Emmett Evart.** A comparison of resident and non-resident teachers in village and small city school systems in Kentucky. Doctor's, 1936 Chicago. Chicago, University of Chicago libraries, 1938. 207 p

*2670. **Brown, Ernest Edward.** The selection and education of Oklahoma high-school teachers. Doctor's, 1938. T. C., Col. Univ. Oklahoma City, Harlow publishing corporation, 1938. 211 p.

Analyzes data about all of the high-school teachers in Oklahoma who graduated from one of its 13 colleges during the period 1925–1929, inclusive, and were teaching in any high school in Oklahoma in 1930. Finds that the teachers were more highly selected on the scale of occupational levels than were the high school pupils; that there is no convincing evidence that one college or group of colleges graduates a product superior to the other colleges; that special field majors tended to be larger than academic majors; that teachers colleges tended to graduate people with smaller net specializations than the other groups of colleges; that the subjects of the general education program are not integrated, and that the university, the land-grant college, and the arts colleges have been inconsistent and deficient in the provision of practice teaching.

2671. **Burke, *Sister* Mary Chrysostom.** The status of teachers of mathematics in the accredited North central high schools of Michigan. Master's, 1938. Michigan.

2672. **Burton, Floyd Hayne.** Trends in qualifications of teachers in the independent school districts of Texas. Master's, 1938. Texas.

2673. **Charlesworth, Alois.** A survey of the source, salary, and mobility of the Oregon high school teachers and administrators for the school years 1935, 1936, and 1937. Master's, 1938. Oregon.

2674. **Denney, William E.** A comparison of the status of rural and urban high-school teachers in 39 counties of Oklahoma. Master's, 1938. Oklahoma. 147 p. ms.

Compares the status records of 837 urban high-school teachers and of 1,366 rural high-school teachers in 39 counties. Finds that the average of college hours of training for the rural high-school teachers was 140 and for the urban high-school teachers 151; that the average annual salary for rural teachers was $965, and for urban teachers $1,370 74; that the average total experience of rural teachers was 6 5 years, and for urban teachers 12 years; that the average high-school experience for rural teachers was 5.1 years, and for urban teachers 9.6 years; that the average tenure for rural teachers was 2.7 years and for urban teachers 7.3 years; and that the average age for rural teachers was 28.8 years, and for urban teachers 34.5 years.

2675. **Diesseroth, John.** Shall I teach? Master's, 1938. N. Y. St. Coll. for Teach. 78 p. ms.

2676. **Ehrhardt, James Jeffries.** What high-school subject combinations do teachers trained at Sam Houston state teachers college actually teach as compared to their fields of specialization. Master's, 1938. Sam Houston St. T. C. 59 p. ms.

2677. **Emens, John R.** A study of state administration of teacher personnel. Doctor's, 1938. Michigan.

2678. **Froggatt, William Ellsworth.** The social beliefs and attitudes of teachers in the secondary schools of California. Master's, 1938. Southern California.

2679. **Gauthier, Lillian Marie.** The status of the teachers of English in the public high schools of Louisiana accredited by the Southern association of colleges and secondary schools. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no 3: 97)

Analyzes data for the school year 1935–36 on the status of the teachers with respect to salary, teaching load, experience, tenure, and college preparation

2680. **Goius, William R.** The status of rural and urban high-school teachers in selected counties of Oklahoma. Master's, 1938 Oklahoma. 107 p. ms.

Compares the status of 731 urban high school teachers with the status of 930 rural high-school teachers in 38 counties of Oklahoma

2681. **Hall, Albert C.** The influence on the teaching load of high school teachers to the ability level of the classes taught. Master's, 1938. Kentucky. 59 p. ms.

Undertakes to determine what teaching loads are involved in teaching inferior, average, superior, and heterogeneous classes; in addition to reviewing the literature on this subject, the study classifies and tabulates the opinions of 510 junior and senior high school teachers.

2682 **Haswell, Harold M.** Relationship of college preparation to subjects taught after graduation by graduates of the New York state college for teachers. Master's, 1937. N. Y. St. Coll. for Teach.

Studies the teaching programs of 274 persons who had graduated with the A. B. degree and 116 who had graduated with the degree of B. S. in commerce. Indicates that usually the major part of the teaching is in the fields of special preparation, and that the need for teachers of general science and teachers of social studies seems to be greater than the need for specialists.

2683 **Head, Albert Leslie.** A comparative study of the status of elementary teachers in approved and non-approved schools of Louisiana in relation to certain factors affecting personnel. Master's, 1938. Louisiana State. 79 p. ms.

Studies the status of the schools; the sex, degrees, training, certificates, present type of work, types of work in different positions, number of positions held, and tenure of the teachers; the number of schools and the number of parishes employed in, teaching and living in same community, total teaching experience, separate principals, size of schools, size of communities, marital status, number of dependents, and salary of the teachers in white elementary schools in 33 parishes in Louisiana. Finds that men and women in approved schools have had longer tenure, longer total teaching experience, teach in larger schools and in larger communities, and a greater percentage are single than men and women in non-approved schools; that men teachers in both approved and non-approved schools receive higher salaries, are better trained, and have been employed in more schools, and have more dependents than women teachers in approved and non-approved schools.

2684. **Hukriede, Walter Henry.** The extracurricular duties of teachers in the smaller Kansas high schools. Master's, 1938. Kansas St. Coll.

*2685. **Irwin, Frank L.** A comparative study of the college preparation, teaching combinations, and salaries of Kansas high-school teachers, 1938. Master's, 1938. Kans. St. T. C. of Emporia. Emporia, Kansas State teachers college,

was 21 years; that 90 percent of the rural school teachers were women; that 27 percent of all teachers had had no previous experience; that 70 percent of all teachers held elementary certificates; that 72 percent had taught 3 years or less, while the average length of time spent in each school was 1.37 years; and that the median salary was $89.38.

2709. Sollars, S. K. A study of the causes of teacher failure in the consolidated schools of Crawford county. Master's, 1938. Ohio State. 131 p. ms.

Studies 80 cases of teacher failures. Finds that 25 percent of all teacher changes in Crawford county during a 4-year period were due to failure; that personality traits were the most important factors in a teacher's success; and that the lack of or partial lack of discipline caused more teachers to fail than any other single factor.

2710. Starrak, J. A. And this is why I teach. Midland schools, 52: 102–103, November 1937. (Iowa state college)

2711. ——— Knowledge and the teacher. Midland schools, 52: 249–51, April 1938. (Iowa state college)

2712. Stephenson, Kenneth Vance. A personnel description of the teachers in the one-room rural schools of Bremer county, Iowa. Master's, 1938. Iowa. 137 p. ms.

2713. Stigall, Milferd David. A study of the social background of elementary and high-school teachers of Wyoming. Master's, 1938. Wyoming. 95 p. ms.

2714. Stocker, Chester G. Teacher load in public secondary schools. Doctor's, 1938. Pennsylvania.

2715. Watson, Rachel Inez. Status of elementary teachers in representative cities of Texas. Master's, 1938. Peabody. 56 p. ms.

Finds that 67.5 percent of the teachers had at least 4 years of college training; that they most frequently majored in English, with education ranking first as majors in the professional subjects; that their teaching experience ranged from no previous experience to 45 years; that their tenure of service ranged from the beginners to those with 41 years; that their monthly salaries ranged from $50 to $214.44; that the greatest percentage held permanent certificates, 32.82 percent held high-school certificates, and 30.8 percent held elementary certificates; and that 75.39 percent of the elementary teachers were single.

2716. Wiebe, Leslie S. A comparative study of the rural elementary teachers and the city elementary teachers as to certification, training, tenure, experience, and salary in 14 selected counties of Oklahoma. Master's, 1938. Oklahoma. 101 p. ms.

Compares the status records of 1,025 rural elementary teachers and of 492 city elementary teachers. Finds that of the rural teachers 8.4 percent have degrees; of the city teachers 38.7 percent have degrees; that in college hours of training the rural teachers average 76.4, the city teachers average 100.9; that in tenure the rural teachers average 2.3 years, the city teachers 4.7 years; that in experience the rural teachers average 6.5 years, the city teachers 8.2 years; and that in salary the rural teachers average $626, the city teachers $785.

2717. Wulber, Zehner Waldo. The migratory range of rural educators of Ohio. Master's, 1938. Ohio State. 79 p. ms.

Finds that most of the 750 educators studied traveled over a small area in securing their education and their teaching positions.

APPOINTMENT AND TENURE

2718. Anderson, Holger W. Trends in causes of teacher dismissal as shown by American court decisions. Doctor's, 1938. Peabody.

2719. Bates, Louis A. Contractual relationships between teachers and school officials in Utah. Master's, 1938. Southern California.

2720. **Belleville, Vernon S.** A summary of investigations and comments relating to the location or contacting of teachers by employing agencies. Master's, 1938. Michigan.

2721. **Briggs, Henry E.** A study of the continuity of employment among 1,000 teachers in the supervisory districts of New York state. Master's, 1937. N. Y. St. Coll. for Teach. 43 p. ms.

2722. **Burke, Paul B.** Teacher tenure in secondary schools of Kansas. Master's, 1938. Kans. St. T. C., Emporia. 49 p. ms.

2723. **Cleveland, Thomas Franklin.** Selection and appointment of teachers. Master's, 1938. Louisiana State. 81 p ms.

Attempts to determine the principles governing the selection and appointment of new teachers in Lauderdale, Neshoba, Newton, and Scott counties, Miss., for 1936–37. Finds that experienced non-local teachers with minimum ages of 18 years for elementary schools and 21 years for junior and senior high schools are preferred; that boards of education discriminate against relatives of their members but not usually against married women; that senior high schools employ only college graduates and all types of schools require training in education; that teachers are best located through individual applications and college-placement bureaus; that information about candidates is best obtained through personal interviews, individual applications, examination of college records, and letters of recommendation; and that superintendents nominate teachers subject to the board's approval or rejection and assign teachers to positions in the system.

*2724. **Coulbourn, John.** Selection of teachers in large city school systems Doctor's, 1938. T C, Col. Univ. New York, Teachers college, Columbia university, 1938. 177 p. (Contributions to education, no. 740)

2725. **Davis, Frank G.** What type of letter should the job applicant write? School executive, 57: 408–409, May 1938. (Bucknell university)

Describes an experiment conducted by six members of the graduating class at Bucknell university who wrote various types of letters applying for a position as a teacher; these letters were printed and sent, together with pictures of the applicants, to 189 Pennsylvania superintendents and supervising principals with the request that the letters be ranked by them Warns the prospective teacher that he should stick to brevity, clearness, and conciseness, and should not try to educate his prospective superintendent to a new type of correspondence while he is trying to sell his services.

2726. **Dunton, W. K.** The tenure of high-school teachers in Ohio. Master's, 1938. Miami. 84 p. ms.

2727. **Gilbert, Levi Francis.** Certain factors in teacher selection in Pennsylvania since 1834. Doctor's, 1938. Pittsburgh. (Abstracts *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 92–96)

Analyzes the development of teacher selection in Pennsylvania since 1834; shows the changes brought about through legislation; and presents the important functions exercised by school boards in selecting teachers. Finds a need for some change in the policy of catering to native teachers; that the trend in teacher certification is upward; that school directors have, in most cases, represented the best in Pennsylvania citizenship; that information on the best methods and procedures in teacher selection would be valuable to many school districts; and that uniformity of procedure, with permissive local necessary changes, would improve teacher selection in Pennsylvania.

2728. **Gottschalk, Stewart M.** Teacher turnover in certain Ohio school districts: reasons and analyses. Master's, 1938. Ohio State. 104 p. ms.

Studies teacher turnover in 20 school districts located in four different counties. Finds four basic reasons for the turnover: marriage or ill health, professional study, accepting a better position, and dismissal.

2729. **Ham, Marcus Lafayette, *jr.*** A study of certain aspects of teacher turnover in the schools of North Carolina. Master's, 1938. North Carolina.

2730. **Johnson, Erland Waldemar.** Some aspects of the legal status of the tenure teacher. Master's, 1938. Wisconsin.

2731. **Knight, Eward Broughton.** The placement of teachers of vocational agriculture. Doctor's, 1938. Missouri. (Abstract *in:* University of Missouri. Abstracts of dissertations in education: 31–32)

Analyzes data received from placement bureaus, questionnaires sent to superintendents of schools, and from other related agencies in Missouri, Illinois, Iowa, Kansas, and Nebraska. Finds that state supervisors play the leading role in the placement of beginning teachers of vocational agriculture, although teacher-trainers participate to almost as large a degree; that college-placement bureaus rank third; that degree of success, amount of experience, and professional growth contribute to the advancement of teachers; and that Missouri pays higher salaries for vocational teachers than the other states. Shows a need for more effective placement of agriculture teachers; that the institutional placement bureau and the teacher-training department should be the agency to nominate the beginning teacher; that there should be a more intimate contact and a better follow-up policy between the recommending agencies and the man in the field; that the experienced teacher should be placed primarily by the state supervisor of vocational agriculture; that the relationships between the salary of the teacher, that of his superintendent, and the size and agricultural prosperity of the community be determined; that the background and personal characteristics of successful teachers should be studied; and that diagnostic devices should be prepared as an aid in predicting teaching success.

2732. **Leech, Dewey Calvin.** Teacher tenure in consolidated and separate schools of certain Mississippi counties. Master's, 1938. Louisiana State. 52 p. ms.

Finds that tenure in present position is longer in separate schools; total tenure in the profession is longer with teachers in separate schools; salaries are higher in separate schools; and teachers in separate schools have had more college training.

2733. **Long, Charles Milton.** The undesirable criteria often used in the selection and retention of teachers. Master's, 1938. Colo. St. Coll. of Ed.

*2734. **Maxcy, John W.** A study of some factors related to the placement of graduates of New York state normal schools with particular reference to the placement of graduates of Potsdam state normal school. Doctor's, 1938. New York. 171 p. ms.

Covers factors influencing the placement of graduates of Potsdam state normal school from 1923 to 1935, inclusive, based on replies to a questionnaire sent to 1,372 graduates. Finds that graduates of this school are finding employment in rural schools in annually increasing numbers; that they depend more of their own initiative in securing teaching positions and less on recommendations of school-placement authorities; that the service areas of the state normal schools are becoming more clearly defined and consist of territories contiguous to these institutions; that rural schools are being manned by a higher grade novice than formerly; that religious affiliation plays an important role in the placement of graduates of this normal school; that high scholastic standing is of value in securing teaching positions in village and city school systems but of little value in rural school appointments; that provincialism and nepotism are widely practiced in rural school appointments in northern New York, but less frequently met with in village and city school appointments; and that graduates of this school favor a broad general elementary school training in preparation for teaching rather than specialization for grade level teaching.

2735. **Miller, William Hugh.** Tenure of teachers in Louisiana elementary schools. Doctor's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 74–75)

Attempts to determine the tenure of elementary school teachers in Louisiana in their present positions and the relation of their tenure to the status of the school, native parish, home parish, salaries, number of dependents, marital status, training, college where trained, number of positions held, number of parishes where employed, size of school, and size of the community, as shown by a study of 1,003 white elementary teachers from 33 parishes of Louisiana. Shows that women teachers have longer tenure in their present positions than men, and teachers in approved schools have somewhat longer tenure than those in non-approved schools; teachers employed at their home addresses have

longer tenure than those employed away from home; that salary is an important factor in tenure; married teachers have longer tenure than single teachers; training of teachers seems to have no bearing on their tenure; the work teachers are doing at present has little bearing on tenure as is true of the size of the community or size of the school where they are now teaching.

2736. **Richardson, John William, *jr.*** The tenure and qualifications of rural teachers under two types of county boards in Tennessee. Master's, 1938. Duke. 58 p. ms.

Compares the tenure and the educational qualifications of rural teachers in two types of counties—those in which the county board is elected, and those in which the board is appointed by the county courts

2737. **Shannon, Thomas Laurel.** A study of teacher tenure Master's, 1938 Texas.

*2738. **Smith, William Scott.** The placement of inexperienced teachers in New Jersey high schools in relation to their academic preparation Doctor's, 1938. New York. 115 p. ms.

Analyzes data for the school year 1933–34, on the placement of inexperienced teachers of academic subjects appointed for the first time to teaching positions in the junior and senior high school grades, to determine whether boards of education employed high-school teachers prepared by institutions outside of New Jersey, whether the teachers prepared in other states were better prepared than those trained in New Jersey, whether teachers were appointed to positions for which they had made specific preparation, whether teachers were prepared to discharge the extracurricular duties assigned to them, and the subject-matter combinations and extracurricular duties assigned to inexperienced high-school teachers

2739 **Spencer, Terrel.** The selection of teachers in Lawrence county, Mississippi. Master's, 1938. Peabody 122 p. ms.

Studies methods of selection, objective qualifications of applicants, and devices used in the selection of teachers

2740 **Sweem, Ervin Leslie.** Authority for, and the factors involved in, the selection of school teachers in the state of Kansas. Master's, 1938. Colorado. (Abstract *in*. University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 137)

Analyzes the 235 replies to a questionnaire sent to 479 superintendents and board members in schools of different sizes in each county of Kansas Indicates that, in general, school superintendents are responsible for the selection of the teacher, although in some cases the board of education made the selection, that the factors considered most important by the superintendent and the school board are personality, education, and experience, that little consideration is given to recommendations from former college instructors, employers, and patrons of the candidate unless they are known personally to the superintendent, that the qualities of the prospective teacher are usually determined by personal judgment and opinion, depending entirely upon the superintendent or board member considering them Shows the need for a measuring device which will evaluate more definitely the requisites of a successful teacher.

*2741. **Tape, Henry A.** Factors affecting the turnover of teachers of the one-room rural schools of Michigan Doctor's, 1938. T. C., Col. Univ. New York Teachers college, Columbia university, 1939. 85 p. (Contributions to education, no. 773)

Analyzes replies to a questionnaire received from 1,834 teachers of 1-room rural schools in 25 of the 83 counties of Michigan giving environmental, biographical, experiential, academic, and professional data for the school year 1930 31 Studies reasons for turnover given by the teachers, their successors, and by the county school commissioners. Finds little difference between the amount of training or the type of professional school in which the teachers received their training and withdrawal; that teachers with 1 year of experience are more likely to leave positions involuntarily while those having 2 to 4 years of experience are more likely to leave voluntarily; teachers who indicated their plans for future education to be in a teachers college show less withdrawal than teachers who planned to attend the university or had no plans for their future education; economic

conditions of the country affect the total amount of withdrawal as well as the proportionate amount of voluntary and involuntary withdrawal; reasons for withdrawal of teachers given by the county school commissioners were more analytical than those given by the teachers.

*2742. Tobin, John M. The selection of teachers in Cambridge. Master's, 1938. Boston Univ. 94 p. ms.

Presents a historical sketch of the selection of teachers in Cambridge in colonial days, and the evolution of the essential features of the Cambridge system Discusses current practices in the selection of teachers; appointment of local residents; employment of married women as teachers; methods used in the selection of teachers, application blanks, personal interviews, letters of reference, academic and physical competitive examinations. Evaluates the system of teacher selection in Cambridge.

2743. Todd, S. J., *jr.* A review of educational literature regarding teacher employment. Master's, 1938. Peabody. 125 p. ms.

Finds that more emphasis is being placed on training, experience, and personality than on such factors as age, marital status, residence, and religious affiliation; that the superintendent of schools is almost universally given the right to nominate and the board of education to elect the teachers.

CERTIFICATION

2744. Cree, Sara H. State certification requirements for secondary school teachers of physical education. Master's, 1937. West Virginia. 93 p. ms.

2745. Dixon, James C. Certification of teachers in the South. Master's, 1938. Peabody. 107 p. ms.

Gives the present requirement in 12 Southern states and recommends a unified program for them.

*2746. Frazier, Benjamin Williams. The development of state programs for the certification of teachers. Doctor's, 1938. George Washington. Washington, United States Government printing office, 1938. 166 p. (United States Department of the Interior, Office of education, Bulletin 1938, no. 12)

2747. Grabel, S. Appeals from the decisions of the Board of examiners to the State commissioner of education and the courts by candidates for teaching and supervisory licenses in the New York City public schools. Master's, 1938. Coll. of the City of N. Y. 74 p. ms.

Finds the Board of examiners to have wide discretion in exercising its power to grant licenses or deny licenses to candidates for teaching and supervisory positions, and that an appeal from its decision may generally be taken only to the State commissioner of education, who, in the absence of malice, bad faith, or gross error on the part of the Board of examiners, seldom reverses their decisions.

2748. Hutchinson, William McKenzie. Development of state certification of secondary school academic teachers in New York state since the Act of unification. Master's, 1937. Rochester. 139 p. ms.

*2749. Maul, Ray C. The certification of teachers in Kansas. Doctor's, 1937. New York. 313 p. ms.

Discusses the establishment of certificate patterns; county certificates; those issued by colleges and by the state board of education, and by city boards of education; certificates and preparation of teachers; certificates and preparation and pupil enrollment of rural, third-class, second-class, and first-class cities; certificates and preparation of high-school teachers and county superintendents; presents, compares, and applies modern principles of certification; and gives the laws of Kansas dealing with certification of teachers.

2750. Perritt, Houston B. A study of certification of high-school teachers in Mississippi. Master's, 1938. Louisiana State. 100 p. ms.

Shows the changes that have been made in the system of certifying high-school teachers in Mississippi since the advent of high schools; compares the certification system in Mississippi with the systems in neighboring states. Finds that Mississippi has made

no material changes in her certification system since the advent of high schools; that her system violates more of the principles of certification than do those of Arkansas and Tennessee; and that a modern plan of certification calls for changing practically the whole certifying system.

2751. **West, Margaret Basham.** A plan for granting certificates to counselors in the high schools of Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Shows that seven states have taken definite steps in setting-up requirements for guidance certificates; that graduation from college, experience, and advanced work in special guidance courses are considered the necessary equipment for a person entering the field of guidance Recommends that Oklahoma require the holding of a life certificate, 3 years of successful teaching experience, and 12 hours of advanced guidance work. Offers a plan of guidance courses totaling 24 semester hours for use by the Oklahoma agricultural and mechanical college for advanced guidance work

PENSIONS AND RETIREMENT

*2752 **Delaney, Henry Orlando.** An evaluation of the teacher-retirement plan in Massachusetts Master's, 1938. Boston Univ. 88 p. ms.

Tries to discover the advantages and the disadvantages of the Massachusetts teachers' retirement system, and to formulate criteria by which to evaluate it. Examines various teachers' pension systems, especially those of California, Massachusetts, Michigan, New York, and Ohio. States that the teacher-retirement system in Massachusetts is in agreement in the main with the criteria established, being in disagreement only with those criteria involving the actuarial plan of financing

2753. **Hoff, Arthur G** A critical study of the adequacy and effectiveness of five teachers' retirement systems operating in the states of Minnesota and Wisconsin. Doctor's, 1938. Minnesota.

2754. **Hubbard, Ocheltree Seawell.** Administration and effects of age tenure termination in California. Doctor's, 1938. California.

Attempts to determine the effects of the operation of the law requiring the termination of tenure at 65 years of age on teacher demand in tenure districts, the adequacy of the supply of teachers trained in California institutions or certificated by examination to meet the increased demand, and the methods or agencies of teacher selection used by school administrators. Finds that 62 percent of the tenure districts will automatically dismiss teachers at 65, leaving approximately 674 vacancies in June 1938, with an increase to 1,468 vacancies over a 5-year period, and that the training of teachers to fill these vacancies can easily be absorbed by the 21 state teacher-training institutions in California Finds that an adequate supply of teachers is being trained in the fields of agriculture, art, library, health, and physical education; that a more than adequate supply of teachers is being trained in the fields of English, foreign languages, life sciences, physical sciences, and social sciences; and that an inadequate supply of teachers is being trained in the fields of business, homemaking, industrial arts, mathematics, music, and the sciences Shows that certification by examination is an unimportant source of elementary teacher supply and should be discontinued.

2755. **Jones, Orville.** Comparative study of retirement systems of the United States of America. Master's, 1938. Ind. St. T. C. 102 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 178–79, July 1938)

Compares retirement systems in all of the states of the United States, the Territory of Hawaii, and the District of Columbia. Finds that 28 states have compulsory retirement; 11 states have local permissive retirement; 9 states have no form of teacher retirement; that three general plans have been followed with respect to financing teacher-retirement systems; the free plan, whereby retirement benefits are paid entirely out of public funds; wholly contributory plan, supported wholly by teacher assessments; and joint contributory plan, whereby contributions are made by teacher assessments and from public funds.

2756. **Lafleur, Joseph Delta.** A study of the problem of development of state teacher-retirement systems with special reference to Louisiana. Master's, 1938. Louisiana State. 64 p. ms.

Compares the free plan, paid entirely out of public funds; the teacher-only contributory plan; and the joint contributory plan of teacher retirement. Compares the

Louisiana system with that used in other states, and finds that the Louisiana system has been founded on a sound basis.

2757. **Morton, R. L.** Preserving retirement security of Ohio teachers. Athens, Ohio university, 1938. 19 p. ms.

2758. **Sallee, Myron Loyd.** State-wide teacher-retirement systems in the United States. Master's, 1938. Kansas St. Coll.

RATING

2759. **Griffin, Alton Preston.** An analysis of literature and administrative practices in the rating of teachers. Master's, 1938. Texas.

SALARIES

2760. **Banks, Reginald Goodrich.** Development of salary schedules for Burbank school teachers. Master's, 1938. Southern California.

2761. **Brock, Claude Enoch.** Relation of salaries and ratings of Tennessee's county high schools. Master's, 1938. Peabody. 30 p. ms.

Studies the salaries of the teachers in the white county high schools of Tennessee for the year 1937 as related to the ratings of the schools by the high-school division of the state. Shows that higher salaries tend to be associated with higher ranking schools.

2762. **Clark, A. Glenn.** Residences in relation to salaries of teachers employed in fourth and third class districts of Allegheny county. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 365–66)

Analyzes replies to a questionnaire received from 1,399 of the 2,248 teachers employed in third- and fourth-class districts of Allegheny county during the school year 1936–37, to determine which teachers maintained teaching, permanent, and legal residences within the teaching district; the variations which existed in salaries when teachers were distributed as to residences; and the relation of residences and salaries received to the intent of the Edmonds Act. Finds that these teachers received salaries equivalent to those received by teachers employed in fourth- and third class districts of the state at large; that more teachers maintain a teaching residence within the teaching district than a permanent or legal residence; that married teachers have a greater tendency than single teachers to live within the teaching district in the fourth-class districts; that when teachers are distributed according to residences, their salaries are not equivalent to salaries received by teachers employed in the same districts, and in many cases are less than the minimum salary guaranteed to a teacher by state law who is employed in the district. Concludes that there should be no differential in minimum salaries of teachers according to the districts in which they are employed until there is more evidence that teachers live in the districts in which they teach; that the Edmonds Act does not guarantee a larger salary to the teacher employed in the larger population area

2763. **Engen, L. Pierre.** Real salaries in South Dakota high schools from 1911 to 1936. Master's, 1938. South Dakota. 48 p. ms.

2764. **French, Walton W.** Incomes and expenditures of the public-school teachers of Greer and Harmon counties, Oklahoma, in 1936–37. Master's, 1938. Oklahoma. 125 p. ms.

2765. **Hannah, Claude R.** A study of the functioning of the teachers' minimum salary law in the San Luis valley. Master's, 1938. Colo. St. Coll. 82 p. ms.

Finds that in the five counties in the San Luis valley failures in tax collection made it impossible for teachers to be paid minimum wages according to law; that for the school year 1935–36, 72 percent of the 285 teachers in the valley were receiving less than the minimum salary.

2766. **Horton, Harland Bates.** A study of the variations in high-school teachers' salaries in five counties of northeastern Ohio. Master's, 1938. Kent. 83 p. ms.

2767. **Ireland, Dwight Burris.** The financial and tenure expectancy in teaching. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, 27: 45–52)

Prepares individual record cards for each of 4,445 teachers whose names appeared on any of the payrolls of six Ohio cities between 1920–21 and 1937–38, and studies the relation between teachers' salaries and living costs, turnover, and tenure. Shows that salaries rose markedly between 1920–21 and 1930–31; that although drastic reductions were made from 1930–31 to 1933–34, the recovery since 1933–34 has equalled from 80 to 90 percent of the former peak salaries; that in unfavorable years all teachers tend to be reduced to a common level and less regard is paid to experience, training, and expertness in teaching; that the relationship between salaries and living costs was more favorable from 1930-31 to 1933–34 than in 1924-25; that in these cities 25 percent of the teachers remain 1 year and 50 percent of the teachers serve 3 years or less; and that the average tenure of teachers who remain in active service approximates 14 years, that the average tenure of teachers who retire for disability is 22 years, and for those who retire on a superannuation pension is 30 years

2768 **Kidd, Joel Thomas.** The teacher's salary in Albemarle county, Virginia, and how it is used Master's, 1938. Virginia.

2769 **Matthews, Claude E.** Teachers' salaries and unit costs for salaries in the rural high schools of Alabama. Master's, 1938. Alabama.

2770. **Mead, A. R.** Minor study of cost of living of teachers for December 1934 and 1937. Gainesville, University of Florida, 1938

Shows changes in cost of living for teachers in selected areas in Florida

2771. **Miller, Charles L., *jr.*** Recent salary and turnover history of the present teaching staff in the first district schools of Georgia. Master's, 1938. Duke. 115 p. ms.

Studies, by means of a questionnaire, the teaching history of 721 white teachers for the past 6 years with reference to turnover and salary Compares men and women, high school and elementary school teachers, urban and rural school teachers, and "foreign talent" and home talent teachers Finds that one third of the teachers make two thirds of the changes, and that half of the teachers make 90 percent of the changes

2772. **Roux Venance Joseph.** Salaries of elementary school teachers in Louisiana. Master's, 1938. Louisiana State. 105 p. ms.

Studies the relation between the salaries of elementary school teachers and type and size of school, institutional training, addresses, certification, tenure in present position, total tenure, dependents marital status, number of different schools in which employed, separate schools, size of community, number of parishes in which the teacher taught, types of work in various positions, and number of different positions held Finds that teachers in large schools receive better salaries than those in small schools; that teachers in large communities receive higher salaries than those in small communities; that teachers holding high-grade certificates, those with the longest period of training, and those with the longest tenure receive the highest salaries; that men and women teachers who live in the communities where they are employed receive higher salaries than those who commute; that teachers with 4 or more years of college training receive higher salaries than those with 3 or less years of training.

2773. **Stueber, Josephine Helen.** A study of the adequacy of teachers' salaries in El Paso, 1913–1936. Master's, 1938. Texas.

2774. **Turner, Howard.** Teachers' salary schedules in the eight parishes of the third congressional district of Louisiana. Master's, 1938. Louisiana State. 119 p. ms.

Finds a wide variation between the levels of teachers' salaries and the bases on which such salaries are fixed; that the level of salaries paid teachers in a parish does not bear a definite relationship to the taxpaying ability of the parish; and that factors other than the level of salaries offered seem to influence the type of teachers found in a parish, especially proximity to a teacher training institution and the available supply of trained teachers.

2775. **Vinson, Raymond A.** The rise of credit unions in the United States with special reference to teacher credit unions in Florida. Master's, 1938. Duke. 112 p. ms.

Gives a history of the movement, with an analysis of the various state laws, and a detailed description of the developments in Florida.

2776. **Wagner, J. Ernest.** The cost of teachers' salaries in unit trade instruction in Pennsylvania. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 301–11)

Attempts to determine the student clock-hour teacher salary cost of shop and other subjects instruction in the different classifications of school districts in Pennsylvania offering the various types of unit trade training over a period of 13 years. Shows that enrollment affects the teacher salary cost of unit trade training, and the number of unit trade offerings; that in communities having similar economic and industrial problems the use of unit trade training differs. Suggests that instead of the traditional unit trade course, a course designed to teach a specific occupation be included in the curriculum where such a course would suit the specific need of the community.

SUPPLY AND DEMAND

2777. **Davis, S. Benton, *jr.*** A study of the pupil and teacher population in Marion county, Ohio, in an attempt to forecast teacher demand. Master's, 1938. Ohio State. 56 p. ms.

Finds that the number of secondary school teachers needed in 1940, 1950, and 1960 will remain almost constant.

2778. **Neagley, Ross Linn.** Teacher demand and supply in the public schools of Pennsylvania. Doctor's, 1938. Temple. 447 p. ms.

Studies all available information on teacher supply and demand from 1928–29 to 1936–37.

COLLEGE PROFESSORS AND INSTRUCTORS

*2779. **Findlay, J. F.** The origin and development of the work of the dean of men in higher education. Doctor's, 1938. New York. 214 p. ms.

Traces the history of the dean of men's work, emphasizing the background which gave rise to the office, the first deans of men, significant changes in their work, development of the individual dean, and present trends.

†2780. **Gray, William S.** The preparation and in-service training of college teachers. Chicago, University of Chicago press, 1938. 230 p. (Proceedings of the Institute for administrative officers of higher education, 1938, vol. 10)

Contents: (1) Current conceptions of college education having implications for the preparation of college teachers, by Fred J. Kelly, p. 7–17; (2) Social change and the education of college teachers, by Newton Edwards, p. 18–28; (3) The social sciences: recent changes in their organization and content at the college level, and implications for the preparation of college teachers, by Earl S. Johnson, p. 29–38; (4) The humanities: recent changes in their organization and content at the college level, and implications for the preparation of college teachers, by Hayward Keniston, p 39–45; (5) The natural sciences: recent changes in their organization and content at the college level, and implications for the preparation of college teachers, by Duane Roller, p 46–64; (6) Quality of teaching or content of education, by Harry D Gideonse, p. 65–75; (7) The requisites of successful college teachers from the administrator's point of view, by Henry M. Wriston, p 76–92; (8) The requisites of successful college instructors in institutions that prepare teachers, by Frank E. Baker, p. 93–105; (9) The requisites of successful college teachers from the point of view of a dean, by Aaron J. Brumbaugh, p. 106–15; (10) Desirable requisites of a college teacher from the point of view of college instructors, by Joseph J. Schwab, Reginald J. Stephenson, and James L. Cate, p. 116–36; (11) The recruitment of college teachers, by Paul C. Packer, p. 137–52; (12) The place of the subject-matter department in the preparation of college teachers, by Homer L. Dodge, p. 153–72; (13) The professional preparation of college teachers, by Donald P. Cottrell, p. 173–88; (14) Professional training of college teachers in special fields, by Edith P. Parker, p. 189–202; (15) The improvement of college teachers in service, by Charles Edwin Friley, p. 203–18.

2781. **Thurston, O. W.** The status of training of Texas senior college and university teachers. Abilene, Texas, McMurry college, 1938. 18 p. ms.

Studies the percentage of teachers holding the doctor's, master's, and bachelor's degrees in Texas senior colleges and universities in 1937–38, and inbreeding in these institutions. Finds that 23.8 percent of the teachers had doctor's degrees, 48.1 percent had master's degrees, 20.1 percent had bachelor's degrees and 5 percent did not have a degree; that 19.8 percent of the teachers held their highest degree from the institution in which they were employed; that 40.2 percent of the teachers received their highest degrees from Texas institutions, while 59.8 percent received their highest degree from the institutions outside of Texas; that the University of Texas has furnished more college teachers in Texas than any other institution, followed by Columbia university and Chicago university; that of the 33 senior colleges and universities in Texas, only 10 of the presidents have earned doctor's degrees.

2782. **Warren, L. E.** The presidents of 4-year colleges in the United States. Education, 58: 427–28, March 1938. (Mount Union college)

Studies the presidents of the 4-year colleges, the societies to which they belong, and the earned and honorary degrees they have received. Finds that they are not exceptional, as college men go.

ADMINISTRATION OF SCHOOL

2783. **Alguire, Doris Becker.** The effects of increasing free periods for high-school pupils. Master's, 1938. Southern California.

2784. **Archer, Vern B.** The progressive practices of school-community relationships in the state of Washington. Master's, 1938. Washington. 80 p. ms.

Studies actual practices in junior and senior high schools in Washington that make for better adjustments between the school and the community.

2785. **Bachman, Glen Alton.** Methods of interpretation employed by the public schools of South Dakota. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 22–23)

Analyzes replies to a questionnaire returned by 136 superintendents of public schools well distributed geographically and as to size. Finds that superintendents rank school interpretation methods in the following order both as to use and as to value: school publications, the public press, exhibits, home and school visitations, special emphasis weeks or compaigns, vitalized commencement programs, and radio; that they consider continuous publicity more valuable than campaign publicity; that schools make inadequate provisions for school interpretation; that they overpublicize athletics and other activities, and need more interpretation of the curriculum, methods of instruction, and philosophy of education. Shows that superintendents believe that proper school interpretation improves the attitude of the public toward the schools and the morale of the teachers and pupils.

2786. **Beazley, William Raymond.** An administrative survey of the public schools of Alleghany county, Virginia. Master's, 1937. Virginia.

2787. **Bendle, Lester C.** A study of the legal status of discipline and punishment of pupils in Michigan. Master's, 1937. Michigan.

*2788. **Bimson, Oliver H.** Participation of school personnel in administration: a study of the conditions which make for effective participation and the philosophy underlying the theory and practice of this type of administration. Doctor's, 1938. Nebraska. Lincoln, Nebraska, 1939. 117 p.

Discusses the history and growth of the profession of school administration in America; the relation of the superintendent of schools to the other members of the school organization; the advantages and disadvantages of a cooperative form of school participation. Indicates that the most important consideration in connection with the question of participation in administration is the point of view and the attitude of mind. Recommends that all employees have the opportunity to engage in a cooperative study of administrative problems; that participation in administration is desirable and possible in all school systems regardless of size; that the plan of organization should be adapted

to the needs of each school system; that participation should be employed only in connection with problems of major importance; that participation can best be brought about by a common desire for cooperative action on the part of all persons involved.

2789. **Brown, William E.** School board members of Schuylkill county: a survey of certain characteristics of the members of boards of school directors in Schuylkill county in relation to their desirability as such officials. Master's, 1937. Penn. State. (Abstract *in:* Pennsylvania state college. Studies in education, no. 21: 9–10)

Attempts to determine the type of persons making up the boards of school directors in Schuylkill county, from what social classes they come, and their educational training Finds that the boards of school directors are composed largely of business and professional men and skilled laborers; that their educational training ranges from elementary school through higher education, that less than half of them have children attending the public schools; that their average years of service as a board member is 9 1; and that 21 percent of them had teaching experience

2790 **Bruce, David Harry.** The formation and alteration of townships as school districts in Pennsylvania with special reference to Allegheny county. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 364–65)

Studies the legal basis for the 257 changes which have been made in townships as school districts in Allegheny county Finds that school districts were afforded secondary consideration at the best; that adequate opportunity was not provided all parties concerned to oppose the changes as a rule; and that the General Assembly sometimes fail d to provide an equitable situation at the time of the changes

*2791. **Burgess, Hugh Otis.** Vacation plans for staff members of large city school systems. Doctor's, 1938. Peabody. 135 p. ms

Makes a detailed investigation of current practice regarding plans for vacations among staff members in school systems of cities of $100 000 population or more. Attempts to ascertain principles in operation in existing plans for vacations for staff members of large city school systems, and presents a plan, based on modal suggestions, as a solution to the problem. Recommends that vacations with pay be granted to all staff members, that the vacations should be 30 days, preferably in July or August; that the primary reason for vacations should be rest; that the frequency of vacations for study should depend upon circumstances; that the length of vacations granted to staff members should depend upon circumstances, and that vacations for rest should be annually

2792. **Carson, Louis Frederick.** A study of boards of education in special districts in South Carolina. Master's, 1937. Duke 65 p ms.

2793. **Casey, Glenn D.** Supreme Court decisions for 1934, 1935, and 1936 with respect to educational administration. Master's, 1938. Southern California.

2794. **Clark, Kenneth.** A study of some common behavior problems. Master's, 1937. Michigan.

2795. **Davidson, David Nathaniel.** An administrative survey of the public schools of Orange county, Virginia. Master's, 1937. Virginia.

2796. **DeHaven, Foy E.** School publicity in Wythe county, Virginia. Master's, 1937. Virginia.

2797. **Demorest, Merrick Albert.** The content of teachers' handbooks and school board rule books. Master's, 1938. Duke. 119 p. ms.

*2798. **Dewey, Henry Evert.** School administration in Chicago. Doctor's, 1937. Chicago. Chicago, University of Chicago libraries, 1938. v. p.

2799. **DuBose, Noel Thedford.** An administrative survey of the South Park schools, Beaumont, Texas. Master's, 1938. Texas.

2800. **Edgar, James Winfred.** A study of the elements and sources of public school news. Master's, 1938. Texas.

2801. **Eidt, Earl S.** A survey of methods used by superintendents in keeping their boards informed about their schools. Master's, 1938. Michigan.

2802. **Forrest, Leland Kenyon.** The pupil in the home as a source of information concerning the school. Master's, 1938. Iowa. 121 p. ms.

2803. **Garwood, Charles E.** Criteria for schedule making. Master's, 1938. Nebraska. 118 p. ms.

Analyzes and evaluates schedules of 56 Nebraska high schools. Finds wide variation in schedule practices. Develops criteria which could be used to evaluate the schedule of any certain school or group of schools

2804. **Gilmore, John Elton.** An analysis and evaluation of the written rules and regulations of New York state boards of education in 21 cities and 20 villages. Master's, 1938. Rochester. 159 p. ms.

2805. **Goodman, Mary.** The effect of training children to meet difficult situations. Master's, 1938. Iowa.

2806. **Graham, Arthur Leo.** A study of the detention hall as a disciplinary measure in Lovenberg junior high school Master's, 1938. Texas.

2807 **Groves, Vernon Thomas** The meaning of school administration as shown by citations from various authorities. Master's, 1938. Wisconsin.

2808. **Haymond, Merle Preston.** Problems in the administration of small Kansas high schools. Master's, 1938. Kansas St. Coll.

2809. **Helvey, Warren.** An evaluation of continuous public relations methods for a city school system. Master's, 1938. Southern California

2810 **Hutchison, Keith Randell** The development of local units of school administration in Iowa Master's, 1938. Iowa

2811. **Jones, John Edward Emmett** A survey of pupil maladjustment in the Washington school and a suggested remedial program. Master's, 1938. Wisconsin.

2812 **Kendrick, Kenneth.** An analysis of the functions and relations of school boards and superintendents. Master's, 1938. West Texas St. T. C. 103 p ms.

2813. **Kooreman, Edith.** An analysis of certain problems in the administration and teaching of a unit of work. Master's, 1938. Iowa.

*2814. **Langfitt, Roy E.** The daily schedule in high-school organization. Doctor's, 1938. New York. 443 p ms.

2815 **Leonard, Curtis Bernard.** Problems in discipline: a questionnaire survey of problems and methods of treatment in California high schools. Master's, 1938. Stanford. 204 p. ms.

2816. **McArthur, *Mrs.* Mable E.** Interpreting the modern school to the public. Master's, 1938. Texas.

2817. **McCullough, Carl H.** A study of the causes of disciplinary problems in the schools of Indiana. Master's, 1938. Ind. St. T. C. 99 p. ms. (Abstract *in*: Indiana state teachers college. Teachers college journal, 9: 177–78, July 1938)

Analyzes replies to questionnaires received from 76 schools in 61 counties of Indiana, and additional data secured from experienced teachers enrolled at Indiana state teachers college for the mid-spring term of 1937. Finds that the offenses reported ranged in seriousness from undesirable conduct in class to crimes for which the offenders were placed in schools of correction; that 170 boys and 86 girls were reported; that 39.7 percent of the children were retarded; that 25.2 percent of the children came from broken homes; that the economic status of the family was on or below the borderline of poverty in 57.1 per-

cent of the cases; that 86.4 percent of the pupils participated in athletics but took little part in other extracurricular activities; that children were subjected to lax home discipline in 52 percent of the cases; that 65.8 percent of the children did below average school work; and that there was a continuous state of disagreement in 32.7 percent of the families.

2818. McCunn, Drummond J. Analysis of the functions, organization, and procedures in school business administration in a unit control system. Master's, 1938. Southern California.

2819. Moser, Wilbur Earl. Teacher participation in school administration: its nature, extent, and degree of advocacy. Doctor's, 1938. Stanford. (Abstract *in:* Stanford university. Stanford university bulletin, vol. 13. Sixth series, no. 72: 132–38)

Attempts to determine the nature and extent of teacher participation in the development of policies, plans, and practices affecting the various functions in school administration, and to ascertain what types of participation are recommended by teachers and administrators, as shown by replies of teachers in the elementary and secondary schools of California to a check list on 50 representative functions of school administration. Finds that at present teacher participation is largely that of offering suggestions and making criticism on the part of minority groups of teachers rather than by the cooperative effort of the whole teaching personnel or its recognized representatives; that both administrators and teachers desire an increase in teacher participation in administrative procedures.

2820. Pate, Charles V. Advisers of girls with special reference to their work in Georgia high schools. Master's, 1938. Georgia. 57 p. ms.

Studies the role and status of advisers in the United States, giving special attention to the status of deans of 95 Georgia schools ranging in enrollement from 60 to 1 541.

2821. Pearson, Isaiah Tillman. Administrative adjustments in a school system of abnormal growth. Master's, 1938. Peabody. 80 p. ms.

Studies the Dade county, Fla., school system.

2822. Raasoch, Harvey. Do workbooks lead to higher achievement when a teacher instructs more than one grade? Master's, 1938. Wisconsin.

2823. Ragan, William Burk. The reorganization of local school administrative units in terms of social and economic relationships. Doctor's, 1938. Stanford. (Abstract *in:* Stanford university. Stanford university bulletin, vol. 13. Sixth series, no. 27: 139–42)

Demonstrates a technique for the determination of the boundaries of local school administrative units on the basis of functional communities, and tries to determine whether or not community areas discovered by this method will be large enough to meet the standards developed for satisfactory local school administrative units. Studies the present status of school districts in Osage county, Okla., including the area and population of the county, the number of school districts of various types, the number of schools, grades taught, number of teachers, budget, enrollment, and area of each school district in the county. studies the social, economic, and religious relationships of families having children in the rural elementary schools of the county, and the town to which they went for certain social, economic, and religious purposes. Finds that neither the present school districts nor present counties correspond to functional community areas; and that these functional community areas, when found, are large enough to meet the minimum standards for satisfactory local school administrative units.

*2824. Riggs, Sidney Noyes. Descriptive study of behavior problems in a mixed race school. Doctor's, 1938. New York. 190 p. ms.

Studies the behavior problems in a school having a large percentage of colored children. Finds that the socio-economic status is more significant than race in creating disorders and that teachers' rankings of behavior disorders place active traits as more serious than recessive traits.

2825. Rud, Loyal A. Status of existing local school units in South Dakota. Master's, 1938. Wisconsin.

2826. Sebesta, Charles F. Statutory powers and duties of the president of the board of education in selected states under four types of school administration units. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 376–77)

Finds that the school laws of the various states give the president of the board of education permissive and mandatory powers and duties pertaining to board organization and activities, to finance, and to a number of miscellaneous matters; that he is primarily a financial officer; that the greatest number of powers and duties is assigned the president in the states having the smallest school administrative unit, the district unit, with the township unit following closely; and that the powers and duties of the president are predominantly mandatory in character and are not common to the different states or to the various school administrative units.

*2827. Smith, Lloyd A. Integrated versus traditional type of daily program for the seventh and eighth grade room. Master's, 1938. North Dakota. 54 p. ms.

2828. Smith, Marshall Noble. Virginia newspaper editorial opinion on current public school issues. Master's, 1938. Virginia.

2829. Sweitzer, Ralph L. A glossary of business and accounting terms for school administrators. Master's, 1937. Penn. State. (Abstract *in:* Pennsylvania state college Studies in education, no. 21: 45–46)

Prepares a list of 300 terms of a financial and accounting nature, and presents them to a group of principals and administrators for checking, and prepares a vocabulary test of 100 concepts chosen at random Recommends that prospective school administrators be taught a specialized vocabulary to equip them for their administrative duties.

†2830. Weber, O. F. The problem of school organization and finance in Illinois. Urbana, University of Illinois, 1938. 174 p. (University of Illinois bulletin, vol. 36, no. 15)

Discusses the development and the status of organization and finance, and presents dominant and salient facts indicating the marked inequalities in educational opportunity inherent in the organization and financing of education in Illinois at present.

2831. Welch, Jesse Morgan. A study of the effect of a divided term has upon the achievement of seventh- and eighth-grade pupils. Master's, 1938. Okla. A. and M. Coll.

Compares the achievement of the pupils in the seventh and eighth grades of a school with a continuous term with the achievement of the pupils in the same grades in two schools with split terms. Finds that the children in the school with a continuous term did better work than did the children in the schools with the divided term.

2832. Williams, Blaine T. An analysis of the personnel of an Iowa school board: a study in social control. Master's, 1938. Iowa.

2833. Young, Charles Watson. School maladjustments and their implications: a study of cases. Master's, 1938. Ohio State. 147 p. ms.

Analyzes 50 cases of absence, tardiness, poor grades, and attitudes for causes and implications. Finds that most causes can be prevented by fundamental school, social, and economic reconstruction.

*2834. Ziegenhagen, Alvin P. The legality of school board rules governing pupil conduct and discipline. Master's, 1938. North Dakota. 85 p. ms.

EDUCATIONAL LAWS AND LEGISLATION

2835. Adams, Ora S. The effect of House bill 212 of the fifteenth legislature upon the schools of Sequoyah county, Oklahoma. Master's, 1938. Oklahoma. 113 p. ms.

Attempts to discover evidences of educational loss or gain in one county due to the operation of a legislative act to provide state aid for schools. Finds that the total expenditures of the schools of the county were increased; schools were in session 17 days longer

than in 1926–27; teachers were better qualified as indicated by college hours of training; in 1936–37 a higher percentage of the enumeration was enrolled and the average daily attendance showed greater improvements over 1926–27.

2836. **Baines, Swartz Bently.** Present status of school laws in Oklahoma with recommended changes. Master's, 1938. Okla. A. and M. Coll.

Finds that under the existing school laws all of the children are not securing equal educational opportunity, and that changes will have to be made in the types of school districts and in the system of finance

2837. **Carlson, Carl Adolph.** Studies in the development of Colorado school law. Master's, 1938. Colo. St. Coll. of Ed.

2838. **Cressman, George R.** Digest of Pennsylvania school law. New York, Prentice-Hall, 1938. (State teachers college, West Chester, Pa.)

2839. **Evarts, Gertrude Louise.** History of health legislation affecting the public schools of Minnesota since 1878. Master's, 1938. North Dakota.

2840. **Haley, Forney C.** A practical code for relationships in athletics Master's, 1937. Louisiana State. 123 p. ms.

Studies practical sportsmanship codes for the high schools of Louisiana in relation to coaches, spectators, players, and school administrators

2841. **Higgins, Frank J.** The New York courts on the New York common schools. Doctor's, 1938. Fordham. 450 p. ms.

Surveys all the reports of the decisions of the New York Court of appeals, and the Appellate division of the Supreme Court from 1848 to 1936 Finds among the 45 legal principles studied, some which were more important than others; that of these two referred to the commissioner of education, five to the board of education, one to the officers of the school, one to education as a state and not a municipal function, and five to the school corporation.

2842. **Kephart, Edwin G.** A legal vocabulary for school administrators Master's, 1937. Penn. State. (Abstract *in:* Pennsylvania state college. Studies in education, no. 21: 31–32)

Constructs a checklist of words necessary for the understanding of school law and commentaries and administers the checklist to two professional and one student groups Finds that the average high school student ready to enter training for teaching needs further training in legal vocabulary, and that a legal vocabulary study should be part of a course for administrators.

*2843. **Lackas, John C.** A comparative study of the law relating to public and private institutions of higher learning. Doctor's, 1937. New York. 176 p. ms.

Shows that the differentiations in the law respecting public and private institutions of higher learning imply organizational and structural differences and necessitate differences in their administration, that these differences reside largely in the independent status of private institutions as compared to the subordination of public universities and colleges created by statute to the will of the legislatures

*2844. **Ludlum, Russell Willard.** Development of compulsory education in New York state during the nineteenth century. Master's, 1938. Cornell. 63 p. ms.

Discusses the compulsory school attendance laws passed in New York in 1853, 1874, and 1894, and the problems of school attendance as they existed in the periods between the passage of these laws.

2845. **McLain, Naomi W.** Certain regulations by state authority affecting the operation and instructional program of the public schools of Georgia. Master's, 1938. Georgia. 80 p. ms.

Analyzes the present laws pertaining either directly or indirectly to the required instruction in the public schools of Georgia.

2846. **Mahuron, N. B.** A history and comparative study of the Barnes law. Master's, 1938. Kans. St. T. C., Emporia. 46 p. ms.

2847. **Marshall, *Mrs.* Anne.** The organized opposition to the Federal child labor amendment, an analysis of three groups: The National association of manufacturers, Sentinels of the Republic, The National committee for the protection of the child, family, school, and church. Master's, 1937. Columbia.

2848. **Micek, Frances.** High-school legislation in Oregon, 1910–1937. Master's, 1938. Oregon.

2849. **Miller, O. C** Legal status of local school boards in Mississippi Master's, 1938 Peabody. 98 p. ms.

Covers laws relating to county and district boards and court decisions regarding them

2850. **Patton, Ervan E.** New administration of House bill 212 in the schools of Pawnee county, Oklahoma. Master's, 1938 Oklahoma. 71 p. ms.

Shows the way a bill for giving state aid affects length of term, attendance, teachers' salaries, tax levies, sources of income, and valuations in one county

2851. **Pearson, Oliver.** A study on the application of the cooperative school law to Rush county. Master's, 1938. Kansas St. Coll

2852. **Pruet, Edgar G.** Constitutional and legal status of compulsory school attendance in Alabama. Master's, 1938. Peabody. 139 p. ms.

Finds that the trend has been toward extending the attendance law, which is still inefficient as measured by school attendance

2853. **Pyburn, Nita K.** The antecedents of the North Carolina school law of 1839. Doctor's, 1938 North Carolina

*2854. **Regier, Aaron J.** A study of the functioning of teacher-certification laws and regulations in Kansas in 1933–34. Doctor's, 1935. Kansas. Lawrence, University of Kansas, Bulletin of education, 4: 4–18, March 1938.

*2855. **Rosenberg, R. Robert.** A modernized presentation of the law of contracts for secondary schools. Doctor's, 1938 New York. 227 p ms.

*2856 **Secor, Herbert W.** Legal jurisdiction of the school over the pupil off the school grounds and outside of school hours. Master's, 1937 Syracuse. 47 p. ms.

Surveys the existing state educational codes and finds that of the 48 states only 14 have incorporated sections referring specifically to control of pupils outside of school hours and off the school grounds Discusses cases which were tried in the courts on quarreling, use of disrespectful language, immoral and disorderly conduct, home study, rules requiring pupils to go directly home from school, publications ridiculing school's authority, participation in athletic contests in violation of rule of school, and high school fraternities and sororities

2857. **Sullivan, Herman E.** The Texas teacher qualification law Master's, 1938. Colo. St. Coll. of Ed.

2858. **Trusler, Willard W.** An analytical study of textbook legislation in the various states and a recommended textbook law for Kansas. Master's, 1938. Kans. St. T. C., Emporia. 81 p. ms.

2859. **Wentink, Paul H.** The Child labor laws of the United States compared with the laws relating to compulsory school attendance. Master's, 1938. Michigan.

SCHOOL FINANCE

2860. **Ashby, Clarence.** The local burden of school support in the public schools of Grimes county, Texas, as shown by an analysis of income and expenditures for 1936–37. Master's, 1938. Agr. and Mech. Coll. of Texas. 97 p. ms.

2861. **Asher, Melvin Francis.** A financial study of 1-room 1-teacher schools in Langlade county. Master's, 1938. Wisconsin.

2862. Barr, Johnnie Hubert. The per capita cost of general metal materials in the Houston junior high schools. Master's, 1938. Agr. and Mech. Coll. of Texas. 51 p. ms.

Finds that costs varied from .006 cents per pupil hour to 2 cents per pupil hour. Shows the need for more uniform selection of projects and use of materials.

2863. Beck, Albie Lyman. City school expenditures: the variability and interrelationship of the principal items. Master's, 1938. Stanford. 132 p. ms.

2864. Behmer, John H. A history and comparison of costs of medical services in New Jersey schools. Doctor's, 1938. Rutgers.

2865. Bigham, Clinton Simmons. The insuring of public-school property in separate school districts in Mississippi. Master's, 1938. Mississippi. 69 p. ms.

Attempts to determine present practices in insuring public-school property in the separate school districts of Mississippi, to show how improvements may be made in these practices so that premium costs can be reduced and the administration of the insurance program be simplified. Finds that since there are no school laws on fire insurance in Mississippi, school authorities may insure school property as provided by the general insurance laws of Mississippi; that the percentage of fire insurance coverage carried by the schools of Mississippi is too low in proportion to actual values; that the school buildings in the 83 separate school districts of Mississippi studied carry too many hazards; and that the location and construction of school buildings in the future should be carefully studied so as to obtain insurance at a minimum cost

2866. Bishop, A. J. Insurance on school property in Kiowa county from 1927–28 to 1936–37. Master's, 1938. Okla. A. and M. Coll.

Finds that insurance on school building property is written in more than 35 companies with a little more than half as many agents or agencies; that of the 25 companies only 2 are domestic; that the smaller schools write a combined policy while the larger schools write both combined and separate fire and wind-storm insurance; that the length of the term is 2, 3, or 5 years with more of the schools insuring for a term of 5 years; that the Kiowa county schools received more money in losses paid than they expended for premiums during the 10-year period; that the insurance records of the various schools are inadequately kept; and that the only reliable source of information is a copy of the policy which is kept on file by the agent or agency writing the insurance and that this record is usually destroyed at the time of the expiration or renewal of the policy.

*2867. Bittermann, Henry J. State and federal grants-in-aid Doctor's, 1932. Chicago. New York, Mentzer, Bush and company, 1938. 550 p.

2868. Brouillette, Joseph W. The third phase of the Peabody education fund. Doctor's, 1938. Peabody.

2869. Byars, Herbert Belton. Expenditures for school supplies in Greensboro, Alabama, public schools during the school year 1935–36. Master's, 1938. Alabama.

2870. Cale, Paul Harrell. The money raising activities of the public schools of Albemarle county, Virginia. Master's, 1938. Virginia.

2871. Calhoun, Paul Wendell. Financial administration of local tax school districts in Georgia. Master's, 1938. Georgia. 61 p. ms.

Analyzes Georgia school laws relating to financial records for local tax school districts, and the financial records of local tax school districts in Montgomery county and the first congressional district of Georgia.

2872. Carey, R. E. A comparative study of the cost of instruction in industrial arts and other forms of general education in the senior high schools of fourth class districts in Luzerne county, Pennsylvania. Master's, 1937. Penn. State. (Abstract *in:* Pennsylvania state college. Studies in education, no. 21: 11–12)

Finds that the percentage of college attendance in the fourth-class districts is small, and that the schools would be justified in offering industrial arts courses as preparation for adult life for the majority of the pupils. Breaks down the cost of teaching into subject

areas, and finds that the cost of teaching industrial arts, if distributed over a period of years, is not excessive. Shows that some districts which do not offer an enriched curriculum have higher salary schedules and a larger school population than other districts which offer an enriched curriculum.

2873. **Carson, Matt Drayton.** The unit costs in the Pageland, South Carolina, centralized high school. Master's, 1938. South Carolina. 39 p. ms.

2874. **Childers, Robert A.** Financial accounting and cost of cocurricular activities in Kanawha county schools. Master's, 1938. Wisconsin.

2875. **Chun, Dai Ho.** Direct expenditures by and on behalf of public senior high school students in Honolulu. Master's, 1937. Hawaii.

2876. **Clampitt, Wesley D.** A critical study of the actual and legal tuition costs in the 12 grade systems in Dallas county, Iowa. Master's, 1938. Drake. 50 p. ms.

Finds that all schools charged the maximum amount for non-resident pupil attendance and that in more than half the schools this was less than the actual tuition costs, while in the others the legal maximum exceeded such costs.

2877. **Conmy, Peter Thomas.** History of public-school support in California, 1849–1933. Doctor's, 1938. California.

Shows that the California public-school system was authorized in the state constitution adopted in 1849 which created a state school fund; that in 1864 an annual state school general property tax of 5 cents on each $100 assessed valuation was levied; that county elementary school taxes were made mandatory in 1864; that district taxation for elementary schools was authorized in 1858; that high schools were supported locally until 1903 when the state high-school fund was authorized by constitutional amendment; that in 1915 a county high-school fund was created; that junior colleges, authorized in 1907, were supported until 1917 by district taxation and tuition, but after 1917 were included in the state high-school fund; that in 1921 junior college districts were authorized and a state junior college fund created.

2878. **Cox, L. Carl.** The effects of the tax limitation and cash basis laws on educational opportunity in the secondary schools of Kansas. Master's, 1938. Southern California.

*2879. **Cox, William Stanley.** The distribution of school costs in Lonoke county, Arkansas, and in Arlington county, Virginia, 1935–36. Master's, 1938. George Washington. 37 p. ms.

Compares the decentralized type of administrative organization used in Lonoke county, Ark., with the county unit type of school administration used in Arlington county, Va. Compares the percentage and the per capita costs of different phases of school costs in the two counties, and attempts to determine the relationship between the type of organization and the distribution of costs.

2880. **Cunningham, Oval H.** How school boards in independent districts appropriate and spend the school dollar. Master's, 1938. Oklahoma. 88 p. ms.

Analyzes the budgetary expenditures of 50 independent districts for 1 year. Finds that there is too great a disagreement between the estimates of expenditures and actual expenditures; and that independent city districts estimate their expenditures more accurately than do dependent rural districts.

2881. **Dallard, Ralph C.** An estimate of the cost of making grades 9 through 12 of the American common school effectively free. Doctor's, 1938. T. C., Col. Univ.

Estimates that in 1935–36, 742,000 children were out of the secondary grades of the public schools primarily because of low economic status; gives an estimate of the cost of textbooks, school supplies, transportation, expense for extracurricular activities, and for part of the clothing for all or a part of the group, raising the cost of secondary school education approximately $153,774,000.

2882. **DeForest, Franklin J.** An analysis of the school costs in the state of Wyoming for the years 1924–1935. Master's, 1938. Wyoming. 142 p. ms.

2883. **Derrick, Bassam Omar.** Sources of revenue for public education in Lexington county, South Carolina, from July 1, 1932–June 30, 1936. Master's, 1938. South Carolina. 42 p. ms.

Recommends that local or district levies for school support be continued, that the state guarantee a 9-month school term for all white children, that more federal aid be secured for public education

2884. **Drake, Lloyd B.** Mandatory and optional expenditures for public services in Oklahoma. Doctor's, 1938. Oklahoma. 312 p. ms.

Classifies all expenditures of public money in Oklahoma for the fiscal year 1935–36 under county, township, municipal, school, state, and federal government as to mandatory or optional Finds that the state spends more for charity than for all its collegiate institutions; that debt service costs were 25.1 percent of the total cost of government; that mandatory expenditures total 71 4 percent, and optional expenditures 28 6 percent of the costs of all public services.

2885. **Durham, Dora.** The management of extracurricular activity finances and accounting in high school. Master's, 1938. Kansas. 76 p ms.

Analyzes 215 replies to a questionnaire, 4 from Missouri high schools, 211 from Kansas high schools Finds that the large schools have quite complete and adequate accounting systems for extracurricular activities; but many of the smaller schools are experiencing difficulty in securing a simple, adequate, and comprehensive method of accounting

2886. **Dyson, Luther H.** A comparison of state and parish school revenues in Louisiana, 1923–1935 Master's, 1937. Louisiana State (Abstract *in:* Louisiana state university. University bulletin, vol 30 N. S., no. 3: 96–97)

Compares the percentage of funds which the state furnished the local units for operating costs of schools with the percentage of funds which the local units raised for the same purpose Finds that there was a definite trend toward the state furnishing a greater percentage and the local communities furnishing a smaller percentage of funds for the operating costs of the schools, similar to the trend toward state support in the nation as a whole

2887. **English, William M.** Capital outlay expenditures for white schools of Etowah county, Alabama. Master's, 1938. Alabama.

*2888. **Farris, Theodore Newton.** Severance taxation in Louisiana Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 8 p. (Abstract of Contribution to education, no. 197)

Discusses methods of taxation in ancient and mediaeval governments the collection of severance taxes in states other than Louisiana, and the collection of severance taxes in Louisiana Shows the uses made of the income from these taxes, including distribution to higher educational institutions, the public schools, charitable institutions for the unfortunate, conservation of national resources, and free textbooks for all the children of Louisiana.

2889. **Fenton, Dale.** Administration and accounting for student loan funds Master's, 1938. Okla. A and M. Coll.

Shows that student loan funds have become one of the major divisions of the higher educational institutions; that they are trust funds and should be administered as such.

2890. **Fife, Samuel Stewart.** A study of policies and procedures used in controlling high-school student body finances in large city school systems. Master's, 1938. Southern California.

2891. **Finley, Marshall A.** A proposed severance tax to be levied upon the natural resources of the state of Kansas, the proceeds to be used for public education. Master's, 1938. Kans. St. T. C., Emporia. 68 p. ms.

2892. **Fitzgerald, William L.** A case study of state aid to certain mining camp school districts. Master's, 1937. Iowa. 107 p. ms.

2893. **Fleming, Joe E.** A comparison of the costs of operation on a per-pupil basis for the different types of high schools in Kansas. Master's, 1938. Kans. St. T. C., Emporia. 90 p. ms.

2894. **Flowers, Herbert D.** School revenue in lieu of homestead exemption in Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Compares the condition of school revenues before homestead exemption became operative with the financial condition after the first year the measure operated Shows that the homestead exemption narrows the tax base, that state aid has increased as the apparent ability of local sub-divisions of government to support themselves has declined; that excise boards have lessened the millage allocated to the schools as the state has increased its support.

2895. **Floyd, William Burney.** Relationship of farm practices and school revenue in Henderson county, Kentucky. Master's, 1938. Kentucky. 110 p. ms.

Attempts to find out whether farm practices influence farm tax valuations and school revenue

2896 **Forrest, Leo.** Budgets and expenditures for school purposes in Curry county, New Mexico. Master's, 1938. New Mexico. 64 p. ms.

2897. **Foster, John Flagg.** The effects of changing the basis of apportioning the major school funds of Texas to average daily attendance. Master's, 1938. Texas.

2898 **Garris, Howard Franklin.** Unit costs in the St. George, South Carolina, high school for the session 1937–38 Master's, 1938 South Carolina. 32 p. ms.

Discusses many factors that affect unit cost and ascertains unit cost per year per pupil, cost of subjects per pupil hour, and per pupil expenditure

2899 **Gillespie, Houston Lamar.** The extent that educational opportunities and the burden of support are equalized in the public schools of Chickasaw county, Mississippi, for current expenses and a proposed plan for eliminating inequalities. Master's, 1938 Alabama.

2900 **Gilliland, Floyd H.** State workmen's compensation insurance as applied to public-school employees in North Dakota. Master's, 1937. Iowa. 110 p. ms.

2901 **Griffis, Hugh Edward.** Federal aid for public education. Master's, 1937. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses: masters' degrees in the Graduate school, no 5: 6–7)

Traces the development of Federal aid for public education in the United States from the formation of the Union to the present time Shows a rapid increase in Federal aid in recent years for public education and indicates that it will continue to increase in the future and play a greater part in providing funds to assist the states in the development of their educational programs

*2902 **Gruelle, Orie P.** State insurance of public-school property in Kentucky. Doctor's, 1938. Kentucky. Lexington, University of Kentucky, 1939. 136 p (Bulletin of the Bureau of school service, vol. 11, no. 3)

Reviews the legal status of insurance on public-school property with special reference to Kentucky, compares the insurance laws of Kentucky with those of other states; and considers the desirability and feasibility of state insurance by computing the probable cost of such insurance and the possible savings resulting to the state

2903. **Grumbling, Hudson Virgil.** The cost of operation in certain fourth-class school districts of Indiana county, Pennsylvania. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 368–69)

Analyzes and compares the cost of operation in 13 fourth-class districts maintaining high schools and 13 fourth-class districts not having high schools in Indiana county for the years 1930–1935, inclusive Finds that wages of janitors is 28.52 percent higher in the high-school districts; fuel is 29 44 percent higher in the districts not maintaining high schools; water, light, and power is 5.07 percent higher in the high-school districts; janitor supplies is 0.99 percent higher in the high-school districts; and other expenses of operation is 5.08 percent higher in the non-high-school districts.

2904. **Gyte, Millard Ellsworth.** An analysis by function of the expenditures of the schools of South Dakota. Master's, 1938. Colo. St. Coll. of Ed.

2905. **Harrison, Dwight Thomas.** An evaluation of salary rates paid employees in selected noncertificated service positions of the Los Angeles city school districts. Masters', 1938. Southern California.

2906. **Heise, Leonard.** Study of University of Wisconsin graduates aided by vocational rehabilitation funds. Master's, 1938. Wisconsin.

2907. **Hill, Foster Carl.** An analysis of the revenues and expenditures of school districts maintaining high schools in Essex county, New York. Master's, 1937. Rochester. 124 p. ms.

2908. **Hill, E. N.** An investigation of the actual percent of tax monies paid by the citizens of Allen county, Kansas, used for the support of the schools. Master's, 1938. Kansas. 39 p. ms.

Shows that only 29.84 percent of every tax dollar collected in Allen county is spent for education.

2909. **Hill, Johnnie Guy.** The school carnival as an educational and financial agency for the small school. Master's, 1938. Okla. A. and M. Coll.

Studies carnival programs presented, in the year 1937–38, by 59 schools in 40 counties. Finds that the school carnival has been used extensively by small schools in Oklahoma as a financial agency; that many features of the carnival program are of educational value; and that the plan used for the organization and presentation of the carnival was not efficient in many places.

2910. **Hill, Walter B.** A critical evaluation of the method of distributing the state equalization fund in the State of Georgia for the year 1936. Master's, 1937. Michigan.

*2911. **Hitchcock, Clarence C.** Devolution of assets and liabilities in the alteration of school district boundaries as determined by judicial decisions. Doctor's, 1938. New York. 121 p. ms.

Studies higher court decisions on questions of the devolution of assets and liabilities when school district boundaries are altered. Finds that courts have wide powers of interpretation of the law; that courts may create legal bodies, terms, or situations; that sometimes the work of the courts amounts to legislation; that in the absence of legislation courts have laid down rules governing the devolution of assets and liabilities, consolidation of districts, secession of part of a district, and annexation of part of another district; that constitutional guarantees must be safeguarded.

2912. **Hoffman, Joe B.** Some aspects of the federal land funds and the legislative appropriations of certain state universities of the Old Northwest. Master's, 1938. Iowa.

*2913. **Hollis, Ernest Victor.** Philanthropic foundations and higher education. Doctor's, 1938. T. C., Col. Univ. New York, Columbia university press, 1938. 365 p.

Studies the philosophy, administration, activities, and funds of philanthropic foundations to determine whether foundation influence has been wielded to maintain the *status quo* in education, or to accelerate the processes of cultural and social change. Finds that in general, the foundations making grants to higher education closely parallel endowed universities in ideals, attitudes, organization and administrative personnel, but that they differ in many ways from the universities. Analyzes and synthesizes grants by purposes for which they were made and by the areas and institutions receiving them. Indicates the trends of these grants through the more than a third of a century of foundation effort to influence American higher education. Concludes that the extent of foundation influence on American higher education is at least $680,000,000, and that the direction of that influence has been increasingly towards supporting cultural and social ideas and institutions that are adapting themselves to meet the needs of a rapidly changing civilization.

2914. Hopkins, Wilfred C. Significant costs to the Commonwealth of Pennsylvania involved in the preparation of teachers in state teachers colleges. Doctor's, 1938. Pennsylvania.

2915. Horner, Meyers B. Indebtedness of the school districts of Pennsylvania under the supervision of the county superintendent of schools. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 134–41)

Surveys financial and statistical data on the 2,408 school districts in Pennsylvania under the supervision of the county superintendent of schools in 1935–36; analyses the practices of the various states with respect to the allocation of indebtedness upon the merging or consolidation of school districts. Offers three plans for the allocation of indebtedness on consolidation or merger of school districts.

2916. Hull, Loran R. Financing junior high school athletics. Master's, 1938. Peabody. 82 p. ms.

Studies methods of financing athletics in the West Virginia junior high schools, and states that they should be financed from the annual school budget.

*2917. Hunn, Frank L. An insurance program for the Atchison county community high school. Master's, 1938. Kansas. 69 p. ms.

Shows the changes that have been made in this school to improve the insurance program and to eliminate unnecessary premium costs and losses. Discusses the common types of insurance policies, the information needed by school administrators to secure an adequate insurance program, the insurance program in the Atchison county community high school prior to 1935, the present program, and an adequate insurance program for the future.

2918. Hurst, William B. A study of the relation between state support and the education program of schools in Kiowa county from 1929 to 1936. Master's, 1938. Okla. A. and M. Coll.

Shows that state aid was not an important factor in the finances of the schools of Kiowa county before the depression; that as the severity of the depression increased, the quality of the schools decreased; that starting in 1932 with state aid the schools improved in enrollment, in the employment of better teachers, in an enriched curriculum and in better school buildings. Indicates that state aid is beneficial and therefore desirable

2919. Hutchins, Clayton Darius. The distribution of state funds for pupil transportation. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, no. 26: 101–10)

Studies the various factors affecting the cost of pupil transportation, the effect of managerial policies on its cost, and offers suggestions for adjusting the local cost of pupil transportation to the state program.

2920. Jones, William Anderson. A survey of the charges made against high-school students by South Dakota schools. Master's, 1938. South Dakota. 31 p. ms.

2921. Kindred, Leslie W., *jr.* Public funds for private and parochial schools: a legal study. Doctor's, 1938. Michigan.

2922. Knapp, Harry G. A comparative study of the actual and legal tuition costs in the 10 school systems of Ringgold county, Iowa, 1933–36, inclusive. Master's, 1938. Drake. 31 p. ms.

Finds that all schools charged the maximum amount for nonresident pupil attendance, and that in more than half the schools this was less than the actual tuition costs, while in the others the legal maximum exceeded such costs

2923. Lewis, Robert E. A history of the county as a taxing unit for elementary schools in Oregon since 1900. Master's, 1938. Oregon.

2924. Littlepage, Hamilton S. A study of the distribution of special state aid in Knox county, Illinois. Master's, 1938. Illinois.

2925. **McCoy, Frank Alexander.** A study to formulate a plan for the financial support of the public schools in Kansas. Master's, 1938. Southern California.

2926. **McLean, Ritchie L.** The non-payment of taxes in Leflore county, Oklahoma. Master's, 1938. Oklahoma. 73 p. ms.

Investigates the records on tax payments, tax levies, and collections and expenditures of Leflore county for 4 fiscal years. Finds that it is a policy of taxpayers of Leflore county to forego the payment of tax assessments; that there has never been any sale or resale of delinquent property in the county; that 7 of the 10 county officials were delinquent in tax payments for the years studied; that all public services in the county, including schools, suffer greatly from the lack of income due to nonpayment of taxes.

2927. **Maddox, J. C.** Unit cost by subject in nine Kentucky high schools Master's, 1938. Peabody. 85 p. ms.

Studies the unit cost per subject in the nine high schools in Carlisle and Hickman counties of Kentucky for the school year 1937–38

2928. **Merideth, George Hudson.** A study of the relationship of school expenditures to educational services provided. Doctor's, 1938. Southern California.

2929 **Miller, Grace D** Carrying through a school tax levy campaign. Master's, 1937. Columbia.

2930. **Montgomery, R. Cecil.** The cost of education compared with the costs of other governmental functions in Morgan county, Colorado Master's, 1938. Colo. St. Coll. of Ed.

2931. **Moss, Herschel L.** A study of the equalization of educational opportunity in the United States. Master's, 1938. Ind. St. T. C. 134 p ms. (Abstract *in:* Indiana state teachers college Teachers college journal, 9: 193, July 1938)

Shows almost half of the states without an equalization fund law that is able to take care of the differential between the poor unit and the wealthy unit, and that the states with a poor equalization set-up are satisfied with their programs while those having an efficient set up are dissatisfied and are anxious to make needed improvements.

2932. **Olson, Marie E** Trends in support of secondary education in Nebraska high school. Master's, 1938. Nebraska. 38 p ms.

Relates expenditures in 50 Nebraska high schools to enrollment, instruction, building program, operation, and maintenance of the school plant.

†2933. **Owen, Ralph Dornfeld.** Cost of public education, 1933 34, in Pennsylvania. Philadelphia, Temple university, 1938. 36 p

Discusses cost of instruction, auxiliary agencies, operation, maintenance, and fixed charges.

2934. **Palmer, Paul Alfred.** The development of state support of public education in West Virginia. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 219–25)

Traces the evolution of state support of public education in West Virginia from the beginning of public education in old Virginia, before West Virginia was created as a separate state, to the present time.

2935. **Perry, Harold M.** A study of costs of teaching bookkeeping in Elgin, Illinois, high school. Master's, 1938. Iowa.

2936. **Pizor, Raymond.** The use of public-school funds for other than public-school purposes. Doctor's, 1938. Temple.

2937. **Platt, Nevin J.** Financing extracurricular activities in the small high schools of South Dakota. Master's, 1938. South Dakota. 45 p. ms.

2938. **Ragland, Jim J.** A survey of educational costs in Hughes county from 1926–27 to 1935–36. Master's, 1938. Okla. A. and M. Coll.

Shows that the smaller districts are more expensive to operate than the consolidated districts, and that wherever possible smaller districts should be annexed to larger districts, which could be done without additional cost to the larger unit.

2939. **Raley, Novil Hester.** A statistical financial report of the white public schools in Claiborne parish, Louisiana, for the year 1936–37. Master's, 1937. Louisiana State. 60 p. ms.

Finds the average cost per pupil in average daily attendance in the elementary schools of Claiborne parish is $83 38 for transported and $50 43 for nontransported pupils; the average cost per pupil in average daily attendance in high schools is $114 43 for transported and $91 65 for nontransported pupils, and the average costs in Claiborne parish are higher than those for Louisiana at large.

2940. **Raub, Norman** *and* **Daugherty, David M.** A survey of costs of public education in the Commonwealth of Pennsylvania for the fiscal year 1933–34: a study of the cost of auxiliary agencies for the public schools of Pennsylvania. Master's, 1938. Temple. 686 p. ms

2941 **Ray, Dennie Ezell.** Unit costs by subjects in 10 Tennessee high schools Master's, 1938. Peabody. 125 p. ms.

Studies all of the 4 year high schools for white children under the control of the Madison county board of education Finds that the smaller the school, the higher the unit cost

2942 **Reaume, William Joseph.** Instructional costs of health education in the public high schools of the City of Detroit. Master's, 1938. Detroit. 33 p. ms.

Finds that unit costs in health education vary greatly from one field to another, and for individual teachers within each field of health education instruction; that instructional cost per yearly student hour in each of the five phases of health education varies from $8 96 to $17 23

2943 **Reazin, Bruce David.** The administration of the permanent school fund of Arizona. Master's, 1938. Southern California.

*2944. **Rice, Harold A.** The financing of education in West Virginia. Doctor's, 1938. New York 445 p. ms

Traces the evolution of the system of financing elementary and secondary schools in West Virginia and finds that the system is inadequate and unsound.

2945. **Ridgway, Paul M** A critical study of public-school costs in Kansas from 1928 to 1936. Master's, 1938. Kans. St. T. C., Emporia. 84 p. ms

2946. **Riedel, Esmond Robert.** Financing co-curriculum activities in the A class high schools in Virginia. Master's, 1937. Virginia.

*2947. **Robert, E. B.** The administration of the Peabody education fund from 1880 to 1905. Doctor's, 1936 Peabody Nashville, George Peabody college for teachers, 1936. 5 p. (Abstract of Contribution to education, no. 225)

2948. **Roberts, David R.** The dependence of high schools on tuition revenue. Master's, 1938. Iowa. 44 p. ms.

2949. **Sauder, Leroy S.** A survey of the cost of public education in the commonwealth of Pennsylvania for the fiscal year 1933–34. Master's, 1938. Temple. 130 p. ms.

*2950. **Sellers, John Milton.** Taxation and support of education in Indiana. Doctor's, 1937. Chicago. Chicago, University of Chicago libraries, 1938. 151 p.

Investigates the financial support accorded to civil and school corporations in Indiana during the period from 1924 to 1933 in order to determine the productivity of the new tax measures and their contribution to the solution of problems involved in the support

of public functions. Traces the legislative acts pertaining to taxation from the earliest tax acts down to the present time. Compares the school and civil debt as to amount, trends, and rate of retirement.

2951. Sexson, John Amherst. A study of the relationship of school expenditures to educational services provided. Doctor's, 1938. Southern California.

2952. Siemens, Curt. A study to determine the percent of the total tax dollar devoted to education in Kansas. Master's, 1938. Kansas. 30 p. ms.

Shows that the portion of the tax dollar spent to support education in Kansas was: 31.8 percent in 1932, 24.8 percent in 1934, and 27.5 percent in 1936.

2953. Simmermacher, H. A. Comparison of pupil costs in Ohio high schools. Master's, 1938. Ohio State. 56 p. ms.

Compares the number of courses offered, the number of teachers, pupil-teacher ratio, and per pupil costs. Finds that the maximum efficiency was not attained in high schools until the average daily attendance reached 850.

2954. Sowers, Robert Morris. A comparison of the current cost of the different types of public schools in Houston county for school year, 1936-37. Master's, 1938. Agr. and Mech. Coll. of Texas. 52 p. ms.

2955. Staats, William F. Financing extracurricular activities in high school Master's, 1938. Wyoming. 98 p. ms.

2956. Stricker, Christian P. A survey of costs of public education in the Commonwealth of Pennsylvania for the fiscal year 1933-34: a study of the cost of fixed charges for the districts of the fourth class ranging in population from 4,990 to 800. Master's, 1938. Temple. 409 p. ms.

Finds the amount spent on fixed charges approximately one-half percent of the gross expenditures for public education; that the average cost per pupil was $2.02; that 84 percent of the 1,315 districts contributed to the State retirement board; that 28 percent reported expenditures for rent, 82 percent for fire insurance, and 91 percent for compensation insurance.

2957. Stuart, Fred William. The cost of education compared with the cost of other functions of government in Crawford county, Iowa. Master's, 1938. Colo. St. Coll. of Ed.

*2958. Sundelson, Jacob Wilner. Budgetary methods in national and state governments. Doctor's, 1938. T. C., Col. Univ. Albany, J. B. Lyon company, printers, 1938. 640 p. (Special report of the State tax commission, no. 14)

Discusses budgetary comprehensiveness and unity; budget program preparation, adoption, and execution.

2959. Tilley, Merlin B. A study in Texas public-school fire insurance. Master's, 1938. Southwest Texas, St. T. C. 120 p. ms.

Finds that there is too little consideration given to fire insurance and that the amount of coverage varies from a small percent to overcoverage; that economies might be effected by a more careful analysis of the fire insurance program to prevent overcoverage.

2960. Tolle, Vernon Ottis. Budgetary procedure in the municipal and other independent school units of New Mexico. Doctor's, 1938. California.

Attempts to determine the present constitutional and statutory provisions for public school budgetary procedure in New Mexico; the relationship of the existing budgetary procedures in the municipal and other independent school units of New Mexico to accepted standards of school budgetary procedure; and to recommend desirable changes in procedure so as to conform to accepted principles and standards.

2961. Trout, George Glenwood. The financial status of special day and evening classes in California. Master's, 1938. Southern California.

2962. Walcott, Clifford F. The cost of consolidating the rural schools of Allen, Fayette, and Scipio townships, Hillsdale county. Master's, 1938. Michigan.

2963. **Weinlick, Henry C.** A financial study of the reorganization of Lincoln county, Wisconsin. Master's, 1938. Wisconsin.

2964. **Wilt, Titus T.** Opinions of representative groups of citizens concerning the financial support of public schools. Master's, 1937. Michigan.

2965. **Wineinger, F. W.** The cost of education in Woodbury county, Iowa, compared with the costs of other functions of government. Master's, 1938. Colo. St. Coll. of Ed.

2966. **Winther, Adolph I.** An investigation into the cost of interscholastic athletic budget for Wisconsin schools. Master's, 1938. Wisconsin.

*2967. **Witmeyer, Paul E.** Educational implications of the tax duplicate in third class school districts of Pennsylvania. Doctor's, 1938. New York. 73 p. ms.

Studies the Pennsylvania laws relative to taxation, and analyzes replies to a questionnaire sent to 126 superintendents of schools in third-class districts requesting information on the method used by the boards of education in checking receipts. Finds that school districts have been vested with the power to tax, but are obligated to perform their duties within limitations prescribed by the legislature; and that there is an obvious need of a sympathetic check of all revenues and their sources, so that school districts may receive all of the monies to which they are entitled

2968. **Zetrouer, Horace F.** A study of the special tax school districts in Alachua county. Master's, 1938 Florida.

RURAL EDUCATION

2969. **Ahlstrom, Clyde J.** A proposed school reorganization for Hartford, Lyon county, Kansas. Master's, 1938. Kans. St. T. C., Emporia. 111 p. ms.

2970. **Allinder, Allen F.** Community school districts of Montcalm county. Michigan. Master's, 1937. Michigan.

2971. **Beaumont, Glenn R.** Effects of county unit of school administration upon teaching stability. Master's, 1938. Ohio State. 77 p. ms.

2972. **Blanchard, Marvin C.** Possibilities for structural reorganization of public-school education in Cass county, Michigan. Master's, 1937. Michigan.

2973. **Bordine, K. T.** The organization and development of a rural community school. Master's, 1937. Michigan.

2974. **Byrum, Irvin R.** An evaluation of the efficiency of instruction in a rural school. Master's, 1938. Southern California.

2975. **Cassell, Hugh Kent.** Ten years of public school education in Wise county, Virginia. Master's, 1938. Duke. 103 p. ms.

Analyzes trends in finance, pupil population, teacher personnel, and building situation.

2976. **Dancer, Mattie Epperson.** Improvement of instruction in Lamar county, rural schools. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 11-12)

Compares the results of standardized achievement tests given in 24 schools with the norms of the tests in English and arithmetic, and the results of equated activity and nonactivity schools in English, arithmetic, word-meaning, and geography. Traces the development of an activity unit in a typical rural school of the county. Finds that the test results indicate that the acivity schools excel the nonactivity schools in proficiency in subject matter as well as in the development of proper attitudes, ideals, and habits. Recommends that the number of county supervisors be increased, and that there be a closer integration between the department of education and rural school supervisory programs in order to meet the demands of social conditions.

2977. **Danielson, Jalmer Ernest.** A fiscal survey of the school situation in Benson county, North Dakota. Master's, 1938. North Dakota.

2978. **Douglas, D. F.** Educational inequalities in Franklin county. Master's, 1938. East Texas St. T. C. 91 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 11)

Presents data on existing inequalities in educational opportunities in Franklin county, Tex., and offers a plan of reorganization based on the county unit system of school administration

2979. **Dribben, William Barnett.** A study of the eighth grade white population in Bolivar county, Mississippi. Master's, 1937. Duke. 90 p. ms.

Presents a socio-economic study of eighth-grade pupils, comparing those transported at public expense with those not transported, and dealing with such factors as time distribution, mobility, and economic background

2980. **Fleming, Millard F.** A reorganization of the public schools of Franklin county, Texas. Master's, 1938. Texas.

2981. **Fobes, Richard W.** The rural elementary and secondary schools of Calhoun county, Iowa, and possibilites for their reorganization. Master's, 1938. Iowa State.

2982. **Geiger, Joseph.** The application of a single district plan to the schools of Meade county, South Dakota. Master's, 1938. South Dakota. 66 p. ms.

2983. **Hendren, Mark Zell.** Possibilities for reorganizing rural elementary education in Taylor county, Iowa. Master's, 1938. Iowa State.

2984. **Honnold, Claude L.** A comparison of schools of various sizes in Grady county, Oklahoma. Master's, 1938. Oklahoma. 38 p. ms.

Compares 1-teacher, 2 teacher, 3-teacher, and larger schools as to pupil achievement, cost, attendance, teacher qualifications, length of term, and physical plant Finds that in 1-teacher schools pupil achievement is poorest, cost is highest, attendance is poorest, teachers are least qualified, school term is shortest, and the physical plant ranks lowest

2985. **Huffman, Robert L.** Comparative achievement in the larger and smaller rural schools of Dallas county, Texas. Master's, 1938 East Texas St. T. C. 113 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 16–17)

Compares grades 4, 5, 6, and 7 in all of the rural schools of Dallas county on achievement in reading, language usage, and arithmetic computation as measured by the New Stanford achievement test, advanced examination, form V Finds little difference in achievement in the two types of schools, and that there is no justification of the claim of superiority for any school on basis of size

2986. **Hulme, George Ward.** Some aspects of equalization of educational opportunity in DeKalb county, Alabama, 1936–37. Master's, 1938. Alabama.

2987. **Jorgensen, Arthur William.** A comparison of the academic achievement of rural and urban students and certain environment factors conditioning learning. Master's, 1938. Wisconsin.

2988. **McBride, Roy G.** A proposed plan for local school administrative units in Cimarron county. Master's, 1938. Okla. A. and M. Coll.

Studies the attendance areas, transportation, cost of instruction, valuation, buildings, physical conditions, number of pupils, average daily attendance, and limitation of the curriculum in the county Formulates a plan for the reorganization of the present districts so as to give better educational opportunity to the pupils in the county.

2989. **McElroy, Wilbur A.** A survey of attitudes of rural school board members toward certain basic school problems. Master's, 1938. Kansas. 50 p. ms.

Considers 146 answers to a questionnaire sent to school board members in Jackson and Woodson counties, Kans. Concludes that if a district has a good teacher, the 1-teacher

school is still on a par with the city schools; that a large percent of the rural population is opposed to consolidation, even if it costs less.

2990. McKinnon, Alexander. A supervisory rural school unit in Saskatchewan. Master's, 1938. Washington. 70 p. ms.

Recommends the creation of larger administrative units to replace the present local school units.

2991. Mason Martha Nunn. Changing schools in rural areas. Master's, 1938, Emory. 85 p. ms.

Indicates that there is a growing conviction in the rural areas that the life of the child in the open country can be made more meaningful and that the school can contribute to his social and educational welfare in a more effective manner than that which has been characteristic of his school in the past

2992. Nelson, Horace Malcolm. County unit plan for Edgefield county, South Carolina. Master's, 1938. South Carolina 32 p. ms.

2993 Partington, Stephen A. A study of the comparative achievements of village and rural trained pupils in Cedar Springs high school, Cedar Springs, Michigan. Master's, 1938. Michigan.

2994 Reed, Malcolm H. A survey of pupil progress in a large central rural school of western New York. Master's, 1937. N. Y. St. Coll for Teach. 88 p. ms.

2995. Rhoades, Charles Arthur. The one-teacher schools of Santa Cruz county. Masters, 1938. Stanford. 95 p. ms.

2996. Shanks, Carl H. A proposed reorganization of the Clinton county, Ohio, school system. Master's, 1938 Miami. 80 p. ms

*2997. Smith, Clarence Evert. Socially creative leadership as illustrated by studies in theory and practice in the administration of a rural supervisory district. Doctor's, 1938. Buffalo. 292 p. ms.

2998 Smith, Marion Bush. A sociological analysis of rural education in Louisiana Doctor's, 1937. Louisana State. University, Louisiana state university, 1938 130 p. (Louisiana state university studies, no. 35)

Studies schools for white children in Louisiana in general, and 12 schools in different sections of the state in particular, using 1 school from the French and 1 from the Anglo-Saxon culture areas as representative of the rural consolidated high schools; consolidated high schools in urban centers which educate transported rural children, and rural elementary schools Finds that the consolidated school does not solve the educational problems in rural districts; that the rural school and the rural community need to be brought closer together in a common bond of understanding; and that there is need for the small neighborhood school in rural sections for the children of the lower grades.

2999. Smith, Selby Frank. Mississippi municipal separate schools serving rural territory. Master's, 1938. Mississippi. 58 p. ms.

Gives a brief history of the separate schools as they were permitted to serve rural territory; the extent to which they are now serving it; the revenue now received for this service; and whether or not a large or a small separate district is better for this purpose from the revenue point of view. Finds that in 1870 the Mississippi state legislature passed a law permitting incorporated cities of 5,000 or more in population to organize a separate school district; that in succeeding years the population requirement was lowered until finally in 1906 the population requirement was entirely removed, that rural territory adjacent to the municipality was permitted to be taken into the separate district in 1886; that approximately two-thirds of the separate districts now include some rural area; that since 1886 the counties of Mississippi have been permitted to pay tuition for the children attending schools in separate districts; and that the counties have never paid tuition sufficient to cover the per capita cost of education in the separate districts

3000. Stickle, Ralph L. The natural centers and community school areas of Eaton county, Michigan. Master's, 1937. Michigan.

3001. **Stromberg, Eugene T.** The influence of the central rural school on community organization. Doctor's, 1938. Cornell.

3002. **White, Guy Merritt.** The relation of the age-grade status of children to the educational level, type of home, and occupation of parents. Master's, 1938. Louisiana State. 47 p. ms.

Studies the occupational status, type of home, and educational status of the parents of 9,013 white children of St. Landry parish, La. Finds that 70 percent of the children live on farms; that more than four-fifths of the children live in cabins and cottages; that nine-tenths of the fathers had less than a high-school education. Shows that agriculture and related subjects should receive major emphasis in the schools.

3003. **Wrather, Marvin Otis.** Proposed reorganization of the public schools of Calloway county, Kentucky. Master's, 1938. Peabody. 86 p. ms.

CONSOLIDATION

3004. **Bell, Henry Griffin.** The comparison between achievement in consolidated schools and one room schools in Renville county. Master's, 1938. North Dakota.

3005. **Bobo, William Pervy.** A study and comparison of two county school systems in Mississippi: Lincoln, a consolidated, and Webster, a super-consolidated system. Master's, 1937. Duke. 86 p. ms.

3006. **Bower, Lynford C.** The attitude towards consolidation in the Brandon, Iowa, district after 20 years. Master's, 1938. Iowa. 98 p. ms.

3007. **Chaffin, Virgil.** An administrative survey and proposed plan of reorganization for the public schools of Bell county, Texas. Master's, 1938. Texas.

3008. **Chambers, Millard K.** Twenty years of consolidation in Louisa county, Iowa. Master's, 1938. Iowa. 50 p. ms.

3009. **Duncan, Carl Gracie.** A study of school consolidation in Colorado. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 50–51)

Studies 27 factors in each of 78 consolidations to determine conditions in each area for the 3-year period immediately preceding consolidation, the 3 year period immediately following consolidation, and the most recent 3-year period that could be studied, 1935, 1936, and 1937. Finds that after consolidation high-school enrollment, number of high-school graduates, and number of accredited high schools increased tremendously; that average daily attendance improved; that the total number of teachers increased and better teachers were employed; that school costs increased because of provisions for improved high-school opportunities, transportation of pupils, new and modernized school buildings with adequate equipment, and well-paid teaching staffs; that costs per pupil enrolled and per pupil in average daily attendance increased sharply with consolidation, but each shows a slight reduction at present; that assessed valuations increased during the period after consolidation but are now lower than during the period before consolidation; and that tax rates have risen continuously.

3010. **Elkey, George.** Possible reorganization of the schools of Grand Traverse county, Michigan. Master's, 1938. Michigan.

3011. **Fegley, Paul.** County plan for reorganization. Master's, 1938. Washington Univ. 82 p. ms.

Studies existing educational conditions in Shelby county, Ill., including financial conditions, teachers' preparation, salaries, experience, and tenure. Suggests a reorganization program to more nearly equalize educational opportunity for the school children of the county.

3012. **Fulton, David Owen.** An administrative survey and proposed plan of reorganization for the schools of Foard county, Texas. Master's, 1938. Texas.

3013. **Hammersley, Ward.** A plan for the reorganization of the public schools of Tillamook county, Oregon. Master's, 1938. Oregon.

3014. **Harken, Urban.** Proposed school district reorganization for Delaware county, Iowa. Master's, 1938. Iowa. 141 p. ms.

3015. **Hepker, William Oval.** A comparative analysis of large and small consolidated schools. Master's, 1938. Iowa. 79 p. ms.

*3016. **Hyatt, Vernon McKay.** A limited school survey of the Gorham-Seneca, New York, area. Master's, 1938. Syracuse. 62 p. ms.

Surveys the territory in the Gorham-Seneca area to determine whether or not it would be practical for certain districts bordering on an existing rural school district to join that district. Outlines a program of education for the new district which would enable the district to offer a wider choice of subjects better adapted to the individual needs of the pupils; discusses the necessary school building expansion, and transportation, and the financing of the building program and of the educational program.

3017. **Kannenberg, John Harvey.** A proposed plan for reorganizing the schools of Dimmit county, Texas. Master's, 1938. Texas.

3018. **Korb, Otto J.** Reorganization of school districts for Cuyahoga county. Doctor's, 1938. Western Reserve.

3019. **McNeill, Edward L.** A program of consolidation for Texas county, Oklahoma, schools. Master's, 1938. Okla A. and M. Coll.

Finds that many districts are operating with fewer than 10 pupils enumerated in an area; that the pupil-teacher ratio is low. Suggests a method of consolidation and redistricting of the area into five community centered districts, and one transferred district, which would improve the educational opportunities of the children of Texas county.

3020. **Meacham, E D.** A plan of consolidation for the rural schools of Ellsworth county, Kansas. Master's, 1938. Kansas. 53 p. ms.

Finds that the proposed plan would cost about $4,000 more annually than the present rural school setup, but would offer 9 months of school to the children of the rural districts instead of 8 months

3021. **Miller, Herbert Henry.** A proposed consolidation plan for the schools of Erath county, Texas. Master's, 1938. Texas.

3022. **Moffett, Virgil B.** Reorganization of schools of Richland county, Ohio. Master's, 1937. Ohio State. 118 p. ms.

Surveys all of the schools and school districts in the county, and recommends their reorganization into larger and more efficient school districts.

3023. **Padgett, Grover Cleveland.** A survey and plan of reorganization for the public schools of Rusk county, Texas. Master's, 1938. Texas.

3024. **Riekena, Jake T.** Patron evaluation of consolidation in the Lewis, Iowa, school district. Master's, 1938. Iowa. 75 p. ms.

3025. **Smith, Hubert T.** A survey of educational factors in Livingston county as a basis for possible reorganization. Master's, 1938. Michigan.

3026. **Spencer, David E.** Comparative achievements of boys and girls in the consolidated school of Moore, Oklahoma. Master's, 1938. Oklahoma. 64 p. ms.

Compares the records of classification and achievement of 248 girls and 263 boys. Finds that on a mental test the girls rate higher than the boys in every grade from 1 to 12, inclusive; that in classification as to progress in grades 1 to 8, boys and girls have the same percentages overage and normal; that in grades 9 to 12 the boys have 70 percent overage and 47 percent normal; that in reading comprehension the girls excell; that in mixed fundamentals the girls excell in all of the 5 comparisons made; that in 8 comparisons in reasoning problems the girls surpass in only 3; that in 10 comparisons on word knowledge the girls excell in 6; that in 0 comparisons in composition, the girls surpass in every case; that girls surpass the boys in algebra; and that the boys surpass in general science and in American history.

3027. **Stickney, Mildred J.** An educational survey of the elementary grades of the Wakonda consolidated school. Master's, 1938. South Dakota. 70 p. ms.

3028. **Test, Everett H.** A proposed program of school district reorganization centering in Keithsburg, Illinois. Master's, 1938. Iowa. 77 p. ms.

3029. **Thomas, Pete Fred.** A reorganization plan for the public schools of Roger Mills county, Oklahoma. Master's, 1938. Oklahoma. 107 p. ms.

3030. **White, Walton Ernest.** A proposed plan for the reorganization of the schools of Frio county, Texas. Master's, 1938. Texas.

3031. **Williams, Bruce Harold.** Consolidation as a means of improving the schools in Gonzales county, Texas. Master's, 1938. Texas.

TRANSPORTATION

3032. **Adams, John Carl** A comparison of problems and cost of transportation of school children in five east Texas counties Master's, 1938. Agr. and Mech. Coll. of Texas. 44 p. ms.

3033. **Bell, William Dale, *jr*** *Transportation of school children in Bolivar and Coahoma counties, Mississippi.* Master's, 1938. Mississippi. 104 p. ms.

Compares a county-owned system of school transportation in Coahoma county with the contract system in Bolivar county as to cost and quality of service obtained Finds that neither county showed any marked superiority in cost or quality of service, though the contract system of school transportation in Bolivar county showed slight superiority in quality of service

3034. **Christensen, Chris J.** The significance of the school garage as a factor in pupil transportation. Doctor's, 1938 Cornell.

3035. **Cook, Harod H** Relationship of the bus driver personnel to the school program. Master's, 1938 Ohio State. 60 p. ms.

3036. **Dyer, Everett Raymond.** An analysis of literature relating to the transportation of school children. Master's, 1938. Rochester. 126 p. ms.

3037. **Ferguson, William Otto.** Cost of transportation for teachers of vocational agriculture in Louisiana. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 85–86)

Attempts to determine the expenditures of teachers of vocational agriculture in operating their automobiles each year for official duties.

3038. **Foucht, Byron Ralph.** *A study of the effects of the reorganization plan on the transportation system of Perry county.* Master's, 1938. Ohio State. 65 p. ms.

3039. **Frey, Norman L.** A study of the school transportation costs in Lebanon and Berks counties. Master's, 1937. Penn. State. (Abstract *in:* Pennsylvania state college. Studies in education, no. 21: 17–18)

Attempts to determine the unit costs of transporting pupils in the consolidated school districts of Lebanon and Berks counties, Pa., and compares these costs with state-wide costs.

3040. **Fugate, G. W.** Transportation administration in Pontotoc county, Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Studies the problems of drivers' applications, certificates, and contracts; regulations for drivers; distribution of pupil load; care of the busses during the day; their permanent housing, *checking of equipment, and condition; making of maps;* licenses and titles; checking and assembling of drivers reports; making annual reports; laying out bus routes; transportation equipment; accounting system; selection of drivers; bonds; accidents; salaries; special trips; purchasing of equipment and materials.

3041. **Hamrick, Clarence Rudolph.** Principles underlying the transportation of pupils at public expense as revealed by court decisions. Doctor's, 1938. Virginia. (Abstract *in:* Virginia. University. Abstracts of dissertations ... 1938: 44–46)

Traces briefly the early history of transportation of pupils at public expense. Discusses the constitutionality of transportation of pupils at public expense; providing for their transportation; powers, duties, rights under statute; who is entitled to transportation; transportation in lieu of school in a local community; permissory and mandatory statute; prerogatives under statute; toll exemption and reduced fares; distance, routes, and character of conveyance; contracts; remedy and appeal; and liabilities.

3042. **Hartman, Chester James.** Cost of transportation in 25 consolidated school districts in west central Iowa. Master's, 1938. Iowa State.

3043. **Hinkhouse, Kenneth R.** The transportation problem in a consolidated school in Kansas, 1936–38. Master's, 1938. Kansas. 60 p. ms.

Finds the transportation cost per pupil-mile, $.0058; per bus-mile, $.094; per pupil per day, $2.39.

3044. **Kreger, James Lee.** Public-school transportation in Missouri. Master's, 1938. Colo. St. Coll. of Ed.

*3045. **Lambert, Asael C.** School transportation Doctor's, 1936. Stanford. Stanford University, Stanford university press, 1938. 124 p.

3046. **McGlone, Orin G.** The regulation of pupil transportation in the 48 states. Master's, 1938. Ohio State. 87 p. ms.

Presents a compilation of the latest laws, rules, and regulations of the various states as to requirements or permission to provide transportation for school pupils. Finds that 35 states use distance as a criterion in determining the need for some phase of pupil transportation, that whenever a minimum distance is specified, transportation under that limit may be provided at the discretion of the local board of education or on authorization by the voters of the district Shows that the age and sex of the child, his physical condition, hazards of traffic, and the effort that must be expended by the child due to road and weather conditions should be taken into consideration in determining whether or not transportation should be provided

3047. **Mitchell, Enoch L.** Relativity between transportation and scholastic achievement, Fayette county, Tennessee. Master's, 1938. Peabody. 35 p. ms.

Finds no relationship between transportation and scholastic achievement.

3048. **Murphy, Ila A.** Effect of transportation on scholastic achievement. Master's, 1938. Arizona St. T. C. 22 p. ms.

Compares marks on tests of groups in high school algebra and English of transported and nontransported pupils Finds that transportation has no effect on scholastic achievement.

3049. **Pittman, Carley Calvin.** An examination of the school transportation system of Tangipahoa parish, Louisiana, with special reference to the probable cost of transporting pupils living less than one mile from school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 102)

Gives a brief history of transportation in Mississippi and North Carolina; shows the growth of transportation of pupils in different sections of the United States; describes the growth of transportation in Louisiana and especially in Tangipahoa parish; shows the relation between consolidation of schools and increase in the number of pupils transported and the relation between transportation and attendance of pupils in school.

3050. **Rogers, Malcolm M.** Cost of transportation in 25 consolidated school districts in northwest Iowa. Master's, 1938. Iowa State.

*3051. **Ruegsegger, Virgil R.** Measuring the quality and the effectiveness of pupil transportation service. Doctor's, 1938. Cornell. 105 p. ms

Constructs and validates a score card for measuring the quality and effectiveness of pupil transportation service in New York State.

3052. Seaton, Donald Francis. A study of transportation contracts, rules, and regulations in Iowa public consolidated schools. Master's, 1938. Iowa. 108 p. ms.

3053. Streyffeler, Ralph Sherk. Cost of transportation in 25 consolidated school districts in north central Iowa. Master's, 1938. Iowa State.

*3054. Tisinger, Richard Martin. A uniform system of cost accounting of school transportation. Doctor's, 1938. Cornell. 201 p. ms.

Attempts to analyse existing methods of school transportation accounting and to set up a suggestive system based on the principles of the uniform system of accounting as a step in the major problem of evaluating this form of public expenditure.

3055. Wyllie, Edward Barret. Factors affecting cost of transportation in 25 consolidated school districts in southeast Iowa. Master's, 1938. Iowa State.

3056. Zernott, Gerald Atwood. The cost of operation of school transportation in Avoyelles parish, Louisiana. Master's, 1938. Louisiana State. 46 p. ms.

Finds that the cost of transporting the children of Avoyelles parish to school is strikingly low.

SUPERVISION AND SUPERVISORS

3057. Akins, Charles W. A survey of the preoccupations, training, and school experience of the county superintendents in Mississippi. Master's, 1937. Duke. 64 p. ms.

3058. Atwell, Ruth E. Supervision of instruction in homes of missionaries in China. Master's, 1938. Tennessee. 110 p. ms.

Describes a program of supervision by correspondence carried on for the children of missionaries in China from 1934 to 1937 in grades 1 to 6. Includes a description of the techniques employed, samples of outlines and teaching suggestions for the mother-teachers, and samples of tests and blanks used Shows that as a result of the program of supervision, there has developed better coordination of the entire educational program of the children supervised; better preparation of the children of isolated missionaries to fit into the work of a regular school when such an opportunity is offered to them; supervision by correspondence lends itself well to unusual provision for individual differences; tests prepared with care and with regard for objectivity and pertinence to the local course of study may hold a place of importance, along with standardized tests, in the testing procedure of a supervisory program.

3059. Bierbaum, Milton W. The status of city and town school superintendents in Missouri. Master's, 1938. Washington Univ. 86 p. ms.

3060. Coleman, Maurice Lea. The selection and training of city superintendents in the State of Missouri. Doctor's, 1938. Missouri. (Abstract *in:* University of Missouri. Abstracts of dissertations in education: 14–15)

Analyzes 618 replies to a questionnaire received from superintendents of first-class high schools in Missouri. Recommends that a careful study be made at the junior college and senior college levels with regard to the type of training offered to the future superintendents; that the University of Missouri evolve a program for the selection of students to be trained in the field of school administration; that some method of measuring the personal traits of Missouri superintendents be devised and used; and that a study be made of the requirements of special certificates for administrators.

3061. Cotton, Elmer Thomas. Supervision in relation to curriculum making and pupil guidance. Master's, 1938. Southern California.

3062. Cox, Theron Oscar. Development of the state superintendency of education in Alabama. Master's, 1938. Alabama.

3063. Darst, S. L. The judicial decisions on school administrators' contracts. Master's, 1938. Ohio State. 141 p. ms.

3064. **Davis, Harold Cullen.** An evaluation of present supervision in middle size high schools in Oregon and Washington. Master's, 1937. St. Coll. of Wash. 62 p. ms.

Analyzes replies to a check list sent to supervisors and teachers in 20 representative school systems of Washington and Oregon. Finds that teachers welcome supervision but do not benefit greatly from the small amount they receive; that the theory and knowledge of good supervision surpass actual supervisory practices; that more time should be devoted to constructive supervision, both for visitation and for conferences; and that the attitude and practice of the supervisor toward supervision is reflected in his teachers' attitude toward supervision.

3065. **Derrick, Walter Clinton, *jr.*** A survey of the training and qualifications of the county superintendents of education serving in South Carolina in 1936–37. Master's, 1938. South Carolina. 51 p. ms.

Recommends that there should be definite educational and professional standards to be met by all candidates for the office of county superintendent of education.

3066. **Dilworth, Bernice Louise.** An analysis of supervisory program making and its implications. Master's, 1938. Peabody. 145 p. ms.

Studies the 1937–38 county supervisory programs of Alabama, Mississippi, and Tennessee.

3067. **Freshour, Jesse S.** Some important phases of public-school supervision. Master's, 1938. East Texas St. T. C. 113 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 14)

3068. **Gillespie, Mary L.** Personality of supervisors of student teaching of home economics. Master's, 1938. Colo. St. Coll. 136 p. ms.

Finds that home economics teachers were of the extrovert and dominant personality classes, and that the successful supervisors had these qualities to a greater degree; that adaptability was considered the most important trait by teacher trainers and state supervisors, while cooperation, judgment, enthusiasm, friendliness, leadership, and independence were important.

*3069. **Gleitz, Florence M.** Supervision of education in the community: an analysis of significant cases in present practice. Doctor's, 1937. New York. 271 p. ms.

Attempts to determine the nature of significant practice in community adult education, and to interpret this practice in terms of principles of procedure for the supervision of education in the community. Compare critically the significant experiences in community adult education in representative cities and suburban areas.

*3070. **Griffith, William H.** A study of the salary, training, and tenure of administrators and teachers of the smaller accredited high schools of Kansas for 1936–37, and a comparison with the year 1926–27. Master's, 1938. Kansas. 106 p. ms.

Finds that there has been an increase of 15 percent in the number of rural high schools in the past 10 years; that the smaller city village schools turned to the rural high school type of organization; that the superintendent of schools having five or fewer teachers received a much larger cut in salary during the depression than did the superintendent in schools with more than five teachers; that administrators without a degree have been eliminated from the high schools of Kansas; that during the depression superintendents with a bachelor's degree received greater salary cuts than did those with an advanced degree; that turnover is much greater in small than in large schools; that rural high school principals received greater reductions in salary during the decade than did the city-village school superintendents; that less than one-fourth of the city-village schools list a high-school principal and a large majority of these are in schools with more than five teachers; that the median salary of teachers in schools with less than five teachers is less than $900; that rural high school teachers received a greater reduction in salary during the depression than did the city-village school teachers; that the median salary of all classroom teachers was reduced 31 percent; that there is a gradual increase in salary with lengthening tenure, although the annual increment is neither regular nor continuous.

3071. **Hall, Ernest C.** The status of county and parish superintendents of schools of Oklahoma and Louisiana. Master's, 1938. Oklahoma. 112 p. ms.

3072. **Hallford, Earnest Reynolds.** A plan of supervision for small schools. Master's, 1938. Georgia. 40 p. ms.

Sets up, demonstrates, and evaluates a program of supervision in a small Georgia consolidated school, and makes recommendations for future improvement.

3073. **Harvey, Clinton Bernard.** Supervisory techniques and practices of high-school superintendents in South Carolina. Master's, 1938. South Carolina. 108 p. ms.

3074. **Hayley, Mary Ling.** Evidences of effectiveness of supervision by state supervisors of home economics in Alabama. Master's, 1938. Iowa State. 169 p. ms.

Analyzes data collected from the supervisor's office and from the files of 15 teachers who graduated from college the same year, started teaching the same year and whose teaching experiences had been similar. Finds that in Alabama the technique for measuring teacher progress was based entirely on the opinion of the supervisor without any guide other than study of the supervisory records.

3075. **Herre, Ralph.** A survey of noon-hour supervision. Master's, 1938. N. Y. St. Coll. for Teach. 31 p. ms.

3076. **Kamp, Vernon B.** The status of superintendents of the public schools of Oklahoma. Master's, 1938. Oklahoma. 89 p. ms.

Analyzes data on 730 superintendents on the items of training, experience, age, salary, subjects taught, sex, marital status.

3077. **Kelley, J. T.** Present and proposed status of the county superintendent in Florida. Master's, 1938. Duke. 91 p. ms.

Presents a status study based on questionnaire and interview data, including preparation, selection, tenure, salary, powers, duties, and practices of county superintendents, and compares these with what would result under a proposed change in the state constitution.

3078. **Kersh, Howrey H.** Administration of state superintendents of education in Mississippi. Master's, 1938. Peabody. 144 p. ms.

Studies the administrations of state superintendents of education in Mississippi from 1869 to 1938.

*3079. **Ketcham, M. Kathleen.** Functional analysis of supervision; the application of scientific procedures to a program of supervision over a three-year period in grades 1 through 6 in the five elementary schools of a city in western New York. Master's, 1938. Syracuse. 157 p. ms.

Describes briefly the conditions in the elementary schools prior to the initiation of the supervisory program. Gives an account of the actual functioning of the application of scientific procedures to a supervisory program in a city school system.

3080. **O'Shea, John Michael.** Supervisory practices of health education supervisors in the public schools of New York City. Master's, 1938. Fordham. 41 p. ms.

Finds that there are variations in practices of observation, supervisory conferences, teacher visitation, and demonstration teaching; and that there is uniformity in assisting teachers with assembly programs, in graduation exercises, in festivals and meets; and that special interest is shown in new teachers.

3081. **Phillips, Wallace Andrew.** Status of superintendents in the small independent school districts of Texas. Master's, 1938. Texas.

3082. **Robson, John Basim.** History of high-school supervision in Louisiana. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 103)

Traces the evolution of vital phases in the development of the high schools which were materially influenced by the policies of the five high school supervisors, since the establishment of the office of state high-school supervisor.

3083. **Schaeffer, Jacob.** The development of the superintendency of schools in the city of Albany, New York. Master's, 1938. N. Y. St. Coll. for Teach. 117 p. ms.

3084. **Smith, Rulon.** The selection of the chief executive officers of the public schools Doctor's, 1938. California.

Attempts to determine the practices known to have been used by administrators in securing positions; what practices are professional and proper, undesirable but tolerable under existing conditions, intolerable; what methods used by school boards in selecting administrators are desirable or undesirable, and what methods of establishing professional practices are acceptable. Analyzes data from check-lists sent to 427 persons, including professors of school administration, California superintendents, high-school principals, and school board members. Lists the desirable and undesirable practices

*3085. **Snow, Charles Augustus.** The history of the development of public-school supervision in the State of Maine. Master's, 1937. Maine. Orono, University of Maine, 1939. 99 p. (The Maine bulletin, vol. 41, no 7. University of Maine studies, second series, no. 46)

Discusses the beginnings of local supervision of schools in the province and district of Maine 1692–1820; the development of state and local supervision under the district system 1820–1893, the expansion of state and local supervision under the town system, 1893 1918, and the growth of state and local supervision under the system of union of towns, 1918–1936

3086. **Tangney, *Sister* Theophila.** Supervisory trends in parochial high schools in Leavenworth diocese. Master's, 1938. Creighton. 135 p. ms.

3087. **Turner, J. C.** The supervisory practices of the superintendents in the smaller schools of Georgia. Master's, 1938. Georgia. 40 p. ms.

Analyzes present practices in the supervision of instruction in the smaller schools of Georgia, and offers suggestions that will be helpful to superintendents in setting up a program of supervision

PRINCIPALS

3088. **Boulware, Richard Clyde.** Duties of Texas high school principals Master's, 1938 South. Methodist (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 8–9)

Finds that supervision of classes is not being adequately taken care of in Texas due to the heavy teaching load in most of the high schools; that the holding of teachers' meetings and of conferences with individual teachers is being performed more in accordance with the recommendations of authorities, that principals do not permit their teachers to benefit from visiting other schools or from visiting other teachers in the same system; that many supervisory duties are not receiving due consideration; that most of the principals note problems of attendance, take an active part in extracurricular activities, take an interest in the professional development of their teachers; that most of the principals do not recognize the importance of giving their teachers a voice in school policies; that they are aware of the value of helping the community in the wider use of the school plant; that they are performing clerical duties at the expense of more important tasks, and that they recognize the importance of participating in community activities and the value of increasing their professional ability through proper reading.

3089 **Boyles, Robert E.** The administration of the high-school program of studies. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 53–58)

Analyzes the duties of the principal in administering the high school curriculum, as shown by the replies of 305 principals from 46 states, to a questionnaire listing nine administrative problems. Indicates that these principals accept the responsibility for dealing with the programs of studies, that there is a definite effort to meet the needs of the pupil, of the community, and of society in determining the subjects and the curricula; that they emphasize general education as well as college preparation; that they consider discovering the aptitudes, abilities, needs, and interests of the pupils essential to any plan of development of the curriculum, that the principal should be responsible for the

in-service training of his teachers; that there is need for further development of organized publicity programs; that curriculum plans should be kept within the physical and financial limitations of the community.

3090. Brodie, Arthur Louis. The qualifications of elementary school principals in the State of Florida. Master's, 1938. South Carolina. 62 p. ms.

3091. Clarke, *Sister* Mary Cyril. Possible supervisory functions of the teaching principal in the elementary school. Master's, 1938. Catholic Univ.

Shows the way the teaching principal supervises the work of the teachers by analyzing replies to a questionnaire received from 72 teaching principals. Shows that supervision was accomplished through classroom visits, teachers' meetings and conferences, testing, supervising weekly and daily plans, and model lessons; that the average time devoted to supervision was 2½ hours a week; that the time which can be devoted to direct supervision was short for the teaching principal who must use the indirect method; and that she must do the greatest part of her work outside of school hours.

3092. Cobb, Jacob Ernest. The *status of the high-school principal of the* State of North Carolina. Master's, 1937. Duke. 100 p. ms.

Presents a questionnaire study of the training, experience, and salaries of high-school principals.

3093. Daylis, Fred T. The duties of vice-principals in senior high schools. Master's, 1938. Colo. St. Coll. of Ed.

3094. Drysdale, Walter Charles. Duties of boys' vice-principals in junior high schools of California. Master's, 1938. Stanford. 93 p. ms.

3095. Emrick, John E. The consolidated high school principalship in Indiana Master's, 1937. Ball St. T. C. 196 p. ms.

Analyzes personal data, education, teaching experience, and facts concerning the present school and position of 345 principals of consolidated high schools.

3096. Geddes, William Stoddard. A check list and standards for a high-school principal. Master's, 1938. Stanford. 117 p. ms.

3097. Gernes, Elizabeth A. Trends in the Nebraska high-school principalship. Master's, 1938. Nebraska. 88 p. ms.

3098. Harris, Robert H. The elementary principalship of Corpus Christi, Texas, school. Master's, 1938. Tex. Coll. of Arts and Ind. 94 p. ms.

3099. Hilbert, Lyle Warren. A study of the status of the rural high school principals in Kansas. Master's, 1938. Kans. St. T. C., Emporia. 44 p. ms.

3100. Ko, Te-fa. A comparative study of the principalship of six Michigan high schools from observation. Master's, 1938. Michigan.

3101. Lawrence, Bianzo Jay. Turnover among the principals of the accredited high schools in the county school systems of Alabama. Master's, 1938. Alabama.

3102. Martin, Edward W. A case study of the problems encountered upon assuming a high school principalship. Master's, 1938. Mass. St. Coll. 188 p. ms.

*3103. Martin, Lewis A. The secondary school principal and the community. Master's, 1938. Kansas. 107 p. ms.

Discusses the participation of the secondary school principals of the larger first-class city schools in Kansas in various types of community activities.

3104. Messinger, Mark G. The non-teaching elementary school principal in the State of New Jersey. Doctor's, 1938. Temple. 276 p. ms.

Finds the non-teaching elementary school principal a high type person from the standpoint of preparation, continued professional training, professional attitude, and community interest.

3105. **Priest, Clarence Patrick.** The ways in which Florida principals help beginning teachers. Master's, 1938. Fla. St. Coll.

3106. **Smith, Gerald.** A study of the duties and activities of supervising elementary principals of Vancouver, Washington, schools and a proposed new distribution of the principals' time. Master's, 1938. Oregon.

3107. **Spahr, William Isaac.** The turnover of principals in the accredited high schools of Tennessee. Master's, 1937. Virginia.

3108. **Stabler, Evert Fred.** The supervising principal in Pennsylvania in relation to administrative functions. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 268–76)

Discusses the preparation and certification, experience and tenure, salaries of supervising principals in Pennsylvania, their performance of function and the initiation of the functions. Shows that their authority varies as greatly from district to district as do their salaries. Shows the need for laws defining the powers and duties of supervising principals.

*3109. **Waterhouse, Ralph H.** Training elementary school principals. Master's, 1938. Ohio State. Akron, Akron board of education, 1938. 81 p. (Publication no. 39)

SCHOOL MANAGEMENT

ATTENDANCE AND CHILD ACCOUNTING

3110. **Beatty, Charles L.** The classification and attendance of the public-school children in Carter county, Oklahoma. Master's, 1938. Oklahoma. 84 p. ms.

Studies the records of 3,901 children as to degree of progress and attendance. Finds that the number of days attended by a child is positively related to his rate of progress in school; that the degree of regularity of attendance is greater for city children than for rural; and that almost twice as many in 100 graduate from the eighth grade of the larger schools as in the smaller schools.

3111. **Cherry, Ralph.** Techniques and procedures in maintaining the continuing school census in Kentucky. Master's, 1938. Kentucky. 102 p. ms.

Seeks to determine the extent and nature of the problem of maintaining a continuing school census in each local attendance district in Kentucky; the organization for administering the census and attendance laws; and the techniques and procedures employed in maintaining the census.

3112. **Crawford, Stanton C.** College attendance problems. University placement review, 9, no. 4, 1938. (University of Pittsburgh)

3113. **Fineberg, Fanny.** Suspensions and later adjustments of senior high school pupils in Hartford, Connecticut, 1935–36. Master's, 1938. Grad. Sch. for Jewish Soc. Work. 290 p. ms.

*3114. **Finnessy, John J.** Promotional plans for securing registrations in private day schools: An analysis and evaluation of current plans in schools of New York City, with recommendations for future practice. Doctor's, 1938. New York. 172 p. ms.

Analyses and evaluates current plans in schools of New York City, and offers recommendations for future practice.

3115. **Higdon, Alexander H.** Achievements of Valley Brook elementary pupils as related to their attendance. Master's, 1938. Oklahoma. 94 p. ms.

Studies the relationship between achievement and attendance of about 500 children for a period of 2 years. Finds that during a term of 90 days pupils in attendance less than 73 days achieve less than those in attendance more than 73 days; girls attend better and achieve more than boys; a stricter enforcement of the attendance laws increased the average days of attendance of retarded pupils; this increased attendance was accompanied by better achievement in school work of the retarded group.

3116. **Higgins, Marguerite Marie.** Administration of attendance service in large senior high schools in Texas. Master's, 1938. Texas.

3117. **Hinds, Elwin Francis.** An analysis of non-attendance in Azusa city schools, 1935–36. Master's, 1938. Southern California.

3118. **Jelsma, Lillian Knollenberg.** The factors that have influenced public school attendance during the past 30 years in Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Finds that one of the most important factors in increasing attendance was the passage of the compulsory attendance laws; that the more accurate scholastic census and standardization of rural schools were effective; that consolidation tended to draw and hold the pupils in the schools; that higher educational qualifications of the teachers, improved courses of study, and specific vocational training were valuable influences

3119. **Lambert, Emma F., Kadesch, W. H. *and others*.** Regulations on class attendance at the Iowa state teachers college. School and society, 47: 408–409, March 26, 1938. (Iowa state teachers college)

Describes an experiment conducted at Iowa state teachers college comparing the amount learned by the students under required and optional attendance, using 13 classes in 9 different subjects in the experiment Indicates that optional attendance did not have a deleterious effect on learning in the 13 classes studied

3120. **Layne, Raymond Lee.** A study of age-grade-progress and attendance in the white schools of Madison county, Kentucky. Master's, 1938. Kentucky. 54 p. ms.

*3121. **Loessin, Arthur Lawrence.** Educational survey of young people between the ages of 12 and 20, inclusive, not in school attendance, Brown county, South Dakota. Master's, 1938. North Dakota. 123 p ms.

Analyzes replies to a questionnaire filled out by 126 young people in 1937 38, in Brown county to determine the reasons for their nonattendance in school, studying their previous education, social and home life, economic situation, vocational and personal desires Finds that most of the young people stated that lack of sufficient finances to continue their schooling was the main reason for leaving school, many of them having been out of school more than 3 years; that illness, work, lack of interest, dislike of school, marriage, and expulsion were other reasons for nonattendance, that most of them discontinued school at the close of the school year; that more boys than girls dropped out of school; that more boys than girls disliked the curriculum; that the schools were weak in vocational training, that the economic status of the parents of these children was low; that many of the young people were enjoying their amusements and recreation to the detriment of their interests in education. Recommends part-time work for school pupils a type of education to include vocational training, community and school guidance, and more emphasis on amusement and recreational activities.

3122. **Magee, Louis A.** Study of the effect of attendance on scholarship in a cooperative high school. Master's, 1938. Wittenberg. 74 p. ms.

Finds that pupils with poor attendance records are below the average achievement of pupils of equal ability with good attendance; that achievement in the various subjects is affected uniformly by poor attendance; that percentile ranking of pupils falls rapidly as absences increase after 2.5 absences a semester is reached, and that employment on the cooperative part-time basis has little effect on attendance.

3123. **Mouton, Dalton V.** A study of attendance in the elementary schools of Lafayette parish. Master's, 1938. Louisiana State. 40 p. ms.

Finds that illness causes most of the absences of the elementary school children; that other significant causes are work, indifference of parents and pupils, and poverty; that attendance is poorest in the first grade, with an upward gradation through the seventh grade. Shows that attendance can be improved by improving the child's health, providing an interesting program of work, and by cooperation with parents and agencies interested in the child's welfare.

3124. **Nelson, Helmer A.** Causes of non-attendance based on a nine-months survey in the Rapid River, Michigan, schools. Master's, 1938. Michigan.

3125. **Newton, Aubie Lee.** School attendance and school achievement. Master's, 1938. Colo. St. Coll. of Ed.

3126. **Price, William Kenneth.** A reorganization of elementary school attendance areas in Kenosha county, Wisconsin. Master's, 1938. Wisconsin.

3127. **Rich, Earl D.** A survey of the number and causes of absences and effect of absences upon English marks in the Crystal Falls high school. Master's, 1938. Michigan.

3128. **Robinson, Eva Ella.** Factors of pupil attendance and their relationship to school efficiency. Master's, 1938. Colo St Coll of Ed.

3129. **Rundell, William C.** A socio-economic analysis of the Jonesboro-Hodge school population with reference to pupil persistence. Master's, 1938. Louisiana State 59 p ms.

Studies 728 elementary and high-school pupils in grades 4 to 11, inclusive, during the school year 1937–38 Finds that pupils of all classes tend to leave school before graduation that pupils from higher economic levels, and those whose parents are better educated tend to stay in school longer than do children from the lower economic levels and whose parents are less educated, and that children from farms tend to stay in school longer than formerly in spite of their socio-economic disadvantages

*3130. **Schultz, Joseph LeMart.** An analysis of present practices in city attendance work Doctor's, 1938. Pennsylvania. Philadelphia, University of Pennsylvania, 1938 188 p.

Attempts to determine the nature of the administrative features, types of personnel, and typical procedures, of attendance work in certain cities reputed to have subordinated the compulsory, legal side of the work—the truant officer conception—and to have emphasized the discovery and the correction of the causes of absence. Studies attendance work in 16 cities stressing its administration, personnel, supervision, field work of attendance staffs; school medical service and attendance work, the relation of the psychologist, psychiatrist, and visiting teachers to attendance work; the relation of differentiated education to attendance work; and the relation of guidance and of the courts to attendance work

3131. **Seymour, Fred.** An evaluation of the census and attendance system in Wyoming. Master's, 1938. Wyoming. 160 p. ms

3132 **Teitsworth, Marjorie Nelson.** A study of attendance and scholastic achievement of working students in a senior high school Master's, 1938. Southern California.

3133. **Williams, Robert C.** Type of school district as a factor in high school attendance in Iowa. Doctor's, 1938. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 57).

Studies the records of 23,304 pupils who completed the eighth grade of Iowa public schools in 69 counties in 1932 Finds that 42 percent of the pupils in counties which do not maintain high schools do not go from the eighth grade to high school, although the district is required to pay the tuition to high school for those who complete the eighth grade; that in consolidated districts which transport their high-school pupils at public expense and in city and town districts, more than 90 percent of the eighth-grade graduates go to high school; that those who live at a greater distance enter high school to a lesser degree than those who live nearer; and that the consolidated district shows a larger percentage of its eighth-grade graduates entering high school and completing their high-school work than those from other types of districts Suggests state participation in the transportation of rural pupils to high schools as a means of equalizing educational opportunity in Iowa.

3134. **Wilson, Joseph Jeffries.** Analysis of some factors affecting attendance in high school. Master's, 1938. Kansas. 131 p. ms.

Studies a random selection of 100 pupils from the 315 enrolled in the Moore high school, Waco, McLennan county, Tex. Finds little relationship between attendance and intelligence, distance from school, and economic status, and a marked relationship between attendance and achievement, and attendance seems to have some relationships with behavior.

3135. **Wolfe, Leslie C.** The cause of pupil absence in the Woodruff and Harriet Street schools of Ypsilanti, Michigan, public school system. Master's, 1938. Michigan.

CLASS SIZE

3136. **Kukuk, Cleotis F.** A comparative study of the achievement of elementary school pupils on the basis of class size and state classification. Master's, 1938. Kans. St. T. C., Emporia. 44 p. ms.

3137. **Stubbs, Edward W.** An evaluation of experiments in class size. Master's, 1938. Ohio State. 186 p. ms.

CLASSIFICATON AND PROMOTION

3138. **Chew, Lloyd M.** A factual study of grouping in John Gorrie junior high school. Master's, 1938. Florida.

3139. **Goius, Robert E.** A comparison of classification and attendance in the rural schools of Bryan county, Oklahoma, and the city schools of Durant, Oklahoma. Master's, 1938. Oklahoma. 70 p. ms.

Compares 925 rural school children and 921 city school children as to classification and attendance. Finds that the city children attend more regularly than the rural children; that there is less variation in age of entrance among city children than among rural children; that the holding power of the schools beyond the fifth grade is greater in the city than in the rural schools; and that retardation is greatest among the rural schools.

3140. **Heuer, Reuben M.** Classification and progress of pupils. Master's, 1938. Wisconsin.

3141. **Jones, Mary Sneed.** First grade achievement and promotion in three Davidson county schools. Master's, 1938. Peabody. 76 p. ms.

Studies the promotion records of 200 children in the first grade in three Davidson county schools. Finds that all of the children did below normal and below their capacity; that the older children did better than the younger children, but that only 33 percent of the children were promoted; and that the girls had a higher percentage of promotions than did the boys.

3142. **Juckett, Anson Earl.** The status of the mental level of the child with respect to his grade placement in schools of different IQ average. Master's, 1938. Southern California.

3143. **Rivers, Adele.** Pupil progress under conditions of transient tenancy and government rehabilitation. Master's, 1938. Peabody. 38 p. ms.

Studies 20 families including 50 children ranging in age from 6 to 15 years, in the first grade, living in a resettlement community. Finds marked improvement in pupil progress under government rehabilitation.

EXAMINATIONS

3144. **Allen, Harold Gates.** How much testing and examining should be done in school to form the basis for dependable marks. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 139–41)

Attempts to determine how frequently classes should be tested to give dependable marks, by studying data on three high-school classes, and three college courses. Finds that it is

better to omit parts of tests rather than to eliminate whole tests; and that the final examination in college could be cut from 3 hours to one-half its length if a series of from 8 to 10 quizzes were given during a semester course.

3145. **Bacon, Elizabeth C.** Determination of musical ability by means of musical talent and musical achievement tests. Master's, 1938. Temple. 98 p. ms.

Finds that existing musical aptitude tests do not test with any high degree of accuracy the capacities in which the teacher of music is interested.

3146. **Barber, Dixie.** Comparisons of the New-south achievement test scores and the New Stanford achievement test scores. Master's, 1938. Southwest Texas St. T. C. 39 p. ms.

3147. **Carstater, Eugene D.** The contribution of social-concept materials in a comprehensive examination in the social sciences at the college levels. Doctor's, 1938. Minnesota.

3148. **Danforth, Lily.** A comparative study of three ways of answering multiple-choice test questions. Master's, 1938. Southwest Texas St. T. C. 80 p. ms.

Attempts to determine if the test scores in English of pupils of low mechanical transfer ability were reduced when the pupils were required to answer multiple-choice test items on the marginal space by writing the key numbers of the correct responses or by marking x's in appropriate spaces on a separate answer sheet. Finds that a subject-matter test taken under the requirement of mechanical types of responses becomes, in part at least, a measure of certain mechanical abilities as well as a measure of the subject

3149. **Douglass, Wilda.** A comparative study of two types of examinations in science. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. *University bulletin*, vol. 30 N. S., no. 3 : 96)

Shows that the objective form is a better test of a child's knowledge than the subjective form.

3150. **Ellis, Thomas Edward.** A study of results of state elementary accrediting tests in Beaver county, Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Analyzes 1,701 scores made by seventh- and eighth-grade pupils on accrediting tests for elementary schools. Finds that the chance for making a higher score is better in the consolidated school than in the 1- or 2-room schools; that 1-room schools which enroll 12 or fewer pupils a year have better teaching than 2-room schools; that experienced teachers are significantly superior to inexperienced teachers; that there is no consistent relation between the number of college hours completed by the teacher and the achievement of the pupils; and that 2 to 3 years' tenure is significantly superior to no tenure, while 1 and 4 years or more are probably superior to no tenure.

3151. **Evans, Marie Garrison.** The revision and standardization of a first grade reading test. Master's, 1938. Michigan.

3152. **Flottman, Edward Albert.** The prediction of high school success from achievement tests. Master's, 1938. Washington. 66 p. ms.

3153. **Garvin, Carolyn.** A study of pupil responses on an informal objective test and teachers' comments regarding the content, scope, and form of the test as a basis for suggesting content and teaching procedures for experimental units on the house and its equipment, to be taught at the high school level. Master's, 1938. Fla. St. Coll.

3154. **Hamlin, W. Scott.** The preparation and partial standardization of a set of 12 100-word vocabulary tests covering the anniversary edition of the Gregg *Shorthand manual*. Master's, 1938. Michigan.

3155. **Herkelmann, Leo Emil.** The study of the use of the separate answer sheet with achievement tests at the four-six grade level. Master's, 1938. Iowa. 49 p. ms.

3156. **Johnson, Loaz Whitfield.** Evolution of the Examination in Subject A at the University of California. Doctor's, 1938. California.

Finds that from 1898 to 1907 the Examination in Subject A, as a matriculation requirement of the University of California, served as an instrument for giving direction and assistance to the secondary schools, especially in matters pertaining to oral and written expression; that from 1907 to 1919, while it was a requirement for the junior certificate and not for matriculation, it functioned less directly as an instrument for giving direction and assistance to the secondary schools; and that since 1919 its major emphasis has been to assure the University of California that its entrants are adequately trained in written expression, the Examination has functioned as an instrument for giving direction and assistance to the secondary schools of California in matters pertaining to English composition

3157. **Joines, Gerald A.** A critical analysis of two types of mixed error proofreading examinations in capitalization and punctuation. Master's, 1938. Iowa. 53 p. ms.

3158. **Kirlin, Warner.** Motivation as a factor in achievement test performance. Master's, 1938. Iowa 23 p ms

3159. **Kniss, F. Roscoe.** The construction of an achievement test in tenth grade world history. Doctor's, 1937. Penn. State. (Abstract *in:* Pennsylvania state college. Studies in education, no 21: 33-34)

Describes the construction and validation of the test, which was found to be a valid reliable, and discriminatory measure of pupil accomplishment in tenth grade world history.

3160. **Lafayette, Norman Wilfred.** The construction and standardization of an objective test in high school chemistry. Master's, 1938. George Washington. 57 p. ms.

3161. **McDonald, Della.** A history of the testing practices in high school English from 1845 to 1938. Master's, 1938. Southwest Texas St. T. C. 112 p. ms.

3162. **McGough, Thomas Ryan.** The predictive value of entrance tests at the University of Detroit in the College of Engineering Master's, 1938. Detroit. 63 p. ms.

Studies the relationship between scores made by freshmen in the College of engineering for the year 1936–37 on American council on education psychological examination, 1936 edition; and the 1936 editions of the cooperative general mathematics and the cooperative English tests, and their subsequent scholastic achievement during their freshman year. Finds the correlations between the examinations and averages in various subjects too low to be used for the prediction of college success, but the correlation between the tests in mathematics and in English showed them to be fair indices of achievement in these subjects.

3163. **Pettiss, John Oliver.** An evaluation of college achievement examinations in social science through an analysis of discriminatory properties of the individual items. Doctor's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no 3: 75–79)

Attempts to evaluate college achievment in achievment examinations in subjects included in two freshman college courses in social sciences at Louisiana state university during the school year 1936–37. Indicates that the items of the examinations used as measures of student achievement in the social science courses measure the course objectives are highly reliable and valid.

*3164. **Pullias, Earl V.** Variability in results from new-type achievement tests. Doctor's, 1936. Duke. Durham, Duke university press, 1937. 100 p. (Duke university research studies in education, no. 2)

3165. **Ritter, E. L.** *and* **Cram, Fred D.** Comparison of test results in reading, following a program of drill. Cedar Falls, Iowa state teachers college, 1938.

3166. **Ryans, David G.** Differential performance of intelligence groups on repeated tests. School and society, 47: 549–51, April 23, 1938. (William Woods college)

Studies changes in relative position on repeated subject-matter tests as shown by individuals of different intellectual status. Finds that the higher intelligence groups tend to gain on repetition, middle groups tend to remain about constant, and low groups tend to lose.

3167. **Schrammel, H. E.** Report of the results of the 1937 English testing program of college freshmen. Emporia, Kansas state teachers college, 1937. 14 p. ms.

3168. ——— *and* **Wharton, LaVerna.** Report of the sixteenth annual Kansas state scholarship contest, May 2–7, 1938. Emporia, Kansas state teachers college, 1938. 16 p. ms.

3169. ——— ——— Report of the twenty-seventh nation-wide every pupil scholarship test for high schools and elementary schools, April 12, 1938. Emporia, Kansas state teachers college, 1938. 20 p. ms.

3170. ——— ——— Report of the twenty-eighth nation-wide every pupil scholarship test for high schools and elementary schools, April 12, 1938. Emporia, Kansas state teachers college, 1938. 28 p. ms.

3171. **Simmons, Charles W.** *and* **Stoughton, Bradley.** Sophomore comprehensive examinations at Lehigh university. Journal of engineering education, 28: 378, January 1938. (Lehigh university)

Reports on the development of a satisfactory comprehensive examination for sophomores in engineering. Gives typical questions and analyzes the variation in grades.

3172. **Stroup, Esther Langlois.** A study of the possible diagnostic significance of reading test errors. Master's, 1938. Purdue. 65 p. ms.

Investigates the use of standardized reading tests for diagnostic purposes. Finds that reading errors were identified, beyond chance performance, in more than half of the 80 items.

3173. **Swanson, Ernest William.** The evaluation of quick scoring answer sheets in testing punctuation and capitalization. Master's, 1938. Iowa. 97 p. ms.

3174. **Taylor, Hazel Elizabeth.** Achievement tests with especial reference to objective teacher made examinations: their development and appraisal. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 137–38)

Shows a trend towards the development of a broad philosophy of evaluation in which the pupil, rather than mastery of subject matter, is the subject; towards focusing attention on the kinds of evidence which indicate attainment of the various outcomes of the educative process; towards a shift in interpretation from achievement in each subject to achievement in each important objective of a course; towards a growing realization that the major utility of testing is educational guidance, based upon comprehensive and cumulative evaluation.

3175. **Taylor, M. Harrison.** Correlating examinations and curriculum as a supervisory activity. Master's, 1938. Iowa. 81 p. ms.

3176. **Thomson, John Anderson.** An experiment with a testing remedial program in the public schools of Renton, Washington, with reference to English, punctuation and arithmetic fundamentals. Master's, 1938. Washington. 51 p. ms.

Describes a remedial program carried on in the English department of the seventh and eighth grades; and in arithmetic in grades 3 through 7.

3177. **Townsend, Basil Leroy.** A comparative study of the norms of the Metropolitan achievement tests and the Iowa every pupil tests of basic skills. Master's, 1938. Iowa. 34 p. ms.

3178. **Upshall, C. C.** Report of Gates primary reading tests, form 3, types 1, 2, and 3 given to the second grades of the Bellingham city schools, March 1938. Bellingham, Western Washington college of education, 1938. 4 p. ms.

3179. ——— Report of the Progressive achievement test, intermediate battery, form B, given to the seventh grades of the Bellingham city school, October 1937. Bellingham, Western Washington college of education, 1938. 10 p. ms.

Finds that the highest achievement was on the reading comprehension test and the lowest achievement was on the language test.

3180. ——— Report of the Progressive achievement test, form B, given to the fourth grades of the Bellingham city schools, October 1937. Bellingham, Western Washington college of education, 1938. 17 p. ms.

Finds that the children did best on the reading comprehension test and worst on the arithmetic fundamentals test.

3181. ——— Report of the results of the achievement tests given to pupils in the training school, October 1937. Bellingham, Western Washington college of education, 1938. 42 p. ms.

Describes an experiment in which the Gates primary reading tests were given in grade 2, and to some children in grade 3; and Progressive achievement tests were given to children in grades 4 to 9, inclusive. Finds that in general the children are younger than typical children of their grade but do better on the tests.

3182. **Wright, Lucile V.** A critical evaluation of four reading tests. Master's, 1938. Nebraska. 62 p. ms.

Attempts to determine the usefulness of four reading tests in a remedial reading program and to discover the functions which they measure.

EDUCATIONAL AND VOCATIONAL GUIDANCE

3183. **Allhiser, Norman Charles.** Promoting a guidance program. Master's, 1938. Wisconsin.

3184. **Amy, Florence Corley.** The organization of a counseling program for girls in Iota high school. Master's, 1938. Louisiana State. 84 p. ms.

Recommends the establishment of a simple, usable cumulative record system, the setting aside of a definite time for counseling girls on their educational and vocational needs, and on their special problems.

3185. **Anderson, Robert A.** A study of vocational opportunities in Albuquerque. Master's, 1938. New Mexico. 157 p. ms.

3186. **Barnes, Dorothy H.** The provisions made by representative churches for the vocational guidance of high school age young people. Master's, 1938. Presbyterian Coll.

3187. **Bartig, Anna Lillian.** Possibilities for guidance in high school mathematics. Master's, 1938. Wisconsin.

3188. **Belworthy, Catherine H.** A study to discover to what extent personal adjustment can be made through a one-semester guidance course in junior high school. Master's, 1938. Michigan.

3189. **Bennett, Margaret Elaine.** An evaluation of an orientation or group guidance program in a four year junior college. Doctor's, 1938. Stanford. (Abstract *in:* Stanford university. Stanford university bulletin, vol. 13. Sixth series, no. 72: 121–28)

Evaluates the outcomes for students of experience in the semester course in orientation at the Pasadena junior college required of students entering the eleventh and the thirteenth

grades. Selects, from the 1,080 students to whom tests were given at the beginning of the fall semester in 1933, an experimental group of 466 students and a control group of 134 students. Finds that the orientation course functioned satisfactorily in its informational aspects; that these activities had an appreciable effect on the thinking and planning of students; that student interest in mental hygiene and in the study of personality justified devoting a larger portion of the assigned time in the orientation program to this field; finds practically no difference between the orientation and the non-orientation groups in scholarship.

3190. **Billington, Mable Marg.** A study of personal problems as recognized by the child, home, and teacher and an evaluation of a guidance program for 40 junior high school girls. Master's, 1938. Michigan.

3191. **Blocksma, Douglas Dewey.** A survey of five guidance problem areas in South high school, Grand Rapids, Michigan. Master's, 1938. Michigan.

3192. **Boniface, Ralph M.** A survey for guidance purposes of college opportunities and entrance requirements as revealed in college catalogues. Master's, 1938. N. Y. St. Coll. for Teach. 69 p. ms.

3193. **Brand, Edward E.** A case study of guidance activities in certain small consolidated schools of Iowa. Master's, 1938. Iowa. 142 p. ms.

3194 **Caron, *Sister* Claire Anna.** A curricular guidance program for high school placement. Master's, 1938. Boston Coll.

3195. **Carroll, Thomas W.** A series of units in junior high school prevocational guidance work. Master's, 1938. Alabama.

3196 **Conrad, Basil.** Home-school relationship in the guidance program of Scotia public schools. Master's, 1938. N. Y. St. Coll. for Teach. 56 p. ms.

3197. **Davis, Frank G.** Status of guidance in 131 Pennsylvania secondary schools Pennsylvania school journal, 86: 325–26, June 1938. (Bucknell university)

Finds that only 3 schools employ as much as one full-time worker; that only 89 give intelligence tests to all their pupils; that only 50 percent of the smaller schools and 63 percent of the larger schools have as much as one 30 minute home room period a week; and that the personnel function of the home room teacher is recognized in not more than one-third of the schools.

3198. **Davison, Joseph H.** Problems of guidance in a city high school. Master's, 1938. Ohio State. 98 p. ms.

Surveys parental attitudes toward the entire school program in one high school.

3199. **Ehrhardt, Fred John.** A study of vocational choices within a single school. Master's, 1938. Iowa. 104 p. ms.

3200. **England, John L.** An evaluation of the needs for guidance in the secondary schools of Newton, Kansas. Master's, 1938. Stanford. 112 p. ms.

3201. **Epps, Marietta Fowler.** Guidance in the small high schools of Texas. Master's, 1938. Sam Houston St. T. C. 101 p. ms.

3202. **Farber, Herbert Otis.** A study to collect and present information to be used for vocational guidance in bookkeeping. Master's, 1938. Iowa.

3203. **Finske, Marian Louise.** Educational guidance for the high school girl in relation to personality development. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 55)

Describes an experiment conducted with high-school girls during the school year 1937–38, in which questionnaires, exercises, and character study were given to prepare the student for the personality inventory and personality test given in October, after which home projects were given the girls and class discussions centered around the activities which

the girls found most helpful to them, and a similar personality test given in June to determine the extent of the students' development. Finds that most of the students had made definite improvement in personality traits, the greatest improvement being made by the average mentality group.

3204. Genovese, Clarence T. A study of the origin and the factors affecting the stated choice of vocation of 876 high school boys and girls in a one industry town. Master's, 1937. Penn. State. (Abstract *in:* Pennsylvania state college. Studies in education, no. 21: 19-20)

Finds that most of the boys and girls had chosen a vocation at the beginning of the school year; lists the 12 vocations most popular with the boys, and the 5 most popular with the girls. Indicates that liking for and interest in the work was the outstanding reason given by both boys and girls for their choice of vocation; and the most important influence back of the choice was observation of the workers at their work, followed by hobbies engaged in by the pupils.

3205. Gleason, John F. Methods of arousing community interest in vocational guidance. Master's, 1938. St. T. C., North Adams. 114 p. ms.

Examines techniques for promoting interest in vocational guidance, and finds that it is lagging because of lack of interest. Develops methods for stimulating interest in a typical community.

3206. Graham, Fern. Changing conceptions of guidance since 1915 as revealed by a study of our periodicals, 1915–1934. Master's, 1938. Oregon.

3207. Gulson, James Arthur. A guidance program for a small high school. Master's, 1938. Wisconsin.

3208. Hadley, Loren S. A survey of personality and guidance problems in a small Ohio community school. Master's, 1938. Ohio State. 80 p. ms.

3209. Hall, Charles A. The need for an occupational guidance program for the boys of the Sam Houston senior high school, Houston, Texas. Master's, 1938. Agr. and Mech. Coll. of Texas. 68 p. ms.

Studies the occupational choices and preparation of 419 boys in the high school and finds little or no occupational preparation; little or no occupational information taught; and a need for organized occupational instruction.

3210. Hanson, Leland Townsend. Guidance program for the Leaf River community high school. Master's, 1938. Wisconsin.

3211. Hinderman, Roy A. An experiment in secondary school guidance. Doctor's, 1938. Wisconsin.

3212. Hutson, P. W. Selected references on guidance. School review, 46: 539–46, September 1937. (University of Pittsburgh)

3213. Jesson, Ralph William. An evaluation of the guidance program in a large city senior high school. Master's, 1938. Southern California.

3214. Johnson, Berna Louise. The possibilities of rural guidance. Master's, 1938. Wisconsin.

3215. Johnson, Joe B. Guidance needs and practices in Wisconsin state teachers colleges. Master's, 1938. Wisconsin.

3216. Jones, Dayton L. Guidance work in the Methodist Episcopal churches of Troy conference and suggestions for improvement. Master's, 1938. N. Y. St. Coll. for Teach. 129 p. ms.

3217. Jones, Evelyn A. The development of a guidance program for diagnosing individual problems in the home room and the measurement of degree of adjustment made through group guidance and personal interviews. Master's, 1937. Michigan.

3218. **Keck, Demetrious Hiawatha.** A suggested program of vocational guidance for the Washington high school of Raleigh, North Carolina. Master's, 1938. Michigan.

3219. **Kunz, Theodore R.** A tentative guidance program for Eau Claire junior high school. Master's, 1938. Wisconsin.

3220. **Lewis, Murle Violet.** Counseling problems of girls in the Crowley high school Master's, 1938. Louisiana State. 93 p. ms.

Emphasizes the vocational interests, educational intentions, social and personal activities, and health of girls in the Crowley high school, and finds an urgent need for their individual counseling.

3221 **McClendon, William C.** A survey of the needs for guidance of first year high school students. Master's, 1937 Louisiana State (Abstract *in:* Louisiana state university. University bulletin, vol 30 N. S., no 3 101)

Studies the guidance needs of first-year students in the Acadia parish high school

3222. **McEnroe, Rosemary P.** A study of the problems presented guidance counselors Master's, 1938. N. Y. St Coll. for Teach. 45 p ms.

3223 **McGoodwin, Sully Bruce.** A study of guidance activities found in Negro high schools of 19 states Master's, 1937. Wittenberg. 121 p. ms

Surveys the scope and kinds of guidance activities carried on in Negro high schools in 19 states Finds a large number of activities, usually directed by persons with little or no special training in this field; that the number of activities dealing strictly with vocational guidance was small as compared with activities concerned with educational and other phases of guidance.

3224. **McKaye,** *Mrs.* **Vera Leta.** A study of the work of the National youth administration in the fields of guidance and placement and of college aid Master's, 1938. Texas.

3225 **Matteson, Ross W.** An experimental study of the effect of a program of group and individual guidance upon school success as reflected in scholarship and citizenship averages Master's, 1938. Michigan.

3226 **Meyers, Lawrence.** Vocational guidance of attendance cases. Master's, 1937 Columbia.

3227 **Miller, Howard E. M.** Analysis of guidance afforded 214 high school students by a college guidance bureau. Master's, 1938. Iowa. 154 p ms.

3228. **Miller, Mildred Elizabeth.** Guidance activities of classroom teachers in high school. Master's, 1938. Southern California.

3229. **Milus, Stanislaus B.** A public employment office as an index of the need of more adequate vocational guidance. Master's, 1938 Boston Coll. 70 p ms.

*3230. **Murray,** *Sister* **M. Teresa Gertrude.** Vocational guidance in Catholic secondary schools: a study of development and present status. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 163 p. (Contributions to education, no. 754)

3231. **Nash, Robert L.** A guidance program for West junior high school, Columbus, Ohio. Master's, 1938 Ohio State. 115 p. ms.

*3232. **Neely, Twila E.** A study of error in the interview. Doctor's, 1937. T. C., Col. Univ. [Sewickley, Pa., The author, 1937] 150 p.

Discusses errors caused by the interviewed person and by the interviewer; gives illustrations of the various types of errors and methods for overcoming them.

3233. **Nugent, Florence E.** A survey of vocational guidance in Algonac high school, Algonac, Michigan. Master's, 1938. Michigan.

3234. **Packer, Edward E.** A pupil guidance program for Toledo, Ohio. Master's, 1937. Ohio State. 200 p. ms.

Describes the development and recommendations of a guidance program participated in by 300 teachers. Shows that Toledo is badly in need of an organized and administered guidance program.

3235. **Palmerton, L. R.** Counseling based on measurement. South Dakota education association journal, 13: 323–24, May 1938. (South Dakota state school of mines)

3236. **Paterson, Donald G., Schneidler, Gwendolyn,** *and* **Williamson, Edward G.** Student guidance techniques: a handbook for counselors in high schools and colleges. New York, McGraw Hill book company, 1938. 316 p. (University of Minnesota)

*3237. **Porter, Raymond Willis.** The testing for counseling program of the Young men's Christian association for National youth administration members in Boston. Doctor's, 1937. Boston Univ. 215 p. ms.

Presents a picture of certain phases of personality as revealed by the measuring instruments of 528 unemployed boys; to discover whether or not 118 employed individuals differ in any respect, as revealed by the tests administered, from the unemployed remainder of the original number; to determine what tests might be eliminated from the battery without reducing the differentiating tendency of the battery. Shows that the program as now organized is producing helpful and valuable guidance for the youths it serves; that the program is planned for the "average" youth and the individual with special talents may not be discovered; that the employed members of the group do not differ markedly in any respect from the unemployed members; suggests the discontinuance of the "vocabulary" test and the substitution of another general test of intelligence; suggests the use of a more reliable test of mechanical aptitude than that now used; urges a wider scoring of the Strong vocational interest blank; shows that some individuals must be directed toward the semi-skilled or the unskilled levels of occupational activities; and that the battery of tests should be extended to include tests of special aptitudes for selected individuals; and that an enlarged staff should be provided in order to give adequate counseling.

*3238. **Price, Ralph G.** A report of vocational guidance in rural high schools. Master's, 1937. T. C., Col. Univ. 57 p. ms.

3239. **Quinn, Bidd William.** Odd ways of making a living and their relation to guidance programs in Texas high schools. Master's, 1938. Texas.

3240. **Raines, Ona C.** Course of study in occupations for the ninth grade. Master's, 1938. Okla. A. and M. Coll.

3241. **Richard, Velma Kemp.** Determining the guidance needs of a small high school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 103)

Studies the family background, home life, physical history, personality traits, school history, vocational choices, and educational expectancy of pupils graduated from the Judice high school during the years 1933–36.

3242. **Riches, Thomas J.** Survey of guidance activities in 10 junior high schools in Manhattan having licensed counsellors. Master's, 1937. Fordham. (Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 84)

Shows a deplorable lack of both guidance personnel and guidance facilities in the 10 schools studied and the frequent departure, in the individual schools, from the uniform guidance activities program outlined by the board of education.

3243. **Rogers, Thomas H.** Guidance in the San Jacinto high school, Houston, Texas. Master's, 1938. Texas.

3244. **Romeo, Andrew Lawrence.** A history of vocational guidance in New Orleans. Master's, 1938. Tulane. 101 p. ms.

3245. **Saur, Gladys G.** An experimental study of the effect of a group guidance program on the problems of 29 girls in Godwin Heights high school. Master's, 1938. Michigan.

3246. **Scheitlin, Frieda Marie.** A study of the guidance program of the Puyallup junior-senior high school. Master's, 1938. Washington. 48 p. ms.

Evaluates the program on the basis of the guidance recommendations made by the state board of education. Finds the greatest weakness in the program in the lack of adequate guidance personnel with trained workers and insufficient time for advising, and lack of provisions for longer time pupil-teacher contacts. Finds a definite need for a placement service for the graduates who do not go on to higher institutions of learning.

3247. **Shannahan, Helen I.** Developing a course in guidance on the eleventh and twelfth year level for a village high school. Master's, 1938. N. Y. St. Coll. for Teach. 82 p. ms.

3248. **Sorick, Henry W.** A survey of educational guidance in the secondary schools of Oregon. Master's, 1938. Washington. 68 p. ms.

Finds that educational guidance is not widespread in Oregon partly because of the predominance of small high schools, with an enrollment of 150 or fewer.

3249. **Taylor, Harland V.** Guidance needs peculiar to graduates from one-room rural schools. Master's, 1938. Nebraska. 87 p ms.

Finds that in general rural pupils from one-room schools are inadequately prepared to do high-school work in the tool subjects; there is no selection of pupils of rural groups; the rural pupil is fairly active in cocurricular activities and does not need special guidance in the first year or two of high-school attendance.

3250. **Temple, Paul R.** A critical study of the principles and practices of guidance in secondary education. Master's, 1937. Ohio State. 155 p. ms.

3251. **Tolhurst, Mildred Clee.** An analysis of guidance problems discovered through a personnel study of 182 eighth-grade pupils. Master's, 1938. Southern California.

3252. **Ullensvang, Gulla.** The administration of guidance in junior high schools with particular reference to the home room. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 140-41)

Studies reports received from 105 schools in 43 states and the District of Columbia. Finds that increased emphasis is being placed on the use of cumulative records; that only a small percentage of the schools use personality, aptitude, prognostic, interest, trade, and physical examinations, and less than two-thirds use achievement and intelligence tests; that none of the school require that home-room teachers have special training in guidance but some provide in-service training; that adequate time and personnel are not provided for guidance activities in home rooms, especially for individual and group counseling; that most of the educational guidance techniques included in this survey are used in less than one-half of the schools; that fewer special guidance techniques are used for the benefit of superior pupils than are used for handicapped pupils; that only a little more than half of the schools have vocational guidance programs; and that most of the schools do not provide a means for evaluating the effectiveness of guidance programs.

3253. **Upshall, C. C.** Composite faculty judgment as a predictive factor in guidance. Bellingham, Western Washington college of education, 1937. 17 p. ms.

Attempts to determine which students would be least likely to succeed as elementary school teachers.

*3254. **Wells, Elva Coughlin.** A survey of educational and vocational guidance programs in the senior high schools of the District of Columbia. Master's, 1938. George Washington. 103 p. ms.

Attempts to determine what is being done in the seven senior high schools of the District of Columbia to provide educational and vocational guidance to the 12,617 pupils enrolled; to see whether guidance practices are uniform as to purpose, functionnairies, and records; and to determine what part of the student body is reached by the present guidance plan. Finds that while all of the high schools in Washington are interested in the guidance movement, and are doing some work in the field, Washington is lagging far behind in the organization of a general guidance program; that little has been done to survey local occupational opportunities; that apprentice training is not used in any of the high schools; that no two high schools have the same guidance functionnairies, records, nor objectives.

3255. **Welch, George W.** A study of the guidance needs of elementary school pupils. Master's, 1938. Louisiana State. 60 p. ms.

Attempts to determine the information concerning the pupil which is necessary in organizing an effective guidance program in the elementary school. Administers a pupil autobiography to 230 seventh-grade pupils of the Crosley grammar school, West Monroe, La., during the 1937–38 session. Finds a need for pupil guidance in the elementary school which should be provided by the school; that the school should compile a cumulative record card for each child containing homelife information, school records, mental and achievement test results, physical defects, and health conditions; that adequate library facilities should be provided; and that occupational information should be available to the pupils; that the school should stress the correction of physical defects and encourage good health habits; that the school should bring the need for pupil guidance before the community through the press, the parent-teacher organizations, and the radio; and that a program of in-service training in pupil guidance should be instituted in order to prepare the teachers to guide the pupils properly.

3256. **Werner, Eugene.** Guidance practices in certain elementary schools of Illinois. Master's, 1938. Iowa. 47 p. ms.

3257. **William, Ira Earle.** An analysis of guidance programs (educational and vocational) in high schools of various sizes with a proposed program for Linton-Stockton high school. Master's, 1938. Ind. St. T. C. 94 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 179–80, July 1938)

Finds that in practically all of the small schools the principal acted as the guidance director; that guidance organizations were lacking in the majority of the schools with enrollments of fewer than 200 students; that home rooms were utilized for guidance in a number of schools with enrollments of fewer than 200 pupils; that in the medium-sized school little or no guidance work was done and there was a pronounced lack of interest shown in the placement of students; that the high school that needed development more than any other was the medium-sized school; that in the large high schools the work of guidance was in the hands of a guidance director or counselor; that the visiting teacher was utilized in schools with more than 1,000 enrollment to the same extent as the guidance committee; that most large schools were able to finance a guidance program rather extensively; that the home room adviser, dean of girls and dean of boys were most commonly the guidance officers

3258. **Williams, C. C.** Limitations to vocational guidance. School and society, 48: 577–81, November 5, 1938. (Lehigh university)

Shows that educational effort in vocational guidance should be founded on a knowledge of the native capacity in terms of basic education rather than in terms of the complex requirements of a vocation, which have never been adequately cataloged.

3259. **Williams, Ray E.** Employment study of men alumni of the Parsons junior college and a survey of 30 occupations in Parsons, Kansas. Master's, 1938. Colo. St. Coll. 121 p. ms.

Studies the need for occupational counselling in Parsons junior college.

3260. **Young, Barbara Jane.** The autobiographies of high-school freshmen: a guide to guidance. Master's, 1938. Stanford. 179 p. ms.

EXTRACURRICULAR ACTIVITIES

3261. **Ashford, Chester.** 4–H and non-4–H club members in Pottawatomie county high schools. Master's, 1938. Okla. A. and M. Coll.

Studies the enrollment, drop-outs, transfers, graduates, college attendance, continuation of high-school work, postgraduates in high school, activities, and grades of 271 freshmen enrolled in 11 rural high schools in 1933, for the following 4 school years. Finds the students in the 4–H clubs superior in their work to the non-4-H club group.

3262. **Ashton, Leon W.** Scouting in Nebraska secondary schools. Master's, 1938. Nebraska. 85 p. ms.

Attempts to determine the cooperative relationships between public schools and scout troops in Nebraska communities of 5,000 or fewer Finds that the schools recognize scouting as an educational agency; that few schools give credit for scouting; that the outstanding difference between scouts and non-scouts is leadership; that scouts offer valuable service to schools in citizenship and safety education; and that scouting should remain an out-of-school activity.

3263. **Bouton, Frances.** Trail signs: The development of the adolescent girl as shown through the Girl scout organization Master's, 1938. N. Y. St. Coll. for Teach 124 p ms.

3264 **Brice, Agnes U.** A study of leisure-time activities of rural high school pupils in three high schools in Caldwell parish. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S, no. 3: 95)

3265. **Briggs, Lawrence E.** The Boy scout skiing merit badge. Master's, 1938. Mass St. Coll 162 p. ms.

3266. **Bruce, Edna May.** An investigation of glee club activities in the secondary schools of California. Master's, 1938 Southern California.

3267. **Burton, Nelson R.** The relation between extraclass activity participation and academic marks in a 4-year village high school under a superintendent. Master's, 1938 N Y St. Coll. for Teach. 17 p ms.

3268. **Clarke, Hubert N.** Extracurricular survey of grades 7–12 in five town schools of Branch county, Michigan Master's, 1938 Michigan.

3269. **Davis, Kenneth.** Present status of the Future farmers of America with special application to Wyoming. Master's, 1938 Wyoming 65 p. ms.

3270. **Douglass, Harl R.** *and* **Monson, A. R.** A comparison of school records and ratings of Boy scouts and non-scouts School review, 45: 764–68, December 1937. (University of Minnesota)

3271. **Duval, Paul.** Relationship of personality traits to leadership in extracurricular activities. Master's, 1938. Colo. St. Coll. of Ed.

3272. **Edwards, Delbert.** A club program for the small high school. Master's, 1938. Oregon.

3273. **Eubanks, Wilton William.** A suggested annual program of work for Future farmer chapters of Louisiana. Master's, 1938. Louisiana State. 93 p. ms.

Suggests an annual program of work for Future farmers of Louisiana, organized by calendar months; and builds a program of work around the 11 purposes of the organization of the Future farmers of America; and sets up a uniform annual program of work that may be used as a guide by future chapters in the state in setting up annual programs of work.

3274. **Follmar, *Sister* Mary Roberta.** Extracurricular activities in Catholic secondary schools: a study of selected schools in New York state. Master's, 1938. Fordham. 124 p. ms.

Analyses replies to a questionnaire from 66 Catholic high schools. Finds that there are 115 activities which were grouped under the headings of journalism, speech arts, music, athletics, and clubs; that there has been a marked increase in the number of activities in the last 10 years; that there is a tendency toward adding the journalistic and speech arts activities to the curriculum; and that the activities usually last about 66 minutes.

3275. **Fowler, Velda Louise.** A suggested plan for improving activities of clubs in Milford high school, Michigan. Master's, 1938. Mich. St. Coll. 48 p. ms.

Analyses club activities in the high schools of Oakland county. Shows a total of 4,927 club members in 261 clubs in 29 high schools.

3276. **Fudge, Helen G.** Girls' clubs of national organization in the United States: their development and present status. Doctor's, 1938. Pennsylvania. 450 p. ms.

Investigates the status of 84 nationally organized clubs for girls of school age, and describes their background, objectives, organization and administration of their programs, and the methods of cooperative relationships with the school.

3277. **Fulmer, Lemos Leroy.** A study of current practices and trends in the administration of extracurricular activities in the high schools of Louisiana. Master's, 1938. Louisiana State. 143 p. ms.

Studies the use of the home room, clubs, publications, musical organizations, assemblies, and pupil participation in school government.

3278. **Green, Valmore A.** A study of the relationships between 4-H club work and vocational agriculture. Master's, 1938. Colo. St. Coll. 78 p. ms.

Finds that of 147 vocational agriculture boys in five high schools nearly 50 percent were enrolled in 4-H club work, and 46 percent of the 50 vocational agriculture teachers were club leaders. Shows considerable duplication of projects, and proposes plans for cooperation which should prevent such duplication of work.

3279. **Hays, Leroy Smith.** A study of leadership in the extracurricular activities of high-school pupils. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 97-98)

Shows that high-school programs are not providing adequate training for leadership.

3280. **Heath, Leona C.** School club program. Master's, 1938. Nebraska. 96 p. ms.

Attempts to determine the extent of participation and carryover of interest of club activities in high school and college. Finds that participation was greater per pupil in smaller schools; that the larger schools offered a more inclusive program; and that students who participated in club activities in high school participated in college clubs to a greater extent than did those who had not participated in such activities in high school.

3281. **Hetrick, Charles Raymond.** The development of an extracurricular activity program for Bellwood, Pennsylvania, high school. Master's, 1937. Duke. 118 p. ms.

3282. **Hurt, Mary Lee.** Evaluation of the activities of a selected group of high-school home economics clubs. Master's, 1938. Iowa State. 89 p. ms.

Evaluates activities reported by 92 high-school home economics clubs in 37 states. Finds that the clubs were attracting relatively few of the girls and very few of the boys in the high schools; that some opportunities were offered for the development of democratic ideals and practices in their members; that opportunities for the development of individual personalities through the activities of the clubs were limited; that many of the activities of the clubs included experiences which would seem to contribute to the improvement of the home life of the members; and that practically all of the clubs offered opportunities for the development within their members of increasing interest in and willingness to participate in the social-civic life of the school and community; and that less opportunity was provided for developing the understanding of underlying social conditions.

3283. **Jackson, Joseph.** An analysis of Boy scout projects and practice with a suggestion of what should prove helpful in public-school industrial arts classes. Master's, 1938. Detroit. 129 p. ms.

Gives a brief history of the Boy scouts and their organization in the United States. Finds a relationship between the Boy scout handicraft activities and the public-school industrial arts classes; that vocational guidance information should be more fully developed and embodied within the industrial exploratory scout tests, which are not on the level of the industrial arts program.

3284. **Kraft, Keith Marvin.** The influence of high-school clubs on choice of vocations and avocations. Master's, 1938. Southern California.

3285. **Langstaff, Carabel Eileen.** May day festivals. Master's, 1938. Ohio State. 62 p. ms.

Describes 5 years of experimentation with May day festivals in two public-school systems. Finds that it is one of the finest creative projects for unifying the music activities and other departments in a school system.

3286. **Lauritzen, Adolph E.** An approach to a unified student-administered high-school extracurricular activities program. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 86)

Describes the activities program developed in a small high school of 75 pupils, and compares its principles with those currently advocated, evaluating variant principles as to applicability to the particular situation as evidenced by a questionnaire canvass of pupil and alumni opinion.

3287. **Lewis, Hal Graham.** A study of the out-of-school activities of high-school pupils in the P. K. Yonge laboratory school. Master's, 1938. Florida.

3288. **Lowman, Lawrence Gilbert.** The high-school fraternity as an administrative problem. Master's, 1938. Texas.

3289. **McCurdy, Harry Henry.** A leisure-time program for junior high school boys. Master's, 1938. Texas.

3290. **McInerney, Martin Henry.** Procedures for determining, organizing, and directing extracurricular activities in a high school. Master's, 1938. Boston Coll.

3291. **McIntyre, Lloyd Frank.** An investigation of the relationships existing between mental ability and participation in extracurricular activities among junior high school pupils. Master's, 1938. Michigan.

3292. **Manning, Critington Elmo.** Extracurricular activities in the high schools of St. James parish. Master's, 1938. Louisiana State. 100 p. ms.

3293. **Martin, Jesse W.** A historical treatment of Boy scout troop no. 1, of Commerce, Oklahoma, as an extracurricular activity in a small Oklahoma high school. Master's, 1938. Okla. A. and M. Coll.

Indicates that a Boy scout troop is a profitable extracurricular activity that could be sponsored by any high school.

3294. **Martin, Joel N.** An investigation of extracurricular activities and league affiliations in 21 small high schools in Kansas. Master's, 1938. Kans. St. T. C., Emporia. 79 p. ms.

3295. **Miller, Antoinette.** Extracurricular activities found in Sam Houston state teachers college, the extent of student participation, and the guidance given in selecting the activities. Master's, 1938. Sam Houston St. T. C. 77 p. ms.

3296. **Molpus, Richard Grady.** The development of the Future farmers of America in Arkansas. Master's, 1938. Louisiana State. 73 p. ms.

3297. Nathansen, Albert. A study of the club preferences of boys in the white junior high schools of Washington, D. C. Master's, 1938. Maryland. 113 p. ms.

Covers the extent of in and out-of-school club membership of boys in white junior high schools in the city of Washington. Finds that boys' interests in particular clubs change with age and that many of the clubs are not in harmony with the preferences as expressed by the boys.

3298. Ort, Vergil. A study of after school activities in a junior and senior high school. Master's, 1937. Michigan.

3299 Oxford, Mary Lea. The leisure-time activities of girls enrolled in the freshmen home economics survey course, 1936-37. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol 30 N. S., no. 3: 119)

Attempts to determine what freshman girls consider leisure time, their attitudes toward its use, to find out what part previous planning has had in the wise use of leisure time, and whether or not they are using the available facilities in leisure time activities

3300. Pasto, Tarmo A. A survey of Boy scouts in the general Herkimer council. Master's, 1938. N. Y. St. Coll. for Teach 58 p ms.

3301. Price, L. L. Suggested programs for Future farmers of America chapter meetings. Master's, 1937 Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, 30 N. S., no. 3: 26)

3302. Purdue, Arthur Vernon. The determination of the program of extracurriculum activities for the secondary school. Master's, 1938. Purdue.

3303 Roberts, William Harold. The Hi-Y, an extracurricular activity, in preparation for leadership. Master's, 1938. Florida.

3304. Rusheon, Theodore Owen. A survey of the extracurricular activities in Bossier parish high schools. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S, no. 3: 104-105)

Sets-up criteria for the evaluation of extracurricular programs in high schools, and evaluates the programs in six high schools

3305. Sease, Grace Elea. The extracurricular activities program in Wardlaw junior high school, Columbia, South Carolina, 1927-1938. Master's, 1938. South Carolina 82 p ms

Traces the development of extracurricular activities in Wardlaw junior high school for the first 11 years of the school's existence and shows some of the underlying principles giving direction to the program

3306. Sherman, Ethel Thomas. School auditoriums and auditorium activities. Master's, 1938. South, Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 23-24)

Discusses the various phases of auditorium activities in the Dallas, Tex., public schools, and the training and experience needed by teachers for this type of work Gives types of programs for the beginning teacher and programs that may be given by the more experienced program director.

3307. Thomas, George H. Some factors affecting the organization and administration of extracurricular activities in American secondary schools Master's, 1938. East Texas St. T. C. 154 p. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937-38: 22)

3308. Thompson, Esther Magie. Classification and correlation of certain traits of boys in clubs at the All-nations boys' club Master's, 1938. Southern California.

3309. **Upshaw, Mary Estelle.** Pupil evaluation of club activities in the Roosevelt junior high school of Tulsa, Oklahoma. Master's, 1938. Southern California.

3310. **Westerville, Lawrence W.** A study of the students' appraisal of club participation, club organization, and administration at Grosse Pointe high school, Grosse Pointe, Michigan. Master's, 1938. Michigan.

3311. **Woodfin, *Mrs.* Neva Bennett.** Extracurricular activities in small high schools. Master's, 1938. Texas.

FAILURES

3312. **Askew, Avis Louise.** A study of the failing students of the seventh grade of Boude Storey junior high school of Dallas. Master's, 1938. Texas.

3313. **Cordell, Joel James.** A study of high-school failures in North Augusta, South Carolina, high school for the five-year period, 1932–1937. Master's, 1938. South Carolina. 41 p. ms.

3314. **Douglas, Ottie Paul.** A study of pupil failures in Corsicana senior high school during the school years 1928–1934. Master's, 1938. Texas.

*3315. **Horner, Ruth.** A study of a group of individuals failing in one or more courses in the College of liberal arts of Syracuse university during the year 1936–37. Master's, 1937. Syracuse, 77 p. ms.

Compares 164 students who had failed in one or more courses, matched according to class and psychological rating, with an equal number of non-failing students. Analyzes data as to the occupation of the father, occupation of the mother prior to marriage, number of children in the family, employment of student before entering college, time elapsing between high-school graduation and matriculation, student's vocational interest and desire for vocational guidance. Indicates that the problem of failure is a matter of individual concern, irrespective of psychological or reading test score, home background, or situation in college.

3316. **Jackson, Howard L.** The characteristics of boys who are scholastic failures in Flint Central high school. Master's, 1938. Michigan.

3317. **Person, W. E.** Causes of failures in the elementary schools of Tensas parish. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 101)

Studies the causes of failure in the elementary schools of Tensas parish, and compares the number of failures in the Waterproof elementary school in 1928–29 and in 1936–37.

3318. **Petteys, Manville Robey.** A study of failures in two California high schools. Master's, 1938. Stanford. 138 p. ms.

3319. **Shetter, Samuel Ray.** Student failures in academic subjects of the West Chester junior high school. Master's, 1938. Temple. 44 p. ms.

Analyzes data collected from student records, student questionnaires, and personal interviews with 94 pupils, 61 of whom were boys. Finds the chief causes of failure as given by students, teachers, and parents, were lack of preparation, lack of interest, outside interest, lack of concentration, laziness, weakness in fundamentals, and carelessness in study habits.

3320. **Stokes, *Mrs.* Lela Dawson.** An analytical study of failures in the Thomas A. Edison junior high school of Houston, Texas. Master's, 1938. Texas.

MARKS AND MARKING

3321. **Bailey, Edward Nolta.** Chart for calculating examination grades. Master's, 1938. Peabody. 44 p. ms.

Attempts to devise a chart by which a numerical grade might be determined more quickly and accurately than is now the case, and to devise a scale for averaging any series of marks from 3 to 10.

3322. Bell, Philip Brooks. A study of marking in the Springfield, Tennessee, high school. Master's, 1938. Peabody. 66 p. ms.

Studies the marks given in this school from 1926 to 1937. Finds an upward trend of marks in the school; a striking similarity in the distribution of marks by subjects and by total marks; a greater variation in the distribution of marks in elective subjects than in required subjects; a greater variation in the distribution of marks assigned by individual teachers than in the distribution of marks by years or subject; patterns of distribution of individual teachers did not remain constant from year to year. Gives lack of application, lack of aptitude, failure in examinations, lack of interest, and absence as the chief reasons for failure in the opinion of the teachers.

3323. Bigham, Virgil Lee. A study of marks and test scores in Leland, Mississippi. Master's, 1938. Duke. 48 p. ms.

3324. Bohannon, Alice N. Value of different kinds of school marks in predicting the high-school and college success of a small group of students. Master's, 1938. Emory. 70 p. ms.

Attempts to determine whether or not accurate prediction could have been made from intelligence test scores, school marks, and standard achievement test scores at the end of the sixth grade as to the pupils who would not finish high school, who would not attend college, who would stay in college for a short time only, who would fail in college work, or who would become outstanding college successes. Finds that the IQ in the sixth grade offered the highest degree of accuracy of prediction of both high-school and college success of any of the measures used.

3325. Bretsch, Lawrence E. The development of a typewriting grading scale. Master's, 1937. N. Y. St. Coll. for Teach.

Attempts to develop a means for translating "words per minute" scores into grades. Constructs a chart, in dial form, making it possible to translate a base score of strokes and errors into "words per minute" rates, and into percentage grades at one operation. The scale is adaptable to different courses and different systems of marking.

3326. Collins, Dwane Rolland. The effect of self-support on the academic grades of freshmen. Master's, 1938. Iowa State.

3327. Creutzer, Willard A. Study of the relationship between grades made in introductory psychology and scores made on the American council on education psychological examinations. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications. 14: 416–17)

Uses 1,307 men and women psychology students who had completed the first semester of introductory psychology at the University of Pennsylvania between the years 1932 and 1936, to determine the relationship between grades made in the course and scores made on the American council on education psychological examinations. Finds a moderate degree of correlation between marks in the course and test scores, and that the relationship is consistent from year to year; that the women were doing more nearly what was expected of them than were the men as shown by their test scores, and that non-fraternity men made slightly higher test scores than did fraternity men.

3328. Cunningham, Genevieve. The value of high-school marks and entrance test data for prediction of college success. Master's, 1938. Detroit. 36 p. ms.

Describes an experiment in which the American council on education psychological test, cooperative mathematics test, and the cooperative English test were given to 87 students who entered the College of commerce and finance of the University of Detroit in September 1936, and for whom their high-school marks were obtained. Finds that a combination of high-school averages and scores on the mathematics and the English tests furnished the best basis for prediction of college success.

3329. Douglass, Harl R. *and* Luker, L. J. Persistence and marks in the University of Minnesota law school. Journal of educational research, 31: 283–88, December 1937. (University of Minnesota)

3330. Ehrhardt, Theodore Herman. A study of correlation between academic marks and teaching marks. Master's, 1938. St. T. C., Bridgewater. 10 p. ms.

Covers scholarship ratings at Bridgewater state teachers college and combined teaching and discipline ratings at the training school connected with that college Finds the correlation between grades in the college and in the training school was low.

3331. Fuog, Russell J. A study of the effects of working upon the grades of Marshall, Michigan, high school students. Master's, 1937. Michigan.

3332. Griswold, Charles Joe. A study of the variability of pupils whose school marks are above average, average, and below average. Master's, 1937. Hawaii.

3333. Haynes, Milo Jesless. A study of the relation of the marks made by pupils to the distance from school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university University bulletin, vol 30 N S, no. 3: 98)

Compares the marks made in school and the distances from the school of all the pupils in the fifth, sixth, and seventh grades of three high schools in Claiborne parish, La. Finds that the pupils who live nearest the schools tended to make the higher marks

***3334. Heil, Margaret Ellen.** The value of the IQ and teachers' marks in certain high-school subjects for predicting teachers' marks in stenography. Master's, 1936. Louisville. 95 p ms.

3335. Kennah, Catherine J. A comparison of reading grades made on the Iowa silent reading test with scores made in the final examination by pupils in the Albany senior high school. Master's, 1937. N. Y. St. Coll. for Teach.

Finds that homogeneous grouping is a valuable procedure and aids in fitting the curriculum to the pupils, and that the scores on the Iowa silent reading test had little predictive value in predicting success or failure in regents' examinations

3336 Landreth, Alfred. The predictive value of high-school marks in Franklin county, Indiana. Master's, 1938. Miami. 35 p. ms.

Indicates that the use of high-school marks for predicting later high-school success has predictive value increasing with the recency of the marks and the similarity of the subjects of the two sets of marks

3337. Paul, J. B. A study of the grades assigned to students by the faculty of the Iowa state teachers college during the 1936–37 academic year in courses giving college credit. Cedar Falls, Iowa, state teachers college, 1938. 19 p. ms. (Research report no 29)

***3338 Rockett, Richard Henry.** Predicting pupil success in various subject-matter fields by reference to teachers' marks. Master's, 1938. Boston Univ. 104 p. ms.

Studies the records of 312 pupils, who at some time during their high-school career had studied Latin I to determine whether or not teachers' marks in that subject could be used to predict pupil success in Latin II and Latin III, English, social studies, mathematics, science, and foreign languages Discusses Latin surveys and prognosis testing, including the statistical status of the language, aims or objectives in its teaching, content of the course in secondary schools, methods of teaching the subject, the use of the Classics in England, France, and Germany, and predicting pupil success in various subject-matter fields by reference to teachers' marks Finds that first-year Latin and algebra teachers' marks for the first quarter have some prognostic value in fixing the final standing of pupils for the year, but in comparison with other subject-matter fields, teachers' marks in Latin I and algebra have less predictive value.

3339. Rolf, Mildred Maria. A statistical study of language and science marks of high-school students. Master's, 1937. Columbia.

3340. Rowins, Edward Holton. A comparative study of the attitudes held by pupils, parents, and teachers relative to a marking system. Master's, 1938. Southern California.

3341. **Schnieders, *Sister* M. Xaverius.** Marking in physical education for high-school girls. Master's, 1938. Texas.

3342. **Schrammel, H. E. *and* Wharton, LaVerna.** A comparative study of grades given by departments and by instructors of the Kansas state teachers college of Emporia for the 1936–37 school year. Emporia, Kansas, state teachers college, 1938. 16 p. ms.

3343. **Stafford, Thomas L.** A comparative study of teachers' marks in handwriting and marks of a standard scale. Master's, 1938. Louisiana State. 75 p. ms.

Finds that teachers were inconsistent in their marking and tended to give higher marks on handwriting than were given by the scale, and that the teachers would be more consistent in their marking if the scale was used.

3344. **Stephen, V. Evelyn.** The relation between vocabulary test scores and IQ's, general averages, and English marks. Master's, 1937. Michigan.

3345. **Thompson, Lewis Madison.** A study of factors related to school marks in selected grades of Bryan Station high school. Master's, 1938. Kentucky. 52 p. ms.

Studies the relationship between intelligence, reading ability, and school marks, using data obtained from mental tests, reading and mathematic tests, and class records

3346. **Wood, O. Keith.** Marking in the elementary schools of the Whittier union high school district. Master's, 1938. Southern California.

3347. **Yarberry, Cleo.** Objectifying the scoring of arithmetic problems. Master's, 1938 Oklahoma 52 p. ms.

Finds that the scoring of subjective arithmetic tests can be materially improved in accuracy by making an objective key and following simple rules in scoring

REPORTS AND RECORDS

3348. **Batchelder, Howard T.** An analysis of pupil progress reports in the secondary schools. Master's, 1938. Michigan.

3349. **Boyer, Charles V.** A cumulative record card for the junior high schools of Cabell county, West Virginia. Master's, 1937. Duke. 86 p. ms.

Produces a permanent record card to meet criteria set forth in educational literature and the needs of the local schools.

3350. **Brennan, *Sister* M. Florence.** Report and record forms in Philadelphia archdiocesan schools. Master's, 1938. Villanova.

3351. **Brooks, Harold B.** Secondary school cumulative records: their function, form and administration. Doctor's, 1938. Southern California.

Indicates that cumulative record forms improve classroom methods, assist in guidance, provide bases of reports, assist in research, and motivate pupils' work; that forms used in California show diversity in use, size, form, number, and kind of individual items, with no consistent agreement on any item except pupil's name.

3352. **Corbin, Edward Bryan.** Accounting records and financial reports devised to meet the needs of small endowed colleges with enrollments of 500 or less. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 37)

Illustrates and describes a fund balance sheet with a supporting operating statement for each fund, and analyses each operating statement with subsidiary statements.

3353. **Curry, John H.** Office management for school superintendents. Master's, 1938. Ohio State. 88 p. ms.

3354. **Edgar, Thomas Cortland.** The high-school and university records of graduates from a single high school. Master's, 1938. Iowa. 62 p. ms.

3355. **Finlayson, Anne.** An analysis of the health record cards in the public schools of Kalamazoo, Michigan. Master's, 1938. Michigan.

3356. **Foley, Jeremiah Aloysius.** An analytical study of the records used in 15 representative high schools of Massachusetts. Master's, 1938. Boston Coll.

3357. **Haynes, Mary Sue.** Trends in school reports to parents during the decade 1927–1937. Master's, 1938. Southwest Texas St. T. C. 85 p. ms.

Attempts to describe the new reports that are being used and the attitude of teachers, pupils, and parents toward them. Finds that the formal report to parents is giving way to a more diagnostic report on the progress of the child.

3358. **Koppenhaver, Robin Dee.** An accounting system for North Dakota schools. Master's, 1938. North Dakota.

3359. **Ladd, Eva Herndon.** Recent changes in pupil report cards used in elementary and secondary schools. Master's, 1938. Southern California.

3360. **Lages, C. R.** The procedures and practices used by the secretaries of the school districts in Colorado in recording and reporting the annual financial data. Master's, 1938. Colo. St Coll. of Ed.

3361. **Lamb, Lawrence.** A study of farm record keeping and a suggested course in farm record keeping for evening classes. Master's, 1938. Colo. St Coll. 78 p. ms.

Shows the need for better farm records, and outlines a course of study for evening classes.

3362 **McMahan, John Julia.** Evaluating conferences with parents as a report technique. Master's, 1938. Peabody. 93 p. ms.

Analyzes and evaluates the records of two conferences scheduled with the parents of a group of first-grade children Finds that the conferences increased both the parents' and the teacher's understanding of the child discussed; that most of the parents preferred the conference technique to the traditional report after trying it for a year; and that the educational progress of these children showed the favorable influence of the conferences when judged by standardized test records

3363. **Miller, William John.** A study of city school superintendents' reports, particularly those from cities in New York state. Master's, 1937. Rochester. 91 p. ms.

3364. **Reagh, Arthur L.** The preparation of a set of industrial arts record forms for Grand Rapids, Michigan. Master's, 1937. Michigan.

3365. **Simpson, Marion R.** An evaluation of three types of high-school report cards. Master's, 1938. Ohio State 82 p. ms.

Develops a report card which includes an evaluation of ability to organize, habits of work, citizenship, and knowledge of subject, using a code shown on the card for the report.

3366. **Smith, Ruth Eloise.** Record keeping in institutions training teachers. Master's, 1938. Peabody. 138 p. ms.

Analyzes records kept by nursery schools used as practice schools by teacher-training institutions. Finds a variety of data kept on nursery school records, and much duplication of certain types of information; a tendency toward a type of record which gives an objective picture of the child's social development; few schools having systematic records for following-up and evaluating the work of the nursery school; little agreement as to the physical make-up of the records; a tendency to overemphasize types of information contributing to the efficient functioning of the school to the exclusion of other valuable types.

*3367. **Tansil, Rebecca Catherine.** The contributions of cumulative personnel records to a teacher education program as evidenced by their use at the State teachers college at Towson, Maryland. Doctor's, 1938. T. C., Col. Univ. New

York, Teachers college, Columbia university, 1939. 158 p. (Contributions to education, no. 764)

Studies the use of the records and their growth, development of students through the use of records, attitudes toward records, and the record as it portrays the individual. Shows that faculty members and administrative officers use student records for many purposes; that records are increasing in number and in the quality of the material given; that the part of the records noting personality ratings and personal comments by faculty members have to be used cautiously with students; that records are being used for initial placement and to help the young student adjust to his new position, and by supervisors for improvement of supervision and as a basis for understanding and assisting the young teacher; that students seek conferences with records for definite purposes and especially to receive suggestions for improvement in the development of social traits and scholarship; that records portray the development of the individual student; that cumulative records are valuable instruments in predicting success in teaching. Shows how an institution can develop a cumulative record to meet its aims and objectives and can then utilize the record with a minimum of centralized direction.

3368. **Traill, Annie Hawkes.** A study of the use of cumulative pupil personnel records in certain Los Angeles schools. Master's, 1938. Southern California.

RETARDATION AND ELIMINATION

3369. **Anson, Bert.** A study of retarded children through teachers' subjective estimates. Master's, 1938. Ind. St. T. C. 88 p. ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 176-77, July 1938)

Analyzes data collected to show the effect which mental, physical, social, or environmental handicaps may produce upon the progress of children in school. Finds that personal and mental traits possessed by the child are impressed upon the teacher, physical, social, and environmental aspects of the child's life are unfamiliar to the teacher or are easily forgotten; the educational influences of these latter traits are not sufficiently recognized by the teachers; and that children are retarded in their educational careers by conditions and traits; and the fact that various teachers notice and rate these conditions and traits differently causing wide variation in the degree of retardation.

3370. **Carty, *Sister* M. Esther.** A study of the reasons why pupils withdraw from school, with suggestions. Master's, 1938. Villanova. 83 p. ms.

3371. **Dammers, Clifford Russell.** A review of material relating to the elimination of children from school. Master's, 1938. Stanford. 219 p. ms.

3372. **Duffy, Helen I.** A study of pupil elimination in the Vare junior high school from January 1931 to June 1936. Master's, 1938. Temple. 64 p. ms.

Finds that about 10 percent of the pupils left school during this period, due mainly to a *failure complex; and that 47 percent of the drop-outs have had no success with employment.*

3373. **Eggers, Isaac D.** A study of the student drop-outs of Bristol, Tennessee, high school. Master's, 1938. Tennessee. 73 p. ms.

Studies the students who dropped out of the Bristol high school during the years 1932–1936, inclusive. Analyzes their age and grade when they left school; the school term and year; size of family; occupations of their parents; the subjects the students liked best, liked least, and from which they received the most good; reasons for leaving school; the employer and type of job at which they are working; where they received training for the job; their beginning and present weekly wages; the manner in which they obtained their jobs; and their desire for training which would help them on their present job.

3374. **Evans, Ralph F.** A study of the factors influencing the elimination of pupils from the public junior high schools of Decatur, Illinois. Master's, 1937. Iowa. 44 p. ms.

3375. **Harris, James William.** A study of 50 cases of elimination from the high schools of Tangipahoa during the years 1935–36 and 1936–37. Master's, 1938. Louisiana State. 130 p. ms.

Recommends that the parish employ a guidance counselor, have a well-organized program of guidance, and continue a program of adult education; that agricultural and manual

training be introduced into every high school; that schools keep a complete record of all pupils, have a well-organized program of extracurricular activities, and make the requirements for graduation elastic; that the National youth administration program should continue and boys and girls be given credit for certain types of work outside the school

3376. **Hemphill, Ruby Mae.** A study of subsequent academic and vocational activities of drop-out students of the College of commerce at Oklahoma Agricultural and mechanical college. Master's, 1938. Southern California.

3377. **Hightower, Pearl Elizabeth.** An intensive study of factors related to pupil withdrawal from school. Master's, 1938. Texas.

3378. **Hillhouse, Ruth.** Religious implications of student mortality. Master's, 1937. General Assembly's Tr. Sch. 85 p. ms

Finds that state-supported schools are forbidden by law to teach any specific religion, and that the denominations must care for the student's spiritual development.

*3379. **Hopkins, Merritt J.** Reasons for adolescents leaving school: a study of reasons given by continuation school students for leaving full-time school. Master's, 1937. Syracuse. 97 p ms.

Surveys the continuation school of Syracuse, N Y., to determine the reasons that pupils leave full-time school before they are 17 years old, and what elements of their environment cause them to give up the hope of a high school diploma in order to seek employment and thereafter attend continuation school for one half-day a week instead of 10 half-days a week Shows that students should be allowed to take subjects in high school which they feel will be useful to them in the type of work they wish to do; and that shortsightedness on the part of the student and parent is a fundamental cause of school mortality Recommends that junior and senior high schools offer more opportunities for the maladjusted pupil by allowing a wider range of electives and abolishing requirements of any subject except for students choosing college-preparatory courses; that guidance counseling be given students privately; that teachers hold periodic personal conferences with each pupil to discover abilities, aspirations, and difficulties; that short but frequent talks be given by the teachers on the value of education, having outsiders speak at assemblies to show the value of an education, that information be given to parents on the value of education; that clubs might supply money for the purchase of textbooks to be loaned or rented to students who could not afford to buy them, and that withdrawals be encouraged to attend the evening high school

3380 **Jarrell, Chester Newton.** A study of retardation in the class A schools of Gregg county, Texas, 1937–38. Master's, 1938. Texas.

3381. **Laird, *Mrs.* Nellie A.** A study of pupils dropped from the roll of the Kensington high school, 1936–37. Master's, 1938. Temple. 45 p ms.

Shows that 9.35 percent of the pupils who left school were 16 years of age or over; 66.38 percent left in the ninth and tenth grades; 63.80 percent left as soon as they could legally do so; more than 70 percent were repeating subjects; and that junior high schools dropped only about one-third as many of their ninth grade pupils as did the senior high schools.

3382. **McMurry, William H.** A study of certain factors in relation to elimination in the Ensley high school of Birmingham, Alabama, during the school year 1935–36. Master's, 1938. Alabama.

3383. **Murray, Marion M.** A study of pupil elimination at Whittier union high school. Master's, 1938. Southern California.

3384. **Paul, J. B.** Relation of placement test scores to mortality and scholastic ratings, five-year summary, classes entering fall quarters of 1929–1933, inclusive. Cedar Falls, Iowa state teachers college, 1938. 36 p. ms. (Research report no. 31)

3385. **Peters, Donald Edward.** The elimination of small high schools in Clark county. Master's, 1938. Wisconsin

3386. Riechers, Hubert H. A follow-up study of pupils eliminated from the Antioch, Illinois, township high school, 1921 to 1937. Master's, 1938. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 120)

Finds that the reasons most frequently given for leaving school were: Lack of interest in subjects taught, failure, chance to take a job, a feeling that a high-school education had no value, lack of funds, and plans for marriage. Shows that the pupils studied had not migrated far from the immediate vicinity; that few had continued with further training; that about half of them regretted leaving school; that their first jobs were rarely permanent; and that as a rule they had engaged in many different occupations during the course of a few years. Suggests that a more complete record be kept of both graduates and drop-outs; that eliminated pupils be studied as individuals and as a group; that curricular, extracurricular, and social activity programs be expanded to cover a wide range of needs and interests; and that a functional guidance program be developed.

3387. Sievers, Frank L. A follow-up of Thayer county, Nebraska, high school drop-outs. Master's, 1938. Nebraska. 150 p. ms.

3388. Vaughn, Gertrude G. A study of withdrawn students from industrial high school in Birmingham, Alabama. Master's, 1938. Michigan.

3389. Wilson, A. Gaylard. A follow-up of Pawnee City, Nebraska high school students who withdrew. Master's, 1938. Nebraska. 122 p. ms.

Finds that the chief causes of withdrawal were: Difficulties with school or work, lack of interest, economic, appeal of outside interests, home conditions, lack of proper adjustments, ill health, and marriage.

3390. Wyatt, William Bernard. A study of the basic causes for students leaving high school. Master's, 1938. Okla. A. and M. Coll.

Studies student mortality in five high schools. Finds that a total of 32 boys and 21 girls transferred to other schools; that 49 boys left school the first year and 42 the second year; that 43 girls left school the first year and 36 the second year; that the reasons most frequently given for leaving school were: Too little practical subject matter, marriage, dislike for subject, lack of financial aid at home, dislike of school, too few electives, discipline, and dissatisfaction with marks; that other reasons for leaving school were: Discouragement by parents, urge to seek adventure, joining the Army or Navy, enrolling in the CCC camps, and ill health. Shows that 68 percent of the girls were married while in school or immediately after dropping out; that 21 of the boys studied were still unmarried; that 29 were employed as laborers; that 35 were engaged in farming; and that only 1 of the 160 pupils was earning $1,200 a year or more.

STUDENT SELF-GOVERNMENT

***3391. Blank, G. Dewey.** The administration of cooperative student government in the publicly supported municipal colleges and universities of the United States. Doctor's, 1938. New York. 168 p. ms.

Gives the historical background of cooperative student government; reveals definite administrative problems associated with the operation of student government through a comprehensive survey of one of the largest publicly supported municipal colleges of New York City; analyzes conditions in 28 colleges and universities; sets up a guide to administrative procedure for the people responsible for the operation of a system of cooperative student government at the college level.

3392. Byerly, Milton R. Student participation in self-government activities. Master's, 1938. Ohio State. 164 p. ms.

Studies student participation in self-government activities with special emphasis on the organization and activities of student councils and of Buckeye boys' state, an experiment in self-government. Finds that opportunities are being afforded for training in citizenship through student self-government, but that there are situations in which students could exercise more control in life in a democratic society.

3393. Fraser, Edith Irene. A study of the practices of junior schools in Texas with reference to student participation in the control of student affairs. Master's, 1938. Texas.

3394. **Harper, Siddons, *jr.*** Student control activities at the junior high school level in the schools of Camden county, New Jersey. Master's, 1938. Temple. 62 p. ms.

Finds that all of the schools investigated have some student-control activities; that the schools all have faculty supervision and veto of student-control activities; that all but one of the schools have safety patrols; that all have monitorial duties; and that four have a student court.

3395. **Holder, Abe.** A study of some concepts of discipline in the high school. Master's, 1938. East Texas St. T. C. (Abstract *in:* East Texas state teachers college. Graduate studies (abstracts), 1937–38: 16)

Compares the traditional and modern concepts of high-school discipline, and shows how student government may be employed to improve school discipline.

3396. **Payne, Ralph E.** Student councils in secondary schools. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 109)

Studies the organization, objectives, activities, and values of student councils in secondary schools, and analyzes replies to a questionnaire of 36 student councils of high schools in Oklahoma. Indicates that the type of organization should be in keeping with the needs, experiences, and abilities of the student body; that the chief objectives of student councils are to develop and maintain desirable school spirit, and to provide practice in cooperation, self-reliance, and self-control; that the major activities are those arising from the promotion and supervision of extracurricular activities; and that the principal values derived from such organizations are citizenship training and character development.

3397. **Perkins, Hugh V.** Pupil participation in elementary school control. Doctor's, 1938. Western Reserve.

3398. **Peters, *Sister* M. Rosanna.** A study of children's attitudes toward law observance as influenced by pupil self-government. Master's, 1938. Purdue.

3399. **Scott, Evart C.** A study of the extent to which Michigan high schools use pupil participation as a means of maintaining discipline. Master's, 1937. Michigan.

3400. **Singleton, Cecil Andrew.** Pupil participation in management and control in the Fort Worth elementary schools. Master's, 1938. Texas.

3401. **Sprague, James B.** Student participation in school control. Master's, 1937. T. C., Col. Univ. 30 p. ms.

TEXTBOOKS

3402. **Alderton, Lucile.** An analysis and comparison of the vocabulary burden of six textbooks in elementary science. Master's, 1938. Michigan.

3403. **Amundson, Carl Ludvig.** A word-analysis of Book V, *Healthy living series.* Master's, 1938. Wisconsin.

3404. **Arnold, Mary S.** A determination of the vocabulary burden of W. L. Nida's *Following the frontier.* Master's, 1938. Michigan.

3405. **Bachur, George.** A survey of dominant topics in current philosophy of education textbooks. Doctor's, 1938. Michigan.

3406. **Barnhart, Elizabeth.** A study of 10 graded music series since 1898 designed for the elementary schools. Master's, 1938. Kansas. 108 p. ms.

Compares the most commonly used graded music series published since 1898 and designed for the elementary schools. Concludes that changes in music education have been dictated by the development of the art itself, by the changing conditions of economic life in America, and by new conceptions in the general educational system.

3407. Bartlett, T. F. A study of the vocabulary burden of Wood and Carpenter's general science text: *Our environment—how to use and control it.* Master's, 1937. Michigan.

3408. Bates, Austin F. A study to determine which scientific terms used in high-school chemistry are sufficiently important to be included in the glossaries of textbooks in high-school chemistry. Master's, 1938. Michigan.

3409. Beach, Ruth Oda. Building a beginner's book. Master's, 1938. Stephen F. Austin. 101 p. ms.

Presents theories of reading, with original primer entitled *Oil field fun*, on unit method.

3410. Beadle, Gretchen L. Vocabulary gradation of six French texts. Master's, 1938. Peabody. 100 p. ms.

Grades six French texts according to their vocabulary difficulty in order to determine the sequence in which they should be read, and to aid future editors who may wish to edit their books as graded readers.

3411. Biggerstaff, Mary E. An analytical bibliography of French grammars published in the United States from 1780 to 1927. Master's, 1938 California, L. A.

3412. Birch, *Sister* Mary Thecla. Supplementary readings in recent history texts for upper elementary grades. Master's, 1938 Peabody. 81 p ms.

Examines lists of supplementary reading given in 18 most recent texts for the upper elementary grades. Finds that the greatest number of times any one book was recommended for the 3 grades was 8; that 680 readings were suggested but once by the 18 books examined; that recent history texts show the influence of the recommendations for wide reading, in the report of the Commission on the social studies

3413. Board, Joseph Green. Comparison of current Latin American and United States history texts. Master's, 1938. Peabody. 410 p ms.

Compares basal history texts of some South American countries, Mexico, and Cuba with United States history texts depicting the attitudes, favorable and unfavorable Finds a dearth of material and little knowledge on the part of the various authors of countries other than their own

3414. Borberg, Charles E. A study of the vocabulary difficulties encountered in Bowie's *High school chemistry.* Master's, 1937. Michigan.

3415. Bradley, Leonard K. Personages in European history as mentioned in two college textbooks. Master's, 1938. Peabody. 190 p. ms

Finds a wide variety in the type of personages mentioned, with stress on political, military, and religious activity.

3416. Brown, Ruth Lucille. A study of the date frequency of 12 American history textbooks from 1894 to 1936. Master's, 1938. Michigan.

3417. Browning, Leah Katherine. An analysis of the content of readers used in the middle grades of schools in the United States from 1800 to 1850 Master's, 1938. Texas.

3418. Bryson, Cecil Milton. The place of the adopted natural science textbook in the core field of the revised Mississippi curriculum. Master's, 1938. Mississippi. 127 p. ms.

Attempts to determine the place of six adopted natural science textbooks in the core curriculum of the proposed Mississippi curriculum program at the secondary school level. Indicates that certain textbooks examined do not lend themselves to treatment of the core based on social function procedure because of their technical nature and the necessity for logical development in sequential order.

3419. Cahill, Marie. A vocabulary analysis of a certain literature textbook, short story section. Master's, 1938. Michigan.

3420. Case, Howard E. A survey of the pupil activities provided in 20 social studies textbooks. Master's, 1938. Michigan.

3421. Chase, Curtiss Carlyle. An investigation of the vocabulary burden of a general science textbook. Master's, 1938. Michigan.

3422. Connolly, Charles. A statement of methods of evaluation and a critical analysis of business arithmetic textbooks. Master's, 1938. N. Y. St. Coll. for Teach. 58 p. ms.

3423. Cornutt, Mabel Clair. Vocabulary comparison of 10 sets of primers and first readers. Master's, 1938 Oklahoma 79 p. ms.

3424. Cox, Desse B. A study of the word difficulty of George Eliot's *Silas Marner*. Master's, 1938. Kansas. 130 p. ms.

Finds that when *Silas Marner* is used in the tenth grade as a textbook for the study of the novel, it may present many vocabulary difficulties which may require special treatment

†**3425. Curtis, Francis D.** Investigations of vocabulary in textbooks of science for secondary schools. New York, Ginn and company, 1938. 127 p. (University of Michigan)

Analyzes the results of 100 investigations which attempt to determine whether the vocabularies in textbooks of science are too difficult for the pupils for whom the books are intended; whether there is a definite and readily determined level of vocabulary in the present texts which marks a sharp increase in difficulty of comprehension by the pupils and which is the level where simplification of vocabulary in science textbooks should begin; whether the difficulty which the pupils encounter in reading science texts is attributable to the use of nonscientific and nonessential vocabulary; whether present textbooks provide adequately for the mastery of essential vocabulary through definition and repetition; and whether there are important terms which should be mastered in the various courses of science. Recommends that the authors of science textbooks for junior and senior high schools simplify the vocabularies of their books by reducing the number of scientific terms introduced, by confining the nontechnical vocabularies to words which occur in the first 6,000-word levels of the Thorndike list, and by defining with simpler words all technical and nontechnical words they introduce which occur in thousand word levels above the sixth in Thorndike's *Teacher's word book of 20,000 words*

3426. De Gelleke, R. Roswell. The analysis of physical geography textbooks used most extensively in secondary schools of New York state Master's, 1938. N. Y St. Coll. for Teach 32 p. ms.

3427. Dennert, Marion. The study of the vocabulary difficulty of a junior high school literature book. Master's, 1938. Michigan.

3428. Dunaway, Laura Thelma. An analysis of the content of first-year high-school English grammars published since 1930. Master's, 1938. Texas

3429. Eaton, Hazelle S. An investigation of the vocabulary difficulty encountered by pupils reading a textbook of high-school chemistry and an investigation of the scientific terms desirable for inclusion in a textbook of general science and biology. Master's, 1937. Michigan.

3430. Elliott, Ralph E. Trends in textbook exposition in high-school economics. Master's, 1938. Illinois.

3431. Erpenbeck, *Sister* Louise Joseph. A study of the vocabulary of three high school physics textbooks. Master's, 1938. Catholic Univ. 38 p. ms.

Studies the frequency of easy, difficult, and highly technical words in these textbooks, and constructs word tables on a basis of frequency to show the words most frequently used by the authors of physics textbooks.

3432. Ettlinger, Betty Carol. A survey of phonetic symbols used in current textbooks of speech. Master's, 1938. Iowa.

3433. Evans, Lewis D. An analysis and comparison of the vocabularies of six textbooks in elementary science. Master's, 1937. Michigan.

3434. Evans, Mary Louise. Nationalism and children's readers. Master's, 1938. Ohio Univ. 87 p. ms.

Shows that nationalism throughout important countries of the world may well be indicated by primary readers.

3435. Eyler, Loren E. The types of pupil activities and questions provided for in eight textbooks in economics for the high school. Master's, 1938. Michigan.

3436. Fisher, John A. An investigation to determine what scientific terms should be included in the glossaries of high-school chemistry textbooks. Master's, 1937. Michigan.

3437. Freer, Kenneth Howard. Compilation of art references in 40 basic high-school texts. Master's, 1938. Peabody. 95 p. ms.

3438. Fry, Alderson. Noah Webster and his blue-back speller. Master's, 1938. Peabody. 145 p. ms.

Studies the creation, continuation, content, and influence of Noah Webster's elementary spelling book and its 100 years of use. Shows that it was powerful in unifying spelling and pronunciation in the United States during the rapid expansion and change that followed the Revolution, that it sold nearly 100,000,000 copies during its existence before it was supplanted by other and improved spellers, that prior to this it unified the language and differentiated it from the English of Great Britain.

***3439. Fulton, Clara Gaines.** Trends in the development of bookkeeping textbooks published since the Civil War. Master's, 1938. George Washington. 60 p. ms.

Studies textbooks at the secondary school level that appeared in a series over a number of years, or that were used as basal texts to determine evolutionary trends in physical set-up, the aims of the writers, content material, and trends in emphases. Finds that many of the earlier books were written by men connected with private commercial colleges who wrote the books for use in their own schools, that the authors of many of the texts were important in the educational world and wrote texts showing the relation between bookkeeping and other phases of education; that the largest group of authors of texts were teachers of the subject and combined their practical knowledge of the subject with pedagogical principles. Shows that the content of modern bookkeeping is designed to contribute vocational, personal, social, economic, and ethical values.

3440. Garrett, James A. A study of materials in biology textbooks. Master's, 1938. Louisiana State. 67 p. ms.

Studies the reactions of high-school pupils and teachers to the materials contained in *New biology*, by Smallwood, Revely, and Bailey. Finds this textbook better organized than earlier books; that it provides for interests and needs by stressing economic values and living things; that some new topics have been added to the subjects contained in other texts; and shows a need for more material in human biology.

3441. Gervers, Margaret Virginia. A study of materials and methods as found in general science textbooks published since 1910. Master's, 1938. Texas.

3442. Greene, Alden G. Criteria for selecting textbooks in chemistry. Master's, 1938. Wisconsin.

3443. Greenway, Wilton D. An analysis of principles of secondary education textbooks. Master's, 1938. Temple. 72 p. ms.

Analyses 15 textbooks commonly used as texts in college courses in the principles of secondary education; finds that the course is unsettled as there is no agreement as to what should be treated in textbooks and courses.

3444. Greve, Esther B. Determination of the sentence structure difficulty of *The new world's foundations in the old*, by West and West. Master's, 1938. Michigan.

3445. **Gunderson, Grace Farrell.** The adequacy of textbooks in the fulfillment of the major aims of biology. Master's, 1938. Southern California.

3446. **Hanlon, *Sister* Mary James.** A comparison and an evaluation of the Vogel-Washburne formula for 1928 with the Vogel-Washburne formula for 1938. Master's, 1938. Catholic Univ. 30 p. ms.

Takes two samplings on each of 20 books for the first evaluation of the 1928 formula, and two on the same 20 books for the evaluation of the 1938 formula. Finds that in the first evaluation only 9 books have like grade placement, while in the second there are 12 books. Compares the two evaluations, and finds that only 7 of the 20 books had a similar grade placement.

*3447. **Hannan, Loretta.** The fables, fairy, and folk tales in second-grade readers. Master's, 1937. George Washington. 90 p. ms.

Attempts to determine the part played by the fable, the fairy tale, and the folk tale in the history of the content material of second-grade readers from 1830 to 1936. Analyses 210 readers covering the period from 1830 to 1936. Finds that the period from 1830 to 1879 was one of moralistic writings; from 1880 to 1918 was given over to the development of a love of good literature; from 1919 to 1925 an attempt was made to emphasize silent reading, using informative, testable material for silent study; from 1926 to date an attempt has been made to develop the imagination and the emotions, to build ideals, to exercise reason, to contribute to the joy of living, and to lay the foundation for a later enjoyment and appreciation of literature.

3448. **Hedden, Carl G.** Did Dr. Robert Lowth base his *A short introduction to English grammer* on usage? Master's, 1938. Michigan.

3449. **Hester, Kathleen Beatrice.** The vocabulary of the sixth grade. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 129–33)

Seeks to determine the nature and extent of the vocabulary presented to the child in sixth grade textbooks, and to derive a vocabulary for that grade based upon the agreement of writers of the textbooks. Analyzes eight textbooks covering the fields of reading, geography, history, English language, spelling, science, music and arithmetic. Indicates that there is a great burden placed upon the sixth-grade child by the use of uncontrolled vocabulary in the textbooks; that to read with understanding only the basic textbooks of this grade would require the child to learn an average of 28 new words a day during the entire school term of 180 days. Suggests the teaching of the 1,769 words in the prepared vocabulary, as the child will meet these words at least twice in different sources.

3450. **Hewitt, Leslie W.** A determination of the vocabulary burden of a certain textbook of general mathematics. Master's, 1938. Michigan.

3451. **Hinners, *Sister* Mary Winifred.** The vocabulary of high-school geometry texts. Master's, 1938. Catholic univ. 81 p. ms.

Reports the nature and frequencies of the vocabularies used by Durell and Arnold, *New plane geometry;* Stone and Mallory, *Modern plane geometry;* Schultze, Sevenoak, and Stone, *Plane geometry;* and Mirick, Newell, and Harper, *Plane geometry and its uses.* Finds that 98 percent of the running words and more than 93 percent of the different words agreed in all of the books; and that only a small percentage of the abbreviations agreed.

3452. **Houston, Keith Robinson.** A study of the vocabulary burden of a certain textbook of general science. Master's, 1938. Michigan.

*3453. **Hunckler, Adele.** The seventh grade arithmetic textbook and modern educational thought. Master's, 1937. Louisville. 148 p. ms.

Determines standards for measuring modern seventh-grade arithmetic textbooks, and analyses six modern textbooks according to these criteria.

3454. **Ingalls, Edna.** An evaluation of the *Dutch* and *Indian twins* as third-grade supplementary readers. Master's, 1938. Kent. 68 p. ms.

3455. **Johnson, Elsie Bea.** Suggested activities for the development of concepts found in 10 primers. Master's, 1938. Colo. St. Coll. of Ed.

3456. **Jordan, Harold G.** Evaluating junior high school arithmetic textbooks. Master's, 1937. N. Y. St. Coll. for Teach.

Analyzes a group of arithmetic textbooks with special attention to material contained, drills, tests and summaries, vocabulary allusions, and other factors.

3457. **Joseph, Elmer J.** Administration of free textbooks in consolidated schools in Ohio. Master's, 1938. Ohio State. 110 p. ms.

Finds that the systems used in the consolidated schools in Ohio are not uniform and either too complicated or too brief to be efficient.

3458. **Lenhart, Bert Alvin.** The vocabulary content of third-grade language texts. Master's, 1938. Iowa. 115 p. ms.

3459. **Lombardine, Estelle Cecelia.** An analysis of five recent textbooks in civics. Master's, 1937. Washington. 48 p. ms.

Analyzes civics textbooks to discover how civics in the curriculum is fulfilling the various social objectives of education Finds that civics is directly concerned with a definite type of instruction in the duties and responsibilities of citizenship

3460. **Long, Myrl D.** Methods utilized by state and city textbook agencies in textbook evaluation and a recommended procedure for the Kansas state board of education. Master's, 1938. Kans. St. T. C., Emporia. 64 p. ms.

3461. **Lynch, Vida Matilda.** A study of word meanings of primers. Master's, 1938. Colo. St. Coll. of Ed.

3462. **Lynn, William R.** A comparative survey of 14 selected textbooks in biology. Master's, 1938. Kansas. 89 p. ms

Finds that the portion of subject-matter content which was formerly devoted to botany is steadily decreasing; that more importance is given to zoology, and that the use of exercise and illustrative materials is gaining in importance

3463. **McCullough, Louise Middleton.** Basic and supplementary reading materials, grades 1–3, Corpus Christi, Texas: their relation to social studies curriculum units. Master's, 1938. Tex. Coll. of Arts and Ind. 95 p ms.

3464. **Magnuson, Katherine Christine.** Graphs and tables in social science textbooks. Master's, 1938. Southern California.

3465. **Maher, Margaret.** A determination of the vocabulary burden of Roger, Adams, and Brown, *Story of Nations*. Master's, 1938. Michigan.

3466. **Mead, A. R.** Suggestions for effective use of textbooks. Gainesville, *University of Florida*, 1938.

3467. **Milam, Josephine.** A comparison of American history and social science textbooks. Master's, 1938. Peabody. 57 p. ms.

Compares the personages mentioned in six American history and social science textbooks, and finds a great variety of personages among whom statesmen predominated.

3468. **Moore, Emily Tate.** The vocabulary gradation of six French texts. tricity textbooks. Master's, 1938. Boston Univ. 100 p. ms.

Studies the vocabulary difficulty of six French texts, and finds that they rank closely in difficulty, but that they contain too many new words for secondary-school use.

3469. **Morse, Sarah Louise.** A study of the vocabulary burden of a general mathematics textbook. Master's, 1938. Michigan.

*3470. **Murray, John Y.** An analysis and evaluation of elementary elec- Master's, 1938. Peabody. 79 p. ms.

Analyzes and evaluates 15 textbooks recommended by publishers of electricity textbooks for secondary schools. Sets up a preliminary standard for selecting a suitable textbook on the subject.

3471. **Nall, Angie.** Comparison of kindergarten experiences and first-grade reading material. Master's, 1938. Peabody. 66 p. ms.

Analyses 20 first-grade readers, listing the concepts common to three or more of the books. Finds that the concepts common to three or more of the readers were given to the children through stories or pictures, in most cases.

3472. **O'Kelly, Vernon D.** Concepts of imperialism in world history textbooks. Master's, 1938. Peabody. 54 p. ms.

3473. **Ornstein, William.** An investigation of the vocabulary burden in a high-school chemistry textbook. Master's, 1938. Michigan.

3474. **Paris, *Sister* Francis Agatha.** An analysis of American history textbooks for use in the seventh and eighth grades of Catholic schools. Master's, 1938. Catholic Univ. 79 p. ms.

Analyzes history textbooks published between 1921 and 1936 and intended for use in the seventh and eighth grades Finds little agreement among historians as to the relative importance of many events and personages Shows the need for Catholic authorities to examine the content of the history texts to be used in Catholic schools

3475 **Petellin, Alexander A.** A course of study in hygiene for native children of Alaska. Master's, 1938. Washington. 89 p. ms.

Presents a simple and practical textbook of hygiene for native Alaskan children with consideration of the nature and needs of the children in relation to the situation peculiar to Alaska.

3476. **Pettus, Herschel C. J.** Some observations on the selection of social science textbooks in the Louisiana public schools. Master's, 1938. Louisiana State. 112 p ms.

Attempts to determine the factors considered in selecting textbooks for use in Louisiana public schools Analyzes the civics and history texts in use in the high schools. Finds that the selection of textbooks is influenced by individuals who favor certain books for personal or other reasons, by generous offers of publishing companies, and by prejudices against certain texts because of sectionalism and bigotry, that the texts considered present preformed, biased, and prejudiced opinions for the pupil to accept as the truth; and that the influence of the corporations, trusts, and various national and patriotic organizations was easily distinguished in the books examined.

3477. **Planck, Carl G.** A study to determine the differences between basal and supplementary readers Master's, 1937 Duke. 153 p ms.

3478. **Plante, Leo A.** A study of the fields and content in representative general biology textbooks used in New York state. Master's, 1938. N. Y. St. Coll. for Teach. 130 p. ms

*3479. **Powell, Louise Shelley.** A comparative study of the treatment of the American Revolution in 1776 in some secondary school history textbooks used currently in England and in the United States of America. Master's, 1937. Louisville. 160 p. ms.

Analyzes and compares five history textbooks used today in the secondary schools of England and five of those used today in the secondary schools of the United States as to significant similarities and dissimilarities in their treatment of the American Revolution Indicates that the history textbooks used in the secondary schools of the two countries vary in their treatment of the American Revolution; that American books do more to foster hero worship of one's forbears than do the English books; that the English books give a fairer presentation of the war than do the American books.

3480. **Putnam, Marjorie Morris.** Personages in modern European history. Master's, 1938. Peabody. 118 p. ms.

Finds a wide variation in the emphasis placed on historical personages by the writers of textbooks.

3481. **Rainey, Duane F.** A study of the vocabulary burden of a textbook in economics. Master's, 1937. Michigan.

3482. Rawson, Gilbert. The treatment of insurance in 12 high-school mathematics texts. Master's, 1938. Ohio Univ. 44 p. ms.

3483. Reynard, May G. A study of the vocabulary burden of an eighth-grade civics text. Master's, 1938. Michigan.

3484. Richardson, *Sister* Mary Herbert. A study of the vocabulary of some first-year algebra texts. Master's, 1938. Catholic Univ. 49 p. ms.

Examines three first-year algebra texts for the mathematical and scientific terms and phrases used. Finds that more than half of the terms should be familiar to the pupil in view of his previous study and general reading; that the texts differ widely in the use of many terms and phrases; and that the majority of the terms and phrases have a low frequency.

3485. Roberts, Marion Douglas. Concepts contained in 30 pre-primers. Master's, 1938. Colo. St. Coll. of Ed.

***3486. Robinson, Elizabeth Winona.** A study of American history selection in fourth readers. Master's, 1937. George Washington. 88 p. ms.

Traces the types, amount, and methods of presentation of historical materials in fourth-grade readers to determine what phases of reading material in history have been treated in reading textbooks. Analyzes 81 fourth grade readers used during the years 1866 to 1936. Finds that the method of selecting and presenting the large amount of historical material in these readers was haphazard; that no attempt was made to build up a definite vocabulary or specific background for the reading of history; that most of the material was chosen for literary quality rather than for historical value; that in recent years the subject matter has become more up-to-date, with familiar modern events and living persons more often becoming the subject matter of the stories

3487. Schneck, John W. An investigation to determine what scientific terms should be included in the glossaries of high-school textbooks of physics. Master's, 1938. Michigan.

3488. Schroeder, Roy T. A determination of the vocabulary burden of the *Chemistry guide and laboratory exercises* by McGill and Bradbury. Master's, 1937. Michigan.

3489. Shirley, Dorothy Page. The gradation of six French texts. Master's, 1938. Peabody. 100 p. ms.

Grades the vocabularies of six French texts.

3490. Shultz, William, *jr.* An investigation of the vocabulary used in a *Brief course in physics* by Lake and Unseld. Master's, 1937. Michigan.

3491. Silverman, Julia E. A textbook on power-machine sewing. Master's, 1937. T. C., Col. Univ. 240 p. ms.

3492. Smith, Leekie. Suggested books for secondary mathematics. Master's, 1938. Peabody. 129 p. ms.

3493. Smith, *Mrs.* Laura Forister. Changes in composition textbooks published since 1890. Master's, 1938. Texas.

3494. Smith, Victoria F. A study of humorous situations in sixth-grade literature. Master's, 1938. Temple. 300 p. ms.

Analyzes 40 books selected from the recommendations of children, teachers, and authorities. Studies the reactions of 40 sixth-grade children from the Webster school, Philadelphia. Finds that the children showed little agreement as to humorous situations in literature, and that their idea of humor was different from that of adults.

3495. Snow, Maurice Weed. A study of the vocabulary difficulty encountered in the Vannest and Smith *Socialized history of the United States* by a group of seventh-grade pupils. Master's, 1937. Michigan.

*3496. **Stout, Cyril Lynn.** Trends of methods, contents, and beliefs in geography textbooks, 1784–1895. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1937. 10 p. (Abstract of Contribution to education, no. 224)

Investigates 420 geography textbooks written by American authors between 1784 and 1895 to determine trends in the development of the format, the author's educational beliefs, the contents of the books, the methods of presenting the material, and the teacher aids included as revealed by the textbooks.

3497. **Sutherland, Miriam.** A study of personages mentioned in four world history textbooks. Master's, 1938. Peabody. 128 p. ms.

3498. **Teague, Dessie Emeline.** Grammar in recent junior high school texts. Master's, 1938. Oklahoma. 80 p. ms.

Compares 12 recent junior high school texts as to the attention given to grammar therein.

3499. **Tyte, Wilbur Henry.** A study of the vocabularies used in four high-school textbooks. Master's, 1938. Texas.

3500. **Underwood, Willis O.** The analysis and selection of elementary school textbooks. Master's, 1938. Colorado. (Abstract *in:* University of Colorado. Abstracts of theses and reports for higher degrees, 1938: 141)

Attempts to determine how familiar teachers are with facts essential in analyzing textbooks objectively; to ascertain criteria used in actual practice in judging textbooks; and to develop a score card for making the study of textbooks objective. Finds that only 46 percent of the teachers could adequately answer questions on technical facts essential in analyzing textbooks and that 70 different criteria were listed by 364 teachers.

3501. **Walker, Dorothy.** A study of references in world history senior high school textbooks. Master's, 1938. Peabody. 100 p. ms.

Finds little agreement among authors on the references suggested, but that those upon which there is the greatest agreement might be considered a reliable list for book selection.

3502. **Walker, Ella Mae.** The content and proportions of representative college business English textbooks. Master's, 1938. Peabody. 123 p. ms.

Analyzes the content and proportions of the subject matter in 11 textbooks selected by eight representative publishing companies as their best textbooks for college courses in business English.

3503. **Wallick, Ray G.** Variability in criteria and content of high-school social science texts in problems of democracy and interest indices. Doctor's, 1938. Temple. 133 p. ms.

Finds little agreement among authors of textbooks as to content to be taught in problems of democracy, and that their selection of subject matter does not agree with popular interest.

†3504. **Walworth, Arthur.** School histories at war: a study of the treatment of our wars in the secondary school history books of the United States and in those of its former enemies. Cambridge, Harvard university press, 1938. 92 p.

Contrasts the manner in which each of our major wars is treated in the leading secondary school histories of our own and the enemy country.

3505. **Weir, Leta.** Trends in the poetry included in second readers copyrighted since 1900. Master's, 1938. Michigan.

3506. **Westerdale, Leonard W.** A determination of the vocabulary burden of three mechanical drawing textbooks. Master's, 1937. Michigan.

3507. **Wilkinson, Lester G.** A vocabulary study of a certain high-school general science textbook. Master's, 1938. Michigan.

3508. Wilks, Gladys. An analysis of selected workbooks. Master's, 1938. Michigan.

3509. Yinger, Floyd W. A survey of visual aids in 54 introductory economics textbooks. Master's, 1938. Michigan.

SCHOOL BUILDINGS AND EQUIPMENT

***3510. Andersen, Duane H.** A study of Wellsville union free school district no. 1 for program and building expansion. Master's, 1938. Cornell. 171 p. ms.

Discusses the school population to be accommodated in the proposed Wellsville union free school district, the program of studies and auxiliary services to be offered, the school plant, and the personnel required for the school center

3511. Bartholomew, Roy Arthur. The development and application of check lists and other procedures in secondary school shop planning Master's, 1938. Iowa. 141 p. ms.

3512. Beaudreault, Doris. The evolution of the public school building of Massachusetts. Master's, 1938. Mass. St. Coll. 111 p. ms.

3513. Chase, Kermit M. Supply management in certain smaller public schools in northwest Iowa. Master's, 1938. Iowa. 152 p. ms.

3514 Coleman, Harvey Cameron. The purchase, storage, and distribution of classroom supplies in Wyoming schools. Master's, 1938 Wyoming. 73 p. ms.

***3515 Davis, Orrin Chester.** A study of combinations, construction costs, enrollments, and cost per pupil in small high schools constructed in the New England states within the past 10 years. Master's, 1938. Boston Univ. 53 p. ms

Analyzes replies to a questionnaire sent to the principals of recently constructed high schools with enrollments of 300 or less, to determine the combinations in use of rooms in these buildings Recommends that an assembly hall composed of two classrooms separated by a movable partition be used in preference to the gymnasium-auditorium combination now often used; that chemistry and physics classes use the same classroom is absolutely necessary; that sewing and cooking classes use the same room; that the library and study hall, library and classroom, or study hall and classroom make good combinations; that woodworking and metal working be combined, that mechanical and freehand drawing use the same room; and suggests the use of shower and locker room in combination.

3516. Doyle, Vincent A. Community social and educational uses of the school plant in some New York state school districts. Master's, 1937. N. Y. St. Coll. for Teach. 50 p. ms.

3517. Edwards, William B. Changing conceptions of heating and ventilating American school buildings. Master's, 1938. Kent. 67 p. ms.

†3518. Evenden, E. S., Strayer, G. D., *and* Engelhardt, N. L. Standards for college buildings prepared for use in connection with the Evenden-Strayer-Engelhardt score card for college buildings. New York, Teachers college, Columbia university, 1938. 226 p.

Discusses the site, buildings, service systems, instruction rooms, general units, and supplementary standards for the physical plants of normal schools and teachers colleges.

3519. Fiester, Charles Donnan. Organizing and equipping a general shop for secondary schools. Master's, 1938. Iowa. 125 p. ms.

3520. Glazner, Willis E. A review of the literature relating to school cafeterias and a partial survey of certain cafeteria practices in 10 Alabama schools. Master's, 1938. Alabama.

3521. **Greene, Harry Leigh.** A questionnaire study of tennis court construction in selected cities and schools. Master's, 1938. Iowa.

*3522. **Herber, Howard T.** The influence of the Public works administration on school building construction in New York state, 1933–1936. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1938. 107 p. (Contributions to education, no. 762)

Attempts to show the effect of the PWA program upon the costs of school building construction in New York state; how much the program increased or decreased costs; what factors influenced the increases or decreases, the influence of the program on the type or quality of construction, actual building plans, and specifications, and the type of accommodations; how the whole program is related to the scheme of local, state, and Federal relations to education, and to the social factors involved, particularly employment. Shows the good and bad features of the program as viewed by persons who had intimate contact with it in one state.

*3523. **Himler, Rosetta Marie.** A comparative illumination survey of selected college buildings Master's, 1938 Syracuse. 137 p ms.

Compares the illumination in the libraries, laboratories, classrooms, and study rooms of Colgate, Cornell Rochester, and Syracuse universities Finds the light intensities in the buildings of the four colleges low and uneven, permitting contrasts in the amounts of light; glare factors exist frequently, the types of window shades found generally do not permit diffusion of natural light into the rooms, the amount of light reflected from the walls could be improved by painting in approved colors which have higher color and reflection factors, the best use of electric current is not being made due to the types of fixtures provided; and the best use of natural lighting is not being made

†3524. **Kraehenbuehl, John O.** An investigation of student study lighting. Urbana, University of Illinois, 1937. 35 p. (University of Illinois. Engineering experiment station, Circular no. 28)

Finds that the lighting conditions under which students are attempting to work are, for the most part, too poor to be conducive to a desire to do mental work

3525 **Lincoln, Roger Nye.** The high-school auditorium: its place in high-school planning Master's, 1938. Mass St. C'oll. 68 p. ms.

3526. **Luehring, Frederick W.** Standards for the swimming pool in educational institutions. Doctor's, 1938. T. C., Col. Univ.

Sets up 20 criteria by which standards for the swimming pool can be formulated and appraised.

3527. **Mahlberg, Martin Grant.** A plan for a new building arrangement of the Stambaugh township schools. Master's, 1938. Wisconsin.

3528. **Morriss, John W., *jr.*** A study of the construction of 16 outstanding athletic tracks in the United States. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 114–15)

Gives information on the excavation, material, drainage, length and width of straightaways and curves, and other essential suggestions necessary in the construction of athletic tracks.

3529. **Oliver, Andrew David.** School buildings in Monroe county. Master's, 1938. Rochester. 102 p. ms.

3530. **Price, Clara Stancilena.** Use of space and equipment for homemaking departments in small high schools. Master's, 1938. Colo. St. Coll. 103 p. ms.

Studies 12 schools in Texas for the school year 1936–37.

3531. **Ray, Alpheus Wilson.** Artificial illumination as an educational problem. Master's, 1938. Stanford. 257 p. ms.

3532. **Sandin, Adolph A.** A study of the use of school buildings by non-school organizations. Master's, 1938. Washington. 80 p. ms.

3533. Seal, Ruby Lee. Community and home conditions affecting the selection of equipment for homemaking departments. Master's, 1938. Texas St. Coll. for Women. 129 p. ms.

Analyzes replies to a questionnaire received from five student teaching centers of North Texas state teachers college, and Texas state college for women on the home and community conditions that might be used as a basis for the selection of equipment for homemaking departments in the public schools. Finds that the number of pupils to be accommodated, the organization of the department, the types and distribution of community facilities, and the utilities used in the homes influence the selection of equipment; that additional factors which may affect the choice of equipment are home planning and arrangement, marketing practices and conditions, the preparation and serving of meals, the entertainment practices used in the homes, the choice, construction, laundering, and care of clothing as well as the grooming practices in the homes.

***3534. Seger, Garretta K.** A study of an adequate building and a recreation field suitable to the needs of the revised program in health and physical education at the State normal school, Geneseo, New York. Doctor's, 1938. New York. 74 p. ms.

Analyzes present facilities for the health and physical education program, and suggests remedial plans for their correction.

3535. Sheffield, H. Monroe. Class sizes and their relation to school building planning in high schools of more than 200 enrollment. Master's, 1938. N. Y. St. Coll. for Teach. 78 p. ms.

3536. Smith, Harry P. School building survey of the city of Rome, New York. Syracuse, Syracuse university, 1937. 56 p. ms.

Studies present school plant of Rome, and recommends changes, additions to existing buildings, and new buildings.

3537. Smith, W. C. School building requirements for reorganized Tuscarawas county. Master's, 1938. Ohio State. 90 p. ms.

Studies the buildings in permanent school centers of Tuscarawas county, Ohio, under county supervision. Finds that three districts of the county have adequate buildings, and that others require alterations and additions to their school buildings.

3538. Stoneman, Merle A. Standards for the small twelve-grade school building. Doctor's, 1938. Nebraska.

3539. Vandermast, Florence W. The wider use of school property as a factor in public relations. Master's, 1938. Southern California.

3540. Van Zwoll, James A. A study of the use and capacity of the instructional space facilities of the Ann Arbor public schools. Master's, 1937. Michigan.

3541. Wakefield, Robert Randolph. An analysis of the physical and certain financial facts of the school districts maintaining a standard high school in Marion county, Oregon. Master's, 1938. Washington. 60 p. ms.

Finds the buildings generally deficient in both natural and artificial lighting, ventilation, sound-proofing, locker facilities, fire-prevention facilities, and facilities for proper cleaning and sanitation.

3542. Woodruff, Francis Russell. A study of various factors of youth environment in their relation to school success. Master's, 1938. Miami. 54 p. ms.

Finds that the physical features of the environment do not have as great an effect on school achievement as is popularly supposed.

JANITORS

3543. **Bolen, Wilber Floyd.** Selection and training of janitors. Master's, 1938. Ohio State. 157 p. ms.

Shows the importance of the janitor to the school system and the former methods of selecting janitors. Recommends that selection be based on moral and social attitude, merit, knowledge, cooperation, and health. Suggests the use of a janitorial training school.

3544. **Hultgren, Loyd J.** Personnel survey of the janitorial staffs in Wyoming schools. Master's 1938. Wyoming. 123 p. ms.

3545. **Kluepfel, *Sister* M. Cherubim Rita.** Custodial care of Catholic schools. Doctor's, 1938. Fordham. 267 p. ms.

Analyzes 150 replies to a checklist sent in by schools in the diocese of Brooklyn, showing the type of person employed, his activities, the apparatus with which he works, his care of the building and grounds, and his status in the school.

3546. **Schepman, Marvin L.** The status of janitorial service in the smaller Oregon school systems Master's, 1938 Oregon

3547. **Winter, Ray Ellsworth.** A study of student janitorial service in the high schools and junior colleges of California. Master's, 1938. Southern California.

SOCIOLOGY, EDUCATIONAL

3548. **Bagby, James Willis.** The function of nationalistic indoctrination in democratic education. Master's, 1937. Duke. 104 p. ms.

Attempts to determine in what manner and to what degree American schools should indoctrinate in socially desirable attitudes Suggests that the schools must be outright propagandists for democracy; that the platform for indoctrination should be based on an interpretation of the American frame of reference; that liberalism demands that this interpretation be arrived at though tolerant discussion of conflicting points of view; that educators and leaders in all fields of endeavor must arrive at a common interpretation of basic national attitudes and that this ground of common agreement should be incorporated in the curriculum of the public schools.

3549. **Barasch, Else.** Contribution to the study of parent-child relationship. Master's, 1938. Ohio State. 49 p. ms.

3550. **Barber, Everett George.** A 50-year review of sociological, financial, and population trends in rural areas in 63 representative Kansas counties. Master's, 1938. Kansas St. Coll.

*3551. **Bonney, Merle E.** Techniques of appeal and of social control. Doctor's, 1934. Columbia. Menasha, Wisconsin, George Banta publishing company, 1934. 372 p.

3552. **Brand, Dorothy.** The development of social services in McKees Rocks and Stowe township. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 423–24)

Studies the fields of relief, recreation, education, health, housing, and the use of several Community fund agencies. Finds in the field of education the need for vocational guidance and training, pre-school and adult classes, and specialized classes for retarded children; and that the area has attempted to meet some problems, such as unemployment, flood relief, and recreation, but needs additional assistance in these as well as other fields of service from outside agencies.

†3553. **Browder, Walter Gordon *and* Lunsford, Linwood Everett.** An economic and social survey of Dinwiddie county. Charlottesville, University of Virginia, 1937. 90 p. (University of Virginia record, extension series, vol. 22, no. 4)

Gives a brief history of the county; and discusses its natural resources, population trends, neighborhoods and communities, commerce and industry, agriculture, wealth, debt, and

taxation, schools and educational trends, standard of living, health and welfare, and problems.

*3554. **Bruce, Zilpha Foster.** The contribution of the extension housing program to the social needs of rural families. Master's, 1937. George Washington. 71 p. ms.

Discusses the social needs of rural families as shown by their family and community relationships; health needs in the family and in the community; educational needs in schools, libraries, informal study, communication, and travel; the contribution of the previous United States Department of agriculture extension housing program to the social needs of rural families, and the possible contribution of the suggested extension housing program to the social needs of these families.

*3555. **Butterfield, Oliver M.** Love problems of adolescence. Doctor's, 1938 T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 212 p. (Contributions to education, no. 768)

Analyzes data collected from 671 boys and 826 girls on various phases of boy and girl relationships. Suggests that a considerable amount of adolescent conflict and confusion with respect to boy and girl relationships could be eased and prevented by a more adequate educational program within the family and through the school; that few of the problems presented were of a type for which there is not already considerable factual information, and concerning which both parents and teachers could do a great deal if there was understanding cooperation; that in the case of institutional social programs there is an opportunity for the giving of more attention to individual guidance in the realm of boy and girl relationships as against dependence only upon mass programs.

3556. **Caulkins, Elizabeth Frances.** The educational significance of the youth hostel movement for the secondary schools of California. Master's, 1938. Stanford.

3557. **Dawson, Leroy Lendon.** The relation of unemployment to certain types of crime in Massachusetts. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 141–42)

Studies the relation of certain types of crime to unemployment in Massachusetts from 1920 to 1936. Finds a striking similarity in the trends in arrests for theft and unemployment, and that trends in juvenile delinquency follow trends for unemployment for 7 of the 9 years of the pre-depression period, but that during the period of the depression, the number of cases of delinquency have followed a general downward trend with no apparent relation to the unemployment indices.

†3558. **Dearborn, Walter F.** *and* **Rothney, John W. M.** Scholastic, economic, and social backgrounds of unemployed youth. Cambridge, Harvard university press, 1938. 172 p. (Harvard bulletins in education, no. 20)

Analyzes replies to a questionnaire received from 1 360 young people whose records were on file in the Harvard growth study office, giving their employment status, means used in trying to obtain employment, extent of schooling, occupational training, future occupational plans, previous training, attitude toward existing conditions and toward education. Finds no real differences between the employed, irregularly employed, and unemployed in chronological age, place of residence, occupational training, number of years of high-school training, mean absences from school, mean tardiness while in attendance at school, mean school marks, mean intelligence test scores, points earned in extracurricular activities, subject fields best liked while at school, attitude toward education, skeletal development, or anthropometric measurements. Finds significant differences between the employed and the unemployed in ethnic origin, methods of securing employment, work for remuneration while at school, and attendance at educational institutions beyond the high-school level. Indicates a need for guidance, and a closer cooperation between the teachers and employers of young people.

3559. **Deemer, Albert E.** A study of the social adjustments of 100 adolescent boys who received foster home care through the Juvenile court of Allegheny county. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 428–29)

Finds, that as a group, the boys were poorly educated and needed vocational training; that only 33 percent of the boys became reestablished with their families or relatives

subsequent to their needing boarding home care. [illegible] that foster home life has a vital place in serving the needs of many children and [illegible] foster care agency has a great responsibility for their constructive development.

3560. **Douma, Frank W.** A comparison of youths whose fathers are engaged in various occupational levels in a city of 30,000. Master's, 1938. Iowa. 42 p. ms.

*3561. **Ferrerio, Anthony J.** Social, economic, and political concepts and their interpretation by children. Doctor's, 1938. New York. 192 p. ms.

Attempts to determine the more important concepts of modern social, economic, and political life, and to discover to what extent children understand and are able to interpret such concepts. Suggests techniques for testing children's interpretations of the concepts which might be used with city and rural children for determining significant relationships in children's interpretations based on socio-economic status, intelligence, grade, age, sex, and race. Suggests that the concepts be used as a check list for evaluating new publications of social science textbooks and courses of study; that a course of study based on the concepts might be used with an experimental group to determine to what degree there is improvement in understanding and interpretation of the concepts after the use of materials directly related to them; and that suitable concepts might be utilized in the formation of an attitudes' test.

*3562. **Flynn, Donald Joseph.** A study of 35 Worcester residents paroled from Massachusetts state penitentiary during the year August 1, 1934–July 31, 1935. Master's, 1938 St. T. C., Fitchburg. 71 p. ms.

Presents case histories of the 35 Worcester paroled residents Discusses treatment of the parolee, the Massachusetts requirements for parole, the educational system in Massachusetts penal institutions Studies the nationality, religion, socio-economic status of the family, marital status, and educational status, intelligence, criminal record, reasons for committing crime, and the institutional history of the parolees

3563. **Fricke, Lloyd Clifford.** A study of the Works progress administration and its influence on public recreation and physical education in the state of Illinois. Master's, 1938. Iowa.

3564. **Gentry, Clarence H.** National youth administration in Kentucky. Master's, 1938. Peabody. 90 p. ms.

Analyzes the work done in Kentucky by the National youth administration, and its cost

3565. **Harband, Bessie.** Some social and educational characteristics of a group of junior high school children at the poverty level Master's, 1938. Stanford. 66 p. ms.

3566. **Haynes, Edward Noel.** A study of the educational advantages of the resettlement project of the Cookson Hills on the eastern Oklahoma farms. Master's, 1938. Okla. A. and M. Coll

Attempts to determine to what extent better economic conditions and better school facilities offered resettlement families would be utilized. Indicates that better economic conditions promote better participation in available educational facilities.

3567. **Jenkins, Bertha M.** Concern of parents about family problems related to socio-economic conditions. Master's, 1937. T. C., Col. Univ. 43 p. ms.

Analyzes 1,047 replies to a questionnaire sent in by parents in New York state dealing with problems on health, recreation, education, jobs for young people, housing, buying, and family income.

3568. **Lau, Kwai Cheuk.** Some effects of the present economic situation on American youth. Master's, 1938. Stanford. 132 p. ms.

3569. **LeBaron, Helen Benwick.** A study of some social conditions that influence family life in Vermont. Master's, 1938. Cornell. 104 p. ms.

3570. **Lungren, Richard.** The relation between young people's work and social change. Master's, 1938. Union Theological.

3571. **McCown, Jean MacQuarrie.** Services to children in a family agency, the Family society of Allegheny county. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 439–40)

Finds that most of the families being helped by the agency were dependent on public relief for maintenance, that the children who were equally divided as to sex, ranged in age from birth to 18 years, presenting a variety of childhood problems. Shows that assistance was rendered in making school adjustments adapted to the children's abilities. Recommends that further exploration be made of the children's interests and aptitudes; that education along the lines of habit training and prevention of illness be rendered; that greater utilization of community recreational centers would add to the children's social and physical development; that the children be given sex education.

3572. **McCoy, Georgia France.** A study of the effects of replacements in boarding homes on dependent children in Los Angeles county. Master's, 1938. Southern California.

3573. **McDonald, C. C.** A study of the educational values of Buckeye boys' state. Master's, 1938. Ohio State. 97 p. ms.

3574. **Markham, Julian E.** An analysis of the vocational situation in Lake county, Florida. Master's, 1938. Florida.

3575. **Metzger, Marie.** Trends of child care in Allegheny county between 1932 and 1936. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 14: 443)

Discusses school services and child health as applied to the average child, and care of the dependent, neglected, and delinquent child

3576. **Mitchell, Eleanor.** The history and development of the Girls' service club. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 444–45)

Shows that the club, which was started in 1924, had been designed primarily as a temporary home and shelter for teen-age girls who would be adequately cared for and observed on a short time basis until some suitable plan could be made for them; and that the present program is to give the girls training in home management and to help them prepare themselves to become self-sufficient and financially independent

3577. **Montague, J. B.** The familial, educational, and occupational status of unemployed National youth administration out-of-school workers in Colorado. Master's, 1938. Colo. St. Coll. of Ed.

*3578. **Morton, Mary E.** A study of the leisure-time pursuits of a group of recent Syracuse university graduates. Master's, 1938. Syracuse. 117 p. ms.

Attempts to determine the present leisure-time pursuits of 500 recent Syracuse university graduates; which of the interests and activities are the most popular; which of the leisure-time pursuits were acquired during college; what significant differences between the leisure-time pursuits of men and those of women are found; what leisure-time pursuits do graduates wish college had offered them; and in what ways the leisure-time pursuits of college graduates differ from those of a group of unselected adults.

3579. **Muller, Margaret Gretchen.** A study of 12 foster homes with special emphasis on relationships between the family group and the foster child. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 445–46)

Shows that in some of the foster homes relationships have been established which are comparable with those established by children with their own parents; that in some of the homes, the attitudes of the foster parents is semi-professional; that in others it is mutually casual; and that parents in two foster homes reject the children, but have had no lastingly destructive influence on the children.

3580. **Palmer, Henry Howard.** Family succession in vocations. Master's, 1938. Ohio State. 81 p. ms.

Discusses the history of the family, the need for guidance, trends in vocations and the choice of vocations, and father-son succession.

3581. **Patrick, Olney Morton.** The economic value of vocational rehabilitation in Kentucky. Master's, 1938. Kentucky. 61 p. ms.

Compares the cost of training of persons through the vocational rehabilitation program with data on the cost of living, and with maintenance of charity and public-ward cases in institutions of Kentucky.

*3582. **Schroeder, Clarence Wesley.** Divorce in a city of 100,000 population. Doctor's, 1938. Chicago. Peoria, Bradley polytechnic institute library, 1939. 156 p.

Studies marriage and divorce in Peoria; the social and economic characteristics of the city; ecological distribution of divorce in Peoria; the effects of delinquency, age, foreign groups, proportion of male population, birth rate, church membership, economic factors, inter-relatedness of factors, high and low divorce rate districts; the Negro and other districts on the divorce rate; and legal versus social and personal factors in divorce.

3583. **Shannon, Mary A.** Placement of adolescent girls as mothers' helpers and its influence on their social adjustment, based on a study of 20 cases. Master's, 1938. Boston Coll. 128 p. ms.

3584. **Sibley, Eloise Pearse.** A study of the vocational success of 50 unmarried mothers. Master's, 1938. Ohio State. 50 p. ms.

Finds that 46 percent of them are employed in 12 occupations nearly half of whom are employed as maids; that they get along well with their employers and with their fellow employees; that 42 percent feel that they are capable of holding better positions; and that 28 precent have been married

3585. **Skutt, Charles Adelbert.** A housing survey of the Clearwater elementary school district. Master's, 1938. Southern California.

3586. **Small, Alice Mildred.** A teen-age report of the factors of happy and unhappy family life. Master's, 1938. Michigan.

3587. **Swanson, Elmer Y.** The family: the organization of a sociological unit for instruction in secondary schools. Master's, 1938. Iowa.

3588. **Vetter, Mary.** A follow-up study of 65 children released from St. Paul's orphanage during 1935 and 1936 under care of the Catholic charities. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 448–49)

Shows the need for individual treatment plans, adapted to meet the requirements of each child in educational training, vocational guidance, institutional placements, and supervision.

3589. **Von Tersch, Alfred Leo.** Formal schooling of applicants for old-age assistance in Page county, Iowa. Master's, 1938. Iowa State.

3590. **Williams, Adelaide.** The social consequences of the coordinating council. Master's, 1937. California, L. A.

Finds that coordinating councils are solving various community problems relating to environmental influences in the lives of children; that the council is a social force in the community regardless of its size; that its success in the adjustment of problem children, its effect on the attitude of home and neighborhood, and its effectiveness in integrating the agencies of a community depend on leadership, participation of the leading citizens of the community who have the authority to carry through projected plans, development of worthwhile activities based on actual community problems, and that all local groups interested in youth be represented.

3591. **Williams, Minnie Mary.** Sociology workbook. Master's, 1938. Wichita. 109 p. ms.

3592. **Wirt, Florence Mary.** An evaluation of the personal services of the Young women's Christian association of Los Angeles, California, based on a 1937 study. Master's, 1938. Southern California.

RACIAL GROUPS, EDUCATION

3593. **Armack, Clifford M.** Educational survey of Mexican children. Master's, 1938. Arizona St. T. C. 85 p. ms.

Presents a comparative survey of the educational achievement of the Mexican and English-speaking children in Williams, Ariz., schools for 1932–37. Finds Mexican achievement less, more withdrawals, and greater retardation

3594. **Badger, Angeline.** An activity program for Indian children. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 23)

Describes an activity program based on the history of the Pima and Papago Indians as it was worked out and lived by the pupils and teacher of the fourth grade of the Tucson Indian training school at Escuela, Ariz., during the year 1936–37. Shows that the formal program, which is not adequate for the white child, is less adequate for the Indian child because of his home environment and pre-school experiences; that the children grew in knowledge gained from books, nature, and experience, in ability to use skills and tools, in appreciation of beauty, art, and their own Indian culture, and that through it they developed strength of character.

*3595. **Burton, Henrietta K.** The re-establishment of the Indians in their Pueblo life through the revival of their traditional crafts: a study in home extension education. *Doctor's*, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 96 p. (Contributions to education, no. 673)

3596. **Byrd, John M.** Educational policies of the federal government toward the Sac and Fox Indians of Iowa, 1920–21 and 1936–37, with resulting changes in Indian educational attitudes: a study in the process of assimilation. Master's, 1938. Iowa.

3597. **Coole, *Mrs.* Ruth Musgrave.** A comparison of Anglo-American and Latin-American girls in grades 5–11, with reference to their vocational, academic, and recreational preferences and aversions. Master's, 1938. Texas.

3598. **Cooper, Marcella Ruth.** A study of 59 boys known to the Jewish Big brother association at the time of the merger with the Jewish family welfare association. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. *Abstracts of theses, researches in progress, and bibliography of publications*, 14: 427–28)

Describes the work of a specialized case-working agency doing preventive work with the pre-delinquent, constructive work with the delinquent, and reconstructive work with the boys released from a reformatory or penal institution

3599. **Cox, Lionel Conrad.** A study of the intelligence of Indian and white children. Master's, 1938. Wyoming. 128 p. ms.

3600. **Craig, Anne Lucile.** The performance of Mexican children on the Leiter international performance scale. Master's, 1938. Southern California.

3601. **Doerr, Marvin Ferdinand.** Problem of the elimination of Mexican pupils from school. Master's, 1938. Texas.

3602. **Dugan, E. J.** Educational development and needs for the Creek Indian children of Coweta, Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Finds that the early education of the Creek Indian children was done by missionaries and mission schools; that later education was taken over by the United States Government Indian boarding schools; and that since statehood most of the Creek children of Coweta have been attending the public school with the United States Government paying their

tuition. Shows that the present educational program of the Coweta public schools does not meet the educational needs of these children, and that a program including more vocational courses and extracurricular activities should be offered to them.

3603. **Dunbar, Agnes Mary.** The second-generation Chinese in New York city's Chinatown (and especially the vocational problems of the American-born females in that community). Master's, 1937. Columbia.

3604. **Ellis, Phyllis.** A comparative study of two methods of teaching retarded first-grade Mexican children to read English. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 12–13)

Describes an experiment conducted with first-grade Mexican children in a Dallas, Tex., school to determine whether or not children who had learned to read Spanish made fewer failures in learning to read English than did children who did not have that ability. Finds that the retarded Mexican children in this school who had learned to read their own language first made greater progress in learning to read English than those who had not acquired that skill

3605. **Flanagan, Gertrude C.** A study of the dietary habits of three generations of eastern Cherokee Indians. Master's, 1938 Oklahoma 76 p. ms

Studies the homemaking practices of 33 families in each of three generations of full blood Cherokee Indians, covering a generation with practically no schooling, one which had attended school but had no homemaking training, and the modern generation which had attended school and had homemaking instruction Finds a definite improvement in dietary habits and living conditions of the modern generation which indicates a carry-over of homemaking training as taught in the Indian schools

3606. **Freeman, George Haywood.** A comparative investigation of the school achievement and socio-economic background of the Japanese American students and the white-American students of Gardena high school. Master's, 1938. Southern California.

3607. **Graham, Leon R.** A comparison of the English-speaking and Latin American students in the Mercedes, Texas, schools. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 13–14)

Compares scholastics and enrollment, withdrawn and overage students, attendance, and academic progress of English-speaking and Latin American pupils in the Mercedes schools based on school records Finds that there were 2,792 scholastics in the Mercedes school district during 1937–38, of whom 768 were English-speaking, and 2 024 were Spanish-speaking children, that 9 English-speaking children and 152 Latin American children left school to work; that less than 15 percent of the Latin Americans were the normal age for the grade in which they were enrolled, while 64 percent of the English-speaking children were of normal age; that the English-speaking children had the better academic records except in the high schools where the English-speaking girls ranked first, the Latin American boys second, the English-speaking boys third, and the Latin American girls fourth Indicates that the English-speaking children had better home conditions, and participated in school life and extracurricular activities much more than did the Latin Americans

3608. **Hodges, Lydia Herrera.** A study of the reading ability of Mexican children in relation to their socio-economic status. Master's, 1938. Southwest Texas St. T. C. 37 p ms.

Uses the Gates primary reading test, type 1, the Sims score card for socio-economic status, form C, to measure the reading ability and socio-economic status of 145 first-grade Mexican children in four representative schools in San Antonio, Tex

3609. **Holley, Tom.** The educational status of the public schools in Karnes, Jim Wells, and Brooks counties, Texas. Master's, 1937. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses: masters' degrees in the Graduate school, no. 5: 9)

Finds that more than 50 percent of the scholastics of the three counties are of Mexican parentage, and approximately one-sixth are of Polish, Bohemian, and German descent; that

Brooks county makes no provision for the transportation of school children; that the most poorly trained teachers are found in Brooks county, a few schools are taught by Mexican teachers, and the training of teachers ranges from no college work to a master's degree; that in this area many overage children are found in the primary grades; that the range per grade, in some cases, is from 6 to 16 years, inclusive; that investments and expenditures per child vary greatly among counties and school districts and even within school districts.

3610. **Irish, Betty H.** Reading for first-grade Mexican children. Master's, 1938. Arizona St. T. C. 132 p. ms.

Presents a method for concurrent development of oral and reading English vocabularies with Mexican first-grade children.

3611. **Johnson, Coral Gilmore.** The effectiveness of sight singing instruction for Mexican and Negro children. Master's, 1938. Southern California.

3612. **Kaderli, James Nicholas.** A study of Mexican education in Atascosa county with special reference to Pleasanton elementary school. Master's, 1938. Texas.

3613. **Kay, Grace M.** Personality differences in children of Polish, Italian, Jewish, and American born parents. Master's, 1938. N. Y. St. Coll. for Teach. 40 p. ms.

3614. **Kelley, Walter Keith.** Educational policy of the Federal government with reference to the perpetuation of indigenous culture. Master's, 1938. Colorado. (Abstract *in:* University of Colorado Abstracts of theses and reports for higher degrees, 1938: 81)

Studies the educational policy as it tended to suppress or preserve culture traits of the Indian in government boarding or day schools. Shows that the early policy aimed at Christianizing and civilizing the Indians and tended to suppress the development of their native culture; that the use of Indian language and the practice of their religious and social customs were discouraged and sometimes forbidden, that a concerted effort is now being made to perpetuate Indian culture by stimulating interest, and developing the abilities of Indian children who attend government schools; that the encouragement of native culture reaches out into the field of adult education and is extended by legislature to protect arts and crafts workers; and that racial continuity seems to be assured through health service and education, and there is every indication that much of the indigenous culture will survive.

3615. **Leiter, Russell G.** A comparative study of the general intelligence of Caucasian, Chinese, and Japanese children as measured by the Leiter international performance scale. Doctor's, 1938. Southern California.

Describes an experiment in which nonlanguage mental tests, uninfluenced by the cultural or linguistic background of the three races, were administered to Caucasian children between the ages of 3 and 12 years, 11 months, and to Japanese and Chinese children between 3 and 16 years, 11 months. Finds that the Caucasian children ranked first in general intelligence and reached mental maturity 2 years earlier than do Oriental children.

3616. **Mendenhall, Warren O.** A comparative study of achievement and ability of the children in two segregated Mexican schools. Master's, 1938. Southern California.

3617. **Miyamoto, Shichiro.** A study of the Japanese language ability of the second and third generation Japanese children in a Honolulu Japanese school. Master's, 1937. Hawaii.

3618. **Munoz, Rosalio F.** The relation of bilingualism to verbal intelligence and social adjustment among Mexican children in the Salt River valley, Arizona. Master's, 1938. Arizona St. T. C., Tempe. 88 p. ms.

Studies 177 sixth- and seventh-grade children in four schools typical of other schools in the locality, who were given tests to measure bilingualism, verbal intelligence, social adjustment, and socio-economic status. Shows that the Mexican children suffer a more severe language handicap than other groups; that all of the children used in the study showed a deficiency in verbal intelligence, social adjustment, and socio-economic status.

Finds no relationship between bilingualism and verbal intelligence, socio-economic status, or social adjustment.

3619. **Nunn, Louise Virginia.** A comparison of the social situation of two isolated Indian groups in northern North Carolina. Master's, 1937. Columbia.

3620. **Olson, Ingeborg K.** The possibilities of an educational program for improving Navaho weaving. Master's, 1938. Colo. St. Coll. 59 p. ms.

Studies the historical background, and current weaving practices of the Navaho Indians, and presents an outline of desirable practices, and a series of modifications of Indian designs adaptable to modern demands.

3621. **Perry, Neal C.** An investigation of certain aspects of the social economic, and educational status of second-generation Chinese and Japanese graduates of the high schools of Fresno, California. Master's, 1938. Southern California.

3622. **Pugh, William Richard.** A study of the growth of Japanese boys from 42 northern California high schools over a five-year period. Master's, 1938. Stanford. 64 p. ms.

3623. **Rabin, Florence.** A study of adult Jewish education programs in Jewish community centers, New York City. Master's, 1937. Grad. Sch. for Jewish Soc. Work. 130 p. ms.

*3624. **Rafter, Charlotte.** The role of the Jew in America's making. Master's, 1938. Boston Univ. 142 p. ms.

Discusses current prejudice against the Jews, and traces their history in the United States from the discovery of America to date. Describes the practice of limiting the number of Jews admitted to the various colleges and professional schools, and the difficulty they experience in securing employment after graduation.

3625. **Schuiling, John T.** A study of community relationships in Minnesota Indian schools. Master's, 1938. Peabody. 79 p. ms.

Indicates that Minnesota Indian schools are engaged in numerous activities which contribute to the educational, material, and social well-being of the community; that there is no unanimity as to which types of activities are best suited to Indian schools; that the patrons of these schools feel that the program should be expanded; and that the major obstacles to sponsoring an extensive program of community activities are a lack of adequate school plant facilities, and the small number of suitably trained teaching personnel.

3626. **Shapiro, Joseph.** Education among early Hebrews with emphasis on Talmudic period. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 249–54)

Analyzes the educational principles of the early Hebrews as handed down by the doctors of the Talmud and other early Rabbinic literature, being concerned chiefly with the system of education prevalent in those days and the development of the various schools existing prior to and during the Talmudic period. Shows that the home was the forerunner of the child's more formal education; that at the age of 6 the child entered the elementary school where he was instructed in the Scriptures, reading, composition, writing, and grammar; that students attended the secondary school from 10 to 15 years of age, where the Mishna was the chief subject studied; that the student entered the academy on graduating from the secondary school and studied Hebrew classics, observations of the scribes and of the Bible, mathematics, and the sciences of the day; that the Prophet schools and the School of the scribes were among the earliest Hebrew institutions for higher learning; that teaching was regarded as the noblest career one could follow; that much attention was given to the private instruction of girls with emphasis placed on domestics, industrial occupations, religion, manners, and morals.

3627. **Whitwell, Inez Margaret.** A homemaking program for Mexican girls who will be unable to attend high school. Master's, 1938. Southern California.

NEGROES, EDUCATION

3628. Abernathy, Aulette D. A study of the socio-economic status and comprehension of high-school pupils. Master's, 1938. Kansas. 54 p. ms.

Studies 40 Negro students in the tenth grade of a high school in Kansas City, Kans., who ranked highest in performance on the Kuhlmann-Anderson test of mental ability. Finds that the correlations between IQ and reading, and grade points and absentees show more substantial or marked relation than the correlations between socio-economic status and these measures.

***3629. Armstrong, Byron K.** Factors in the formulation of collegiate programs for Negroes. Doctor's, 1938. Michigan. 125 p. ms.

Traces the development of Negro higher education; statistical data of the Negro college; employment trends of the graduates of a typical Negro vocational college; employment trends of Negro college graduates in New York city; employment trends of Negro college graduates as indicated by data from the files of the placement bureaus of three typical Negro liberal arts colleges; and factors as determined by the objectives and contents of Negro college curricula both past and present. Finds that the curriculum of the average Negro college should be of a vocational nature adapted to the capacities of the students which it serves; that the liberal arts college should expand the social sciences in the curriculum to fit the social and economic needs of the race; that the standards of work in the Negro colleges should be raised and should be kept on the collegiate level; that the personnel program should be developed; that problems arising from the urbanization of the race should be presented and the difficulties encountered by Negroes in large cities be made clear, and Negroes encouraged to remain in the South where greater opportunity apparently exists, that vocational guidance should extend to the placement of students and to the exploration of possible new fields of occupational opportunity.

3630. Begel, Jesse H. Progress of Negro school children in the public schools of Pilesgrove township, New Jersey. Master's, 1938. Temple. 58 p. ms.

***3631. Bell, William McNeil.** The sociological contributions of physical education to the needs of the Negro. Master's, 1937. Ohio State. 93 p. ms.

Discusses the socio-economic status of the Negro in America, the characteristics of general education, occupations in which Negroes predominate, unemployment among Negroes, housing problems of the race, juvenile delinquency and crime among Negroes, the educational and health status of the race. Shows the value of physical education in citizenship training, in improvement in health and health habits, and in social training through organized and free play, recreation, and athletics.

***3632. Binford, George Haywood.** A study of discipline in the Negro schools of Buckingham county, Virginia. Master's, 1938. Hampton. 60 p. ms.

Describes the Negro schools of Buckingham county and the disciplinary practices in these schools. Recommends that principals and teachers study the problem of discipline in their individual schools in order that they may remove the cause of the problems; that some other method of punishment be substituted for corporal punishment which is used by the majority of principals; that forced apologies be abolished; that the use of detention be studied to determine whether or not it is effective; that the assignment of additional work be abolished as a form of punishment because of the bad effect it has on the pupils, that buildings and surroundings be improved as a means of eliminating causes of many disciplinary problems; and that parents and teachers mold sentiment against such contributing causes of disciplinary problems as illicit liquor making and selling.

3633. Boyd, Laurence Eugene. A study of the personnel in the Negro secondary schools in North Carolina for the school year 1937–38. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series on aims and progress of research, no. 57)

Studies age, training, experience, tenure, salary, and subjects taught by superintendents, principals, and teachers. Indicates a satisfactory training, a long experience for superintendents and principals, a reasonably long experience for teachers; a long tenure for the superintendents; and a reasonably long tenure for the principals and teachers; an unsatisfactory salary scale for all three groups of personnel; a need for a teacher-training program which will more adequately equip teachers to teach in the numerous smaller Negro high schools by providing academic training in a major subject and two minor subjects, or by providing composite majors and minors.

3634. **Brice, Maryann.** Vocational adjustment of 101 Negro high-school graduates in Allegheny county. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14 : 424–25)

Studies the vocational adjustment of 101 Negro graduates of the Schenley high school as shown by a study of their family backgrounds, their school histories, and their vocational adjustments. Shows that the graduates live in congested and transition areas; that their employment was mostly menial; that their general attitude seemed to be a passive acceptance of what they consider a racial handicap, that their intelligence ratings indicated that they were of at least average ability; and that many of them questioned the value of their high-school training as their earnings were relatively low, although in proportion to their jobs.

3635. **Briscoe, Mineola I.** A study of the living conditions among Negroes in Wagoner county, Oklahoma, as a basis for home economics instruction. Master's, 1938. Iowa.

3636. **Codwell, John E.** The status of physical education for boys in the state accredited Class A high schools for Negroes in Texas. Master's, 1938. Michigan.

*3637. **Cooper, Russell S.** Educational services for out-of-school Negro youth in North Carolina. Master's, 1938. Hampton. 41 p. ms.

Attempts to determine the degree, causes, and probable remedies for the failure of society in North Carolina to provide for Negro youth between 14 and 21 years. Finds that the number of Negro youth in North Carolina who are out of school is greater than the number in school, that they are increasing in numbers; that the schools which are available to Negroes are not adequate for their needs; that opportunities for informal educational advantages are few, that the young people stay out of school because the school curricula are not adapted to their needs; that the practices of society are far apart from the precept of schools; that youth serving movements do not provide full educational service to Negro youth; and that a good plan for educating Negro youth informally must be a part of a living situation normal to the race.

3638. **Daniels, Virginia Romona McDonald.** Attitudes affecting the occupational affiliation of Negroes. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14 : 59-62)

Attempts to determine the extent of various attitudes which have been alleged to condition the occupational affiliation of Negroes in different sections of the country, in segregated schools and in mixed schools; and to obtain patterns of solution or evasion of the problem in different sections of the country and in segregated and in mixed schools. Finds a similarity between the attitudes and practices of the North and the South; that attitudes of the Negro students and the guidance officers seem to be the direct result of the existing economic order; that there are marked differences between Negroes and whites enrolled in the commercial curriculum and in the general curriculum, that the policy of guidance in Northern schools seems to be more of evasion than of an attempted solution of the problems; and that guidance programs have not been developed in Southern Negro schools to the same extent as they have been in the Northern schools studied.

3639. **Drake, Joseph F.** Occupational interests and opportunities as determinants in the construction of curricula for a Negro land-grant college. Doctor's, 1938. Cornell.

3640. **Duncan, Catherine W.** A survey of the separate elementary schools for Negroes in the State of New Mexico. Master's, 1938. New Mexico. 106 p. ms.

3641. **Eilers, W. A.** Negro education in Lavaca county. Master's, 1938. Southwest Texas St. T. C. 86 p. ms.

Surveys Negro education in Lavaca county from its beginning in 1870 to 1938. Finds that Negro children are offered approximately one-half the educational opportunities afforded the white scholastics.

3642. Eustace, Stella Jeanne. The present status of extracurricular activities in the secondary schools for Negroes in the State of Texas. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 53–54)

Indicates that rapid progress is being made in the introduction of extracurricular activities into Negro high schools in Texas; that a gradual establishment of activities is more desirable than a superimposed program which does not consider local needs; that heavy pupil loads of teachers have a significant bearing upon extracurricular programs; that there is greater interest and achievement in extracurricular activities in schools that allot time for them during the school day; that the organization and administration of club and musical activities seem to be superior to those of other activities; and that more active interest manifested by superintendents and principals would probably result in more extensive activity in many of the schools.

***3643. Faulkner, Isaac Devereaux.** A study of the high-school achievement of a group of 225 Negro boys and girls admitted at the end of the first term of the eighth grade as compared with the high-school achievement of a group of pupils admitted at the end of the second term of the eighth grade during 1933–1936, inclusive, in the Booker T. Washington high school, Norfolk, Va. Master's, 1937. Hampton. 76 p. ms.

Attempts to determine whether the practice of skipping the last half of the eighth grade is a handicap to the pupils in making satisfactory adjustment to the high school. Compares the percentage of promotions or failures of the accelerated and the normal pupils; compares the quality of their work, their attendance, and character ratings. Indicates that the accelerated child will succeed in the majority of cases after having skipped a half grade, but that the child of normal intelligence would hardly succeed after skipping a half year of work. Recommends that provisions be made for covering the essentials missed in such fundamental subjects as arithmetic, reading, and English.

3644. Felder, Idus Derrell, *jr.* Recent trends in teacher personnel in the Negro schools of Georgia. Master's, 1938. Georgia. 36 p. ms.

Attempts to determine whether improvement in quality corresponds with increase in the personnel of Georgia's Negro public schools from 1932–1938, using certification status and length of college training as criteria. Shows that the amount of college training is more than keeping pace with the increase in personnel.

***3645. Fountain, Hilda Hayes.** Student elimination in Person county training school: causes and proposed remedies. Master's, 1938. Hampton. 41 p. ms.

Studies the socio-economic status of the Negroes in Person county, N. C., and the reasons for the elimination of students from the high school. Finds that socio-economic status, education of the parents, occupations of the parents, and broken homes had no effect on elimination of students; that the students were poorly prepared for high school and were retarded, tending to cause them to leave school; that irregular attendance was a main cause of elimination, as was an overloaded schedule. Recommends the inauguration of a better organized guidance program, reducing the student load from five to four subjects, lowering the achievement requirements in subjects, extending the curricula to include more health and vocational courses, and improving teaching procedure in dealing with retarded students.

***3646. Gallagher, Buell G.** American caste and the Negro college. Doctor's, 1938. T. C., Col. Univ. New York, Columbia university press, 1938. 463 p.

Attempts to understand more adequately the meaning of democracy as applied to American society, particularly as applied to the relationship of racial groups, and specifically as worked out in educational procedures at the college level. Infers that there need be no fundamental difference between the colleges best suited to Negroes and the colleges best suited to white students; that there are points at which the segregated college will differ from the non-segregated college in emphasis and in procedure; and that the segregated college which makes appreciable progress in solving the problem of how to become socially effective will make a significant contribution to higher education in general.

3647. Harris, Nelson H. An analysis and appraisal of North Carolina's provisions for furnishing teachers for her Negro secondary schools. Doctor's, 1938. Michigan.

3648. Hill, Lester V. A follow-up study of the graduates of three Negro trade training institutions of Virginia for the period 1927–1937. Master's, 1938. Michigan.

3649. Himes, Joseph Sandy. The Negro delinquent in Columbus, 1935. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctoral dissertations, no. 26: 93–100)

Analyzes the history of the delinquent Negro family, and shows the process of culture transmission and the controlling role of the cultural heritage in determining and shaping behavior Shows that the cultural heritages transmitted to the children of the family through family, play groups, neighborhood and community control, mould, and shape the personality structure, the customary modes of behavior, and the value and attitude systems for all

3650. Israel, Isaiah. The attitudes and interests of Negroes toward required physical education at West Virginia state college. Master's, 1938. Michigan.

3651. Jackson, Reid Ethelbert. A critical analysis of curricula for educating secondary school teachers in Negro colleges of Alabama. Doctor's, 1937. Ohio State. (Abstract *in:* Ohio state university. Abstracts of doctors' dissertations, no. 25: 179–86)

Surveys the present status and needs of secondary education for the Negro in Alabama; analyzes the present aims in Negro teacher-training institutions. Develops a reconstructed philosophy, based on the democratic conception in education, for Negro teacher-training institutions; and formulates criteria for evaluating a democratic program of teacher education Finds a need for increased facilities for secondary education, especially in the rural areas; for better prepared teachers with higher salaries, longer school terms, and increased and modern equipment; for a reconstructed curriculum to more nearly meet the individual and community needs of the pupil; and for more attention to be given to vocational programs in occupations in which Negro high-school graduates are apt to be employed.

*3652. Jacob, Joseph Simeon. A comparative study of the incidence of insanity among Negroes and whites. Master's, 1938. Georgia. Athens, University of Georgia, 1938. 77 p. (Bulletin of the University of Georgia, vol. 38, no. 22. Phelps-Stokes fellowship studies, no. 14)

Attempts to discover the relative incidence of insanity among Negroes, as shown by reports of the state hospitals in Georgia, Alabama, Illinois, and the United States census summaries as compared with the incidence among whites within the same areas; and to determine the influence of environment, marital status, chronological age, economic and educational status on the patients Finds that Alabama has approximately 10 percent more first admissions than Georgia, and Illinois has more than four times as many; Georgia and Alabama have nearly the same average number of readmissions; that Georgia and Alabama have a larger number of rural than of urban admissions, and Illinois and the United States have a larger number of urban than of rural admissions, that more single men and married women are admitted to insane institutions; that first admissions in Georgia and Alabama are younger than in Illinois and the United States as a whole; that the rate of admissions classified as illiterate is high in Georgia and Alabama, and is much higher for Negroes than for whites.

3653. Jenkins, Samuel Martin. A study of 10 years of social and educational work among the Negroes of Hartford. Master's, 1938. Hartford.

†3654. Johnson, Charles S. The Negro college graduate. Chapel Hill, University of North Carolina press, 1938. 399 p. (Fisk university)

Attempts to ascertain the number, distribution, and occupational adjustment of the Negro graduates of colleges and professional and vocational schools; to provide an analysis of some of the important social factors determining the present number and status of these graduates; to test the value of measures and methods employed in the higher education of this group; and to lay a factual basis for the further study and planning of programs of advanced education with some reference to the social and cultural problems which continue to be a part of Negro life.

3655. Jones, Henry Smith. An analysis of the disabilities of 65 seventh and eighth grade Negro pupils in reading and arithmetic. Master's, 1938. Wittenberg. 80 p. ms.

Finds that pupils in both grades had many faulty habits in reading and in arithmetic and that a program of remedial teaching, when properly organized and followed up, yields marked improvement in the basic skills in both reading and arithmetic.

*3656. Jones, Walter Benson. A study of the graduates of Douglas high school, Sulphur Springs, Texas, 1924–1937, with a view to curricular revision along vocational lines. Master's, 1938. Hampton. 71 p. ms.

Shows the necessity of vocational training for the students of this high school so that they may be better prepared for employment after graduation under a more equitable wage standard. Recommends that courses in homemaking and agriculture be added to the curriculum immediately, and that vocational guidance be given in the high school. Suggests a number of industrial courses to be added to the curriculum in order to raise the standards of wages and of living for the Negroes in this community.

3657. Keith, Ethel Hannah. The home and social background of the women students at Samuel Houston college for Negroes during 1937–38. Master's, 1938. Kans. St. Coll.

Recommends that the home economics program be planned and carried out more in relation to the background and the actual needs of the students; that the program should train for better use of leisure time; that some training should be provided for students who earn their money by working in their homes; that more instruction should be given on family relationships, personal and family finances, the use of time and energy, and standards in performing various home activities; and that training for leadership should be a definite part of the home economics program.

3658. Lane, C. S. The place of home economics in the curriculum for women of Houston college for Negroes. Master's, 1937. Iowa State.

Analyzes replies to a questionnaire answered by Negro high school pupils, women students, local alumnae, and noncollege homemakers in Houston, Tex Recommends that all girls in Houston college have courses in family relationships, foods, care of the house, clothing, and income management; that vocational needs of students and alumni be cared for through advanced courses in foods, clothing and income management, and teacher training; and that the institution offer certain non-college home economics courses to homemakers.

*3659. Lee, William Edward. A study of drop-out students in the colored high school of Madisonville, Ky., 1931–1937. Master's, 1938. Hampton. 168 p. ms.

Attempts to determine the extent and causes of elimination from each grade, studying especially the effects of age, subject difficulty, and attendance on the problem. Discusses the vocational distribution of graduates of the high school, and the tendency of graduates to go to college.

3660. Lewis, Daniel Webster. Comparative achievement of Negro pupils of normal age-grade status. Master's, 1938. Kansas. 61 p. ms.

Studies 234 pupils defined as of normal age in grades 1 to 6, inclusive, and finds that these pupils of normal grade and chronological age have IQ's from 4 to 10 points lower than the average of American children of similar ages; that these Negro children equalled or surpassed the achievement test norms in most of the tests taken; and that only in arithmetic reasoning was there a definite falling below the standardized test norms.

3661. Lewis, Vernon Gordon. Printing opportunities for Negroes in the United States. Master's, 1938. Ohio State. 69 p. ms.

Finds that in most localities Negroes are barred from printing unions; that their chances of obtaining employment in union concerns are remote; that non-union employers are only moderately favorable to the employment and apprenticing of Negroes; and that a limited number of Negroes can obtain employment in Negro concerns. Recommends that guidance concerning the printing industry be made available to students; that white publishers who are favorable to the employment and apprenticing of Negroes be contacted; and that the larger Negro printing plants be requested to give apprentice training to Negro youth.

3662. Lucas, Ruby M. A comparative study of attitudes of two groups of Negro college students. Master's, 1938. Kans. St. T. C., Emporia. 69 p. ms.

3663. **McDonough, Aurora E.** The change in relationship between educational achievement and mental age for Negro children in the District of Columbia. Master's, 1938. Catholic Univ. 36 p. ms.

Studies 181 children in four schools in four different locations, using three intelligence and three achievement tests for each pupil. Finds that the pupils who advanced fastest had a higher mental age and made higher scores on the achievement tests.

3664. **Marcus, Roslyn C.** Practices in the administration of extracurricular activities in the secondary schools for Negroes in the State of Alabama. Master's, 1938. Michigan.

3665. **Matthews, Joseph A.** A survey of physical education in the Negro schools of southeastern Kentucky. Master's, 1938. Michigan.

*3666. **Meece, Leonard Ephraim.** Negro education in Kentucky: a comparative study of white and Negro education on the elementary and secondary school levels. Doctor's, 1938. Kentucky. Lexington, University of Kentucky, 1938. 180 p. (Bulletin of the Bureau of school service, vol. 10, no. 3)

Compares elementary and secondary schools for Negroes and white children as to availability, accessibility, length of term, adequacy of buildings and equipment, preparation and experience of teachers, salaries paid for instructional services in the Negro schools and in the white schools, and compares Negro and white schools as to efficiency of instructional service.

*3667. **Moats, Irene Enola Chilton.** A comparative study of the major interests and activities of Negro high-school graduates and non-graduates in Harrison county, West Virginia. Master's, 1938. Ohio Univ. 86 p. ms.

Compares 208 Negroes who graduated between 1920 and 1936 with 250 non-graduates who were enrolled in the high school from 1916 to 1936. Finds that of the graduates 14 percent graduated from college or university, and 31 percent attended college for periods of from one semester to three semesters. Finds the high-school graduates superior to the non-graduates in their mode of living; that graduates were employed in 16 occupations and non-graduates in 23 occupations, with 26 percent of the graduates and 39 percent of the non-graduates unemployed; that the wages of both groups were low, that the graduates tended to remain in their jobs for a longer time than non-graduates; that graduates participated in more leisure-time activities than did the non-graduates, due largely to lack of availability, that graduates read more than non-graduates, that character education and citizenship training were considered by the parents of both groups of students the most valuable subjects taught in the schools. Recommends that in the revision of the curriculum for the schools of the county, the needs of pupils not planning to continue their educations should be considered; that vocational training be offered; that closer school and community relationships be established, that the schools provide opportunities for leisure-time activities.

3668. **Morgan, Leon Augustus.** A study of pupil participation in school control in the Negro high schools of Texas accredited by Southern association of colleges and secondary schools. Master's, 1938. Michigan.

3669. **Nicholas, James F.** The present status of the principals in the accredited Negro high schools in Virginia. Master's, 1938. Michigan.

3670. **O'Connor, Cecily M.** A Negro Catholic parish: a study of the parish of St. Mark the Evangelist in its religious, educational, and social aspects. Master's, 1937. Fordham. Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 93)

Depicts the work of two religious orders in a joint missionary effort to evangelize and educate members of the colored race; to aid the progress of Catholicism in Harlem; to remove the general misunderstanding of the spiritual and cultural attainments of the Negro; and to promote a more truly Christian and Catholic attitude toward the members of that race.

3671. **Owen, Ross C.** Leisure-time activities of the American Negro prior to the Civil War. Master's, 1938. Michigan.

3672. **Peebles, E. M.** Certain home and community conditions of rural Negroes in Arkansas as a basis for improving the home economics program at the secondary level. Master's, 1937. Iowa State.

Finds poor home equipment and crowded living space, a low income which was not wisely used, poor sanitary facilities, and meager social and recreational advantages typical of the group.

*3673. **Pemberton, Zelda C.** Comparison of white and Negro education in North Carolina. Master's, 1938. New York. 70 p. ms.

3674. **Porter, Betty.** The history of Negro education in Louisiana. Master's, 1938. Louisiana State. 128 p. ms.

Covers the period from 1727, when the Ursuline nuns came to New Orleans, to 1937. Finds that the numerous and wealthy class of free Negroes in Louisiana educated its children, as did the whites, by employing private tutors or sending the children to schools in France; that convents and secular schools were established exclusively for this class of Negro children; that the first free school for colored children was founded in New Orleans in 1874 by a free Negro woman; that higher education for Negroes in Louisiana began in 1869 with the founding of schools by religious agencies; and that Negro education in Louisiana, while still leaving much to be desired, has been remarkable.

3675. **Powell, Clyde Mart.** Curriculum needs of Negro schools in Yazoo county, Mississippi. Master's, 1938. Peabody. 82 p. ms.

Finds that health educational and vocational training should be emphasized in the curricula of these schools.

3676. **Soifer, Meyer W.** A comparison of the mental and physical abilities of white and Negro children. Master's, 1938 Temple. 68 p ms.

Tests 391 children 14 years of age, and finds the white children mentally superior to colored children, and colored children superior to white children in physical ability.

3677. **Taylor, Charlotte A.** A study of the contribution of the Presbyterian church in the United States to the life of the Negro woman of the South. Master's, 1938. Biblical Seminary. 147 p. ms.

3678. **Terrell, Wendell P.** A study of the employment of the graduates of 10 Negro high schools of Texas. Master's, 1938. Colo. St. Coll. 79 p. ms.

Finds that the schools have not provided proper vocational training in the fields in which Negroes were employed.

3679. **Wade, *Sister* M. Angela.** A study of the social, economic, religious, educational, and psychological background of the Catholic Negro pupils of the Immaculate Conception school, Charlestown, South Carolina. Master's, 1938 Villanova. 95 p. ms.

3680. **Wallace, Janye Belle.** Dominant factors in the development of the Alexander Street school for colored elementary pupils, Charlotte, North Carolina 1918–1937. Master's, 1937. Michigan.

3681. **Walls, Jean H.** A study of the Negro graduates of the University of Pittsburgh for the decade 1926 to 1936. Doctor's, 1938. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 312–21)

Studies the socio-economic background of the parental and present homes of 78 of the 102 graduates, facts about their undergraduate student life, and their reactions to their undergraduate student experiences at the University of Pittsburgh. Shows that the Negro students studied were handicapped by poverty; emphasizes the need for mutual helpfulness between the faculty and the minority group students; the effect of race prejudice on the university life of the students. Finds that the group as a whole has an unusual belief in education; that the Negro student is influenced by the theory of a college education for all who wish it; that because it is difficult to attain, it is all the more desirable; and that he believes it to be potent in breaking down racial barriers. Recommends a study of the relationships between minority groups in other large universities for better understanding and adjustments.

3682. **Westmoreland, Antoinette Hutchings.** A study of requests for specialized services directed to the Urban league of Pittsburgh. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 450–51)

Describes the visiting teacher program carried on among the Negroes of Pittsburgh from 1921 to 1937, when it was taken over by the Board of Public education.

3683. **White, Delbert Wayman.** A study of intramural programs in Negro colleges. Master's, 1938. Iowa.

3684. **Williams, Georgia Mae.** A study of the adaptation of the curriculum to Negro pupils in public secondary schools. Master's, 1938. Southern California.

3685. **Williams, Leonora Barbara.** Relationship of certain factors to superstitious beliefs of Negro and white high-school students of Texas. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 150–51)

Describes an experiment conducted with 300 Negro pupils and 300 white pupils at Mexia, Tex., to determine the relationship between extent of superstitious beliefs and such factors as age, grade, sex, intelligence, and race. Finds that children are more superstitious during early adolescence than they are later; that girls are more superstitious than boys; that tenth-grade pupils are less superstitious and have higher IQs than those of any other grade; that pupils with highest superstition scores have lowest IQs; and that there is more variation in superstition scores of Negro pupils than of white pupils

3686. **Womble, Charles W.** Extracurricular activities in the county high schools for Negroes of Virginia. Master's, 1938. Michigan.

EXCEPTIONAL GROUPS

3687. **Dittemore, Lester Carson.** Some personality traits of atypical children. Master's, 1938. Kans. St. T. C., Emporia. 59 p ms.

3688. **Franklin, Margaret C.** Coordination of effort for the exceptional school child in Knoxville, Tennessee Master's, 1938. Tennessee. 113 p. ms.

Studies the number, location, and provisions for the diagnosis, therapy, and curricular adjustment of white children of elementary school age. Offers various types and schemes of coordination to meet the need for a unified program of records, research, and planning

3689. **Nichols, Walter S.** Meeting the needs of the atypical child in the elementary school. Master's, 1938. Wisconsin.

GIFTED

3690. **Blair, Glenn Myers.** Mentally superior and inferior children in the junior and senior high school: a comparative study of their backgrounds, interests, and ambitions. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 87 p. (Contributions to education, no. 766)

Describes a study made of mentally superior and mentally inferior pupils in the junior and senior high schools of Everett, Wash., during the school year 1936–37. Finds that the parents and grandparents of the gifted children came more frequently from the higher occupational classifications and were much better educated than the parents of the inferior children; mentally superior pupils had fewer siblings than mentally inferior children; that there were statistically significant differences in the school subjects preferred by the two groups; that gifted pupils took part in school activities in greater numbers, had more and different type hobbies, preferred higher type books and magazines, had greater knowledge of world affairs. Recommends that the mental abilities of students be considered in working out the high-school curriculum, and that pupils of low mentality be stimulated to a greater interest in school activities, hobbies, and worth-while reading, that their interest in national and world affairs be stimulated, and that education should strive to aid each individual to make satisfactory adjustments to the realities of life.

3691. Blatner, Henry M. An analysis of the pupils of the Albany senior high school of the Class of 1937 whose IQs are 120 or more. Master's, 1937. N. Y. St. Coll. for Teach.

Studies 19 boys and 20 girls of superior ability, and finds that 21 of the pupils held the highest score on at least one of the tests used, but that no one pupil was found in either the highest or the lowest quarter in all of the tests.

3692. Carr, Virginia. The social and emotional changes in a group of children of high intelligence during a program of increased educational stimulation. Master's, 1938. Iowa.

*3693. Henderson, Mary Ann. Development of provisions for gifted children in the elementary school from 1872–1936. Master's, 1937. George Washington. 59 p. ms.

Surveys literature giving some of the various plans in use from the monitorial system in 1800 to the plans of 1936 for gifted children. Discusses special promotions, the dividing of each grade into ability sections; the use of mental tests and homogeneous grouping. Describes the work of the progressive schools in providing an enriched curriculum including the organization of clubs in music, art, science, dramatics, dancing, pottery, basketry, sewing, weaving, or carving, or of hobby clubs. Shows that teachers colleges need to provide courses dealing with the nature of the gifted child in order that the teachers may be fitted to educate these children.

3694. McCarthy, Grace Carroll. A descriptive analysis of the subsequent careers of 46 junior high school honor students. Master's, 1938. Rochester. 183 p. ms.

3695. Mortola, Iola Pauline. The gifted child in the elementary school: an analysis of the literature from 1925 through 1937. Master's, 1938. Fordham. 158 p. ms.

Analyzes 53 opinion studies, 13 experimental and 2 questionnaire studies, and 2 books dealing with the methods of educating the gifted child in the elementary school. Finds that the opinion studies deal with such suggestions and procedures as objectives, principles, and procedures in planning the curriculum, methods of developing creative ability, acceleration, outdoor games and recreations, enrichment, summer classes, and specific methods; that the experimental studies attempt to discover whether gifted children are better cared for in regular or in special classes.

*3696. Purvis, Albert William. An analysis of the abilities of different intelligence levels of secondary school pupils. Doctor's, 1938. Harvard 596 p. ms.

Attempts to determine whether the superiority in achievement of secondary school pupils of the upper levels of intelligence over those of a lower level is due to the possession of special types of ability, and to determine what those types of ability are. Studies the test results and records of boys and girls who attended the schools of Medford, Mass., and who attended school at least to the end of grade 9. Indicates that much of the superiority of the upper levels of intelligence over the lower levels consists in the possession, to a greater degree, of particular types of ability; that the differences are differences in the quality of work they can accomplish as well as in the quantity.

3697. Reinhertz, Julian Stamper. Social attitudes of bright and dull pupils. Doctor's, 1938. California.

Describes an experiment conducted with 402 members of the high nine class of seven public junior high schools of San Francisco to determine whether or not there are differences between the social attitudes of bright and dull pupils. Concludes that intelligence is a factor in the determination of social attitudes but that its influence is slight; that sex played a very minor role in the determination of the attitudes studied; and that foreign background exerted little or no discoverable influence.

DELICATE

3698. Gaffey, Mary L. A study of the reactional, educational, and recreational problems of nine cyanotic children under treatment for congenital heart disease at the Massachusetts general hospital. Master's, 1938. Boston Coll. 63 p. ms.

3699. McGovern, Cecilia T. A study of the child's adjustment in school after placement in a convalescent home with tutorial supervision, taken from a study of 80 cases from records of Children's mission to children. Master's, 1938. Boston Coll. 66 p. ms.

PHYSICALLY HANDICAPPED

*3700. Burgum, Leland S. From obscurity to security: a historical and statistical analysis of the movement to aid physically handicapped children and disabled adults in North Dakota. Master's, 1937. North Dakota. 83 p. ms.

Presents, in addition to a historical analysis of the movement to aid physically handicapped children and adults in North Dakota, a program for the discovery and enumeration, hospitalization and treatment, education, vocational training and placement, and prevention and research for the physically handicapped. Shows the need for federal aid in educating handicapped children, as many states are unable to provide equal educational facilities for their normal children who do not need special equipment and care while they are being educated.

*3701. Cowsill, Catherine Matilda. A survey of educational facilities for physically handicapped children in the public schools of the District of Columbia. Master's, 1937. George Washington. 63 p. ms.

Surveys the educational facilities provided for the deaf and hard-of-hearing, blind and partially seeing, crippled, tuberculous, and speech-defective children in the school system.

†3702. Frampton, Merle E. *and* Rowell, Hugh Grant. Education of the handicapped: volume 1. History. Yonkers-on-Hudson, World book company, 1938. 260 p. (Columbia university)

Discusses the history of the handicapped as a group; the visually handicapped; the hypacusic, the handicapped in speech; the crippled; the undervitalized, tubercular, and cardiac; the mentally handicapped; and the socially handicapped.

3703. Howell, James McCorkle. The effects of certain physical defects on scholastic achievement and mental development. Master's, 1938. George Washington. 145 p. ms.

3704. Howes, Margaret McQuiston. Effects of exclusion from school because of vaginitis. Master's, 1937. Fordham. (Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 90–91)

Studies a socio-health problem affecting 116 girls of school age. Finds that the average time lost from school was from 7 to 8 months, that nonhospitalized children had no home study during their absence from school and no planned programs of activity or recreation; and that 63 percent of the children were unable to make up the time lost at school. Shows that loss of time from school, lack of a planned program for the use of this time, and the psychological effects of treatment and school exclusion were the most important factors in the problem.

*3705. Redpath, Clyde A. The status of physically handicapped children in the junior high schools of the first and second class cities of Kansas. Master's, 1938. Kansas. 44 p. ms.

Analyzes replies to a questionnaire received from the superintendents of 10 first-class, and 38 second-class cities in Kansas. Finds that approximately 50 percent of the junior high schools have some form of program for detecting and caring for physically handicapped junior high school children; that little special equipment was provided for pupils with defective vision or for hard-of hearing children; that few schools teach lip-reading to pupils with defective hearing; that 20 schools give special attention to speech-defectives; that less than 25 percent of the cities have special schools or clinics available for the treatment of physically handicapped children enrolled in the junior high school.

3706. Richardson, Gertrude Danner. Education of tuberculous pupils of secondary school grade in California. Master's, 1938. Stanford. 171 p. ms.

3707. Scarbrough, Hartwell E. Certain effects of orthopedic defects upon personality development. Master's, 1938. Iowa.

3708. **Silver, Harry B.** The emotional and social development of cardiac girls. Master's, 1937. Fordham. (Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 85)

Studies a group of 21 girls with rheumatic heart disease, ranging in age from 12 to 18 years, who had been residents of a residential school for cardiac children. Finds that the separation of the child from the home makes it possible to establish healthy normal attitudes both in the child towards its organic defect and in the home towards its sense of responsibility.

3709. **Smith, Jay F.** Orthopedics as a social and educational problem with special reference to the State of Pennsylvania. Master's, 1938. Temple. 68 p. ms.

Finds a need for more schools, hospitals, trained teachers, and training schools for occupational work.

3710. **Tomes, Cornelia Ann.** The education of handicapped children in Oregon. Master's, 1938. Washington.

Finds a need for additional legislation, trained teachers, equipment and materials in schools, and improved procedures in the education of the various types of handicapped children.

3711. **Wright, Nora R.** An analysis of achievement and attendance in relation to physical defects in certain elementary schools in Terre Haute. Master's, 1938. Ind. St. T. C. 83 p. ms. (Abstract *in:* Indiana state teachers college, Teachers college journal, 9: 193–94, July 1938)

Attempts to determine how physical defects affect achievement in school children and how the same defects affect school attendance. Studies the records of 526 pupils in the fifth and sixth grades of eight elementary white schools of Terre Haute.

*3712. **Youngs, Martha A.** Study of provisions for handicapped children in public schools of large cities in the United States. Master's, 1930. New York. 65 p. ms.

CRIPPLED

*3713. **Drake, Beulah Jones.** A survey of the crippled children of the District of Columbia and existing facilities for their care and education. Master's, 1938. George Washington. 86 p. ms.

Attempts to determine the number of crippled children in Washington, D. C., and the type of handicap; to study the causes of their crippling conditions; to describe existing facilities for medical and after care services for this group, and to determine the opportunities for education and for vocational training provided for them. Studies 980 crippled children ranging in age from birth to 21 years, 51 percent of whom were between 7 and 14 years of age. Shows that 75 percent of the crippled children are retarded. Finds that the Langdon school is unable to give adequate individual instruction to the children because of the large attendance and lack of space; that no provision is made for junior and senior high school classes, or for teaching the crippled a vocational skill. Describes the vocational rehabilitation service of the District of Columbia, and work in occupational therapy. Discusses special services for crippled children.

3714. **Ernst, Ruth Helen.** Vocational rehabilitation of 277 recovered poliomyelitis patients trainees of the Bureau of vocational rehabilitation of the State of California. Master's, 1938. Southern California.

3715. **Harper, Wilhelmina.** Transportation and physical education in public schools for crippled children. Master's, 1938. Peabody. 68 p. ms.

Studies transportation methods and physical education facilities in schools for crippled children throughout the United States. Finds the bus the most frequently used means of transportation and that physical education facilities are very limited.

3716. **Klapacs, *Sister* Marie.** The education of the crippled child in Massachusetts. Master's, 1938. Boston Coll.

3717. Larkin, John J. A follow-up study of 25 cases of infantile paralysis whose economic future was considered good in the state survey of 1931. Master's, 1938. Boston Coll. 107 p. ms.

BLIND AND PARTIALLY SEEING

3718. Donaldson, Donald. History of the Washington state school for the blind. Master's, 1938. Washington. 66 p. ms.

Traces the history of the education of the blind in Washington from the territorial legislation in their behalf to the present. Finds that the Washington State School for the Blind has been free from political interference during the course of its development; has had able administrators; and is adequately training the blind children to become useful, self-supporting citizens.

3719. Ford, Elliott Stanley. A proposed sight-saving class program for Tennessee. Master's, 1938 Peabody. 71 p. ms.

Shows that it is both socially and economically better to educate children of low vision in sight-saving classes than in schools for the blind.

3720. Head, Glenn L. A school project in ocular correction. Master's, 1938. Iowa. 48 p. ms.

3721. Holland, B. F. Experimental study of the manner in which blind pupils read Braille music notation. Austin, University of Texas, 1938.

3722. Morris, *Sister* M. Eymard. Relative methods and difficulties in the education of the blind. Master's, 1938. Villanova. 97 p. ms.

3723. Nord, Martha J. Vocational opportunities for the visually handicapped. Master's, 1938. N. Y. St. Coll. for Teach. 149 p. ms.

3724. Oberbeay, D. W. A critical study of Braille. Masters', 1938. Illinois.

3725. O'Rourke, Ralph W. Illustrations for the blind Master's, 1938. Mass. St. Coll. 71 p. ms.

DEAF AND HARD-OF-HEARING

3726. Beck, John E. A survey of hearing impairment in the Emporia city schools. Master's, 1938. Kans. St. T. C., Emporia. 73 p. ms.

3727. Constantia, *Sister* Rose. Educational plan in residential schools for the deaf. Doctor's, 1938. Niagara.

3728. Erickson, Myrtle Henderson. Problems of hygiene and education for the adolescent deaf in Los Angeles. Master's, 1938. Southern California.

3729. Gertrude, *Sister* Rose. The Belgian method of educating the deaf. Doctor's, 1938. Niagara.

3730. Hopkins, Louise A. The influence of the type of audiogram upon the child's ability to interpret speech sounds. Master's, 1938. Mass. St. Coll. 61 p. ms.

3731. Huston, Harry E. K. Comparative study of the hearing abiilty of rural and urban children in Kay county, Oklahoma. Master's, 1938. Okla. A. and M. Coll.

Compares the hearing ability of teachers and pupils in grades 1 to 6 in rural schools in Kay county, and in the same grades in Blackwell, Okla. Finds that rural teachers have better hearing ability than do city teachers; and that city children hear better than rural children.

3732. Jones, Emaris Lester. Oral disease as a contributing factor in difficulties of student adjustment. Master's, 1937. N. Y. St. Coll. for Teach.

Indicates that such maladjustments as poor scholarship, delinquency, and social misfits are frequently caused by oral disease.

3733. **Kline, Thomas.** A study of the free association test with deaf children. Master's, 1938. Mass. St. Coll. 33 p. ms.

3734. **Reay, Edward W.** A comparison between deaf and hearing children in regard to the use of verbs and nouns in compositions describing a short motion picture study. Master's, 1938. Mass. St. Coll. 62 p. ms.

*3735. **Wallace, Mira.** A study of the hard-of-hearing child with some provisions for meeting his needs in the school program. Master's, 1938. Boston Univ. 67 p. ms.

Analyzes the results of the audiometer tests given to 40,462 children in 105 towns in Massachusetts during 1937, 8,159 of the children were retested and of this number 2,165 needed attention. Offers suggestions to teachers in detecting and assisting hard-of-hearing children.

3736. **Ward, Herschel Rodgers.** A study of the deaf children of Tennessee. Master's, 1938. Tennessee. 128 p. ms.

Studies enrollment in the white department of the Tennessee school for the deaf from 1927 to 1937, including. Yearly enrollment, age at entrance, age of becoming deaf, causes of deafness, percentage of deaf parentage, deaf relatives, number of deaf per family, educational status of parents, social, economic and occupational status of parents, causes of retirement of pupils, instructional classification of school, academic and vocational organization of school, number and qualifications of teachers, types of instruction, size of classes, average yearly enrollment, average number of new students Finds that the school needs more homogeneous grouping, broader vocational facilities, a separate hospital building, a separate primary building, a broader extracurricular program, a state field agent or worker, new program of vocational training for girls, a broader acoustic education program, broadened physical education program, and a cooperative program with the University of Tennessee for purposes of research, and teacher training in special education

SPEECH DEFECTIVE

3737. **Bancroft, Christine Hawkins.** The relation of handedness, intelligence, and speech defects. Master's, 1938. Southern California.

3738. **Barr, Helen.** A quantitative study of specific phenomena observed in stuttering. Master's, 1938. Iowa.

3739. **Callahan, Thomas J.** The validity of Dunlap's theory in its application to the treatment of stammering. Master's, 1938. Mass. St. Coll. 150 p. ms.

3740. **Chotlos, John.** Co-variation in frequency of types of stuttering reactions. Master's, 1938. Iowa.

3741. **Glass, Paul H.** A survey of data pertaining to stutterers in five districts of the Philadelphia public schools. Master's, 1938. Temple. 93 p. ms.

Finds that 19 out of every 1,000 boys and 6 out of every 1,000 girls stutter; that most stuttering occurs at the ages of 9 and 10; that the stutter is neither subnormal nor supernormal; that only 68 percent of the stutterers are receiving treatment in the schools and only 5 percent are receiving treatment out of school.

3742. **Hall, Margaret Elizabeth.** Auditory factors in functional articulatory speech defects. Doctor's, 1938. Iowa. (Abstract *in:* University of Iowa. Series *on aims and progress of research, no. 57*)

Describes two experiments conducted with speech defectives and normal speakers, using 83 articulatory speech defectives matched with 83 normal speakers in freshman year of the university, and 21 articulatory speech defectives matched with normal speakers in the elementary school. Finds that at neither the freshman nor the elementary school level were functional articulatory defectives inferior to normal speakers in auditory acuity or in more complex auditory processes.

3743. **Moss, Margery Anne.** The effect of speech defects on second-grade reading achievement. Master's, 1938. Peabody. 34 p. ms.

Studies pupils in the second grade of 19 public schools in Birmingham, Ala., to determine the relation between rank on the speed test and on a reading test.

3744. **Miller, Gladys Grace.** A test of attitude toward stuttering. Master's, 1938. Iowa.

3745. **Minchew, E. R.** A survey of speech anomalies among teachers of Bienville, Jackson, and Red River parishes of Louisiana. Master's, 1938. Louisiana State. 25 p. ms.

Recommends, on the basis of the high percentage of defects found in voice and articulate speech, specific speech training to improve the voice and to remove speech difficulties.

3746. **Nelson, Severina E.** The transmission of dysphemia (stuttering) from parent to child. Doctor's, 1938. Wisconsin.

3747. **Porter, Harriett von Kreis.** An objective study of the listener in relation to the stutterer's speech. Master's, 1938. Iowa.

3748. **Rotter, Julian Bernard.** A study of the motor integration of stutterers and non-stutterers. Master's, 1938. Iowa.

3749. **Varnado, Nellie Mae.** A survey of speech defects in the grammar schools of Baton Rouge, Louisiana. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 128–29)

Attempts to show by sex and grade the number and types of speech defectives and speech defects in the grammar schools of Baton Rouge. Shows that 704 of the 1,916 pupils tested had speech defects; that there were more male than female speech defectives; that there were 1.28 defects per person; that almost half of the defects were sectional dialect errors, with stuttering and special difficulties ranking lowest; that the sixth grade had the greatest number of defectives of any one grade. Shows a need for speech training and speech correction in the Baton Rouge schools

MENTALLY RETARDED

3750. **Abernathy, Edward Robert.** The auditory acuity of feeble-minded children. Doctor's, 1938. Ohio State. (Abstract *in:* Ohio State University. Abstract of doctoral dissertations, 27: 1–6)

Studies 463 child patients in a feeble-minded institution at Columbus, Ohio, to determine the effect of mental deficiency on acuity of hearing; to discover what variations exist as to age, race, and sex in the hearing of such children; and to develop a technique for testing the hearing of feeble-minded children, determining the practical extent to which a percision instrument can be used. Finds that 373 of the children had average hearing ability, 5 were satisfactory but were found to be definitely hard-of-hearing, and 53 were impossible to test or their tests were considered inaccurate. Shows that of the 373 children of average hearing ability, there were few younger children and only a few in the lower IQ brackets; that variations as to intelligence are more marked than variations as to age. Indicates that the hearing tests are fairly accurate when used with children on younger and slower levels as well as when used with older and more intelligent children.

3751. **Ash, Frederick Elton.** Animism among feeble-minded children. Master's, 1938. Clark. (Abstract *in:* Clark university. Abstracts of dissertations and theses, 1938: 125–26)

Studies 177 feeble-minded children in an attempt to determine whether mental age or chronological age is the more closely related to the child's stage of animism. Indicates that a requisite minimum amount of intelligence may be necessary before additional experience is of much value in causing any advance in the concept stage of a child, and that after this minimum is attained the stage of a child's animistic concept will depend upon both his intelligence and experience.

3752. **Cameron, Alexander D.** A course of study in health education for the mentally deficient boy of high school and junior high school age. Master's, 1938. Washington. 61 p. ms.

Constructs a course of study in 12 units of work adapted to the mental level of the older boys in special classes.

3753. Connors, Floy Chauncey. Present tendencies in the education of mentally exceptional children. Master's, 1937. California, L. A.

Analyses the educational opportunities offered to mentally exceptional children in special classes in the public schools of representative cities in different states and in different sections of the United States. Finds a tendency to segregate children who deviate from the average according to their mental, physical, or social handicap, and to provide appropriate education; that various types of enabling acts have been passed by states in an effort to assure appropriate education on a state-wide basis; that there is a tendency to recognise the education of mentally retarded children as a specialised field for which the instructional staff should have specialized as well as general training and experience; that there is an inequality and a lack of understanding shown in the administering of the educational needs of the various groups. Indicates that the greatest interest has been taken in the mentally retarded.

3754. Flynn, Anthony P. A study of the methods of treatment of the mentally deficient juvenile delinquent in Massachusetts as shown by a case study of 25 cases from the Quincy juvenile court. Master's, 1938. Boston Coll. 59 p. ms.

*3755. Foss, Gertrude Mae. Language comprehension skills of mentally retarded children. Master's, 1938. Boston Univ. 40 p. ms.

Attempts to determine the effect of a foreign language background on hearing comprehension scores and on reading achievement scores; to discover the frequency of special reading difficulties by determining the number of children who are reading below their mental age and the number whose reading achievement is below their hearing comprehension; to discover the correlation between mental age and reading achievement and hearing comprehension and reading achievement; to discover the extent to which the understanding of spoken language influences the child's reading achievement; and to determine whether there is a correlation between mental age and hearing comprehension, or if there is a marked relationship between the child s ability to understand spoken language and his mental ability. Describes an experiment conducted with 200 children in ungraded classes in Lynn, Mass., who were given Form L of the Stanford revision of the Binet-Simon test, a test of hearing comprehension, and a reading achievement test. Finds that foreign language in the home affects the child's understanding of spoken English to a statistically significant degree; and that when groups were paired for M. A. and other factors, but were different in hearing comprehension, the group with the high hearing comprehension showed a significantly higher score on reading achievement than did the low hearing comprehension group.

3756. Gibbs, E. Delmar. The South Dakota school and home for feebleminded: its history and status. Master's, 1938. South Dakota. 111 p. ms.

3757. Glickman, Bernard. Post school careers of special class pupils. Master's, 1938. Temple. 38 p. ms.

Investigates the present status, vocational adjustment, family and social life of 81 dull, retarded, and socially non-conformed pupils. Finds less than 20 percent of the cases regularly employed; the employment secured was in the helper class of service jobs; the median salary of the group while employed was $7.23 a week; the chief activities of the group were gambling and moving pictures; more than 50 percent of the girls were unmarried mothers; about 35 percent of the boys had records of delinquency; and the entire group was poorly adjusted to life situations.

3758. Griffin, Doris I. A study of the factor of home guidance in the success or failure of mentally retarded children. Master's, 1938. St. T. C., North Adams. 96 p. ms.

Presents a casual-comparative study of 12 cases of mentally retarded adolescents to determine the relative effect of home guidance in their success or failure, and finds it the most important factor in their success or failure.

*3759. Ingram, Christine P. A study of the development of education for the handicapped child. Doctor's, 1938. New York. 127 p. ms.

Presents a historical and critical study of the development of special education for the mentally retarded, partially sighted, and deafened, in the United States from about 1820 on, with particular reference to new trends in child behavior and mental hygiene.

3760. **Murphy, Jeannie Dean.** A comparison of the fluctuation of IQ's of normal children and of subnormal children in a development school. Master's, 1938. Southern California.

3761. **Raisin, Beatrice Carol.** Social factors in the adjustments of 100 girls on placement from a state training school for mental deficients in the State of New Jersey. Master's, 1938. Southern California.

3762. **Seyler, Louise Wood.** Vocational opportunities for children of borderline intelligence. Master's, 1938. California, L. A.

Attempts to determine the employment possibilities for the child with low mental ability by contacting the personnel managers of 31 business organizations of different types in Los Angeles. Offers suggestions for changes in procedure or emphasis in classes functioning for these children, in order that they may be better prepared to take their place in the business world.

3763. **Taylor, Hazel.** A special unit of work on China for dull sixth-grade pupils. Master's, 1938. Emory. 117 p. ms.

Describes the construction of the unit, the method of teaching the unit to suit the needs of the particular group, and evaluates the course by comparing the results of tests given to these children with the results of tests given to another class which was taught the unit by a conventional method.

3764. **White, Doris E.** A study of the academic achievement of mentally retarded pupils in the special classes of Albany junior high schools. Master's, 1938. N. Y. St. Coll. for Teachers. 32 p. ms.

*3765. **Whitney, Bithia Jane.** Causative factors in the maladjustment of children. Master's, 1937. Syracuse. 181 p. ms.

Studies the case histories, records, and documents of all the problem children under 17 years of age sent to the Psychopathic hospital, Syracuse, for treatment in the 5 years, 1931–1936, to determine the relation of their problems to the factors of heredity, home environment, school environment, physical and mental handicap, and mental and emotional difficulties; studies the opinions of specialists in the field of child guidance on the diagnosis of these individual problems, and their recommendations for the future care of the child. Analyzes case histories of 144 children.

*3766. **Williams, David A.** Slow-learners in the Grand Forks elementary schools. Master's, 1938. North Dakota. 53 p. ms.

3767. **Wise, Randolph E.** The work adjustment of the wage earning group of mental deficients who have been under the care of the Massachusetts division of child guardianship. Master's, 1938. Boston Coll. 122 p. ms.

3768. **Wold, Olga Caroline.** A study of school adjustment of the mentally retarded. Master's, 1938. Stanford. 210 p. ms.

*3769. **Zuckerman, George.** Comparison of the achievement of the slow learner by the cooperative teacher group and the single class teacher plans: An experiment in the intermediate grades of the elementary school. Doctor's, 1938. New York. 88 p. ms.

Compares the grade levels of achievement attained by the dull-normal child, or by groups of such children, in the fourth, fifth, and sixth grades of a New York City school, under these two systems of instruction. Finds that neither type of instruction shows real superiority.

SOCIALLY MALADJUSTED

3770. **Aderhold, Lessie Wyatt.** Juvenile delinquency. Master's, 1938. Oklahoma. 75 p. ms.

3771. **Allen, Eugene Clyde.** An educational and socialogical delinquency factor survey of the Los Angeles boys' welfare center. Master's, 1938. Southern California.

*3772. **Allen, Robert M.** Factors in success and failure in parole. Doctor's, 1938. New York. 128 p. ms.

3773. **Anthony, F. I.** Factors associated with truancy in Harlem. Master's, 1938. Coll. of the City of N. Y. 78 p. ms.

Studies the causative factors involved in truancy and the remedial methods employed by various bureaus. Surveys briefly the socio-economic conditions in Harlem. Suggests the initiation of an extensive program of adult education centering around child psychology and mental hygiene, a system of slum clearance, economic readjustment, and a greater opportunity for vocational training.

3774. **Branstetter, Eugene Charles.** A study of juvenile delinquency. Master's, 1938. Ohio State. 100 p. ms.

Attempts to determine the degree to which the schools are contributing to delinquency of youth who come under the jurisdiction of best school authorities. Shows that the school has a definite place in the battle against juvenile delinquency; and that society has not attempted to work out a constructive program for providing the proper social conditions under which these children may develop.

3775. **Brumbalow, Ted Winfield.** An analysis of the educational program of the State juvenile training school, Gatesville, Texas. Master's, 1938. Texas.

3776. **Burts, Mary Fawcett.** Some factors associated with juvenile delinquency. Doctor's, 1938. New York.

3777. **Clarke, Evelyn M.** Facilities and recreational programs for girls in Southern California detention homes. Master's, 1938. California, L. A.

Describes visits made to the 10 detention homes in southern California counties. Finds that the buildings are usually designed for use as detention homes; that they provide for the segregation of the sexes, the sick and the well, and often of newcomers and experienced groups; that the personnel of the homes vary in number and in attitude; that all hearings are held in juvenile courts or their extensions; that girls are detained in the jails beginning with the age 16; that household tasks are performed by the girls in all of the homes; that provisions are made for some type of education in all but one of the homes; that outdoor recreational facilities and play materials vary; that indoor recreational facilities include a community hall or living room in all but one of the homes, a library of some description, handwork, and celebration of various holidays; and that remedial services include diagnosis and prescription in all cases, and treatment within the homes in some cases.

3778. **Cohen, Irvin Edward.** A comparative study of the values held by delinquent and non-delinquent boys. Master's, 1937. Columbia

3779. **Dinardo, Louise D.** A study of juvenile offenders in Schenectady for the period, 1935–36. Master's, 1937. N. Y. St. Coll. for Teach.

Finds the age of the largest number of offenders to be 14 or 15, and shows the need for supervision of "teen age" children.

3780. **Dougall, Edna May.** A study of 41 delinquent boys. Master's, 1937. N. Y. St. Coll. for Teach.

Compares the scores of a group of delinquent children and of a group of normal children on the Hayes personality rating scale to determine potential delinquency among children.

3781. **Downs, Frederick H., *jr.*** Environmental conditions underlying delinquency among boys 14 and 15 years old in a delinquency area of Providence, Rhode Island, Federal Hill section, as revealed by a case study of 25 boys placed on probation during the period July 1, 1937, to December 31, 1937. Master's, 1938. Boston Coll. 88 p. ms.

3782. **Duncan, Ralph Logan.** Factors associated with delinquency of boys in the Kansas state industrial reformatory. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies. Abstracts of theses and reports for higher degrees, 1938: 51–52)

Attempts to determine the intellectual status and the influences contributing to crime of 221 juvenile delinquents of the Kansas state industrial reformatory, at Hutchinson, Kans.

Finds that the low intelligence of these boys was only one of many factors contributing to delinquency; that 75 percent of them came from broken or distorted homes; that many of them had been incorrectly placed in school. Indicates that improvement in living conditions, strengthening of the morale of the home, and adjusting the school to the needs of the community would tend to check the incidence of personal and social maladjustments, which were the fundamental causes of delinquency.

3783. **Eaton, Francis Thomas.** A study of delinquent and non-delinquent brothers within the same families. Master's, 1937. Fordham. (Abstract *in:* Fordham university. Dissertations accepted for higher degrees in the Graduate school, 1938: 89–90)

Studies 25 cases wherein one of two brothers was on probation at the time of the investigation, and the non-delinquent brother had never committed any recorded offense, to determine, if possible, why one brother became delinquent while the other, living under approximate conditions did not succumb to objectionable influences. Indicates that although the offenders were found to consist largely of emotionally maladjusted youths, the volitional element rather than the external influences played a predominant part in their delinquency.

3784. **Ellinger, Harley A.** The appreciation of the case study method in the adjustment of problem boys. Master's, 1938. Ohio State. 133 p. ms.

Describes an attempt at adjusting 10 problem boys through an advisory relationship between each boy and a member of the school faculty. Finds the case study method suitable for the solution of the maladjustments of problem boys when the method is used by teachers and principals who have a knowledge of the fundamentals of psychology.

3785. **Eng, Ransom.** A study of 319 juvenile delinquents from the files of the San Diego county probation office. Master's, 1938. Southern California.

3786. **Forster, Harry L.** A study of 1,000 cases of delinquent boys of the Edison school of Cleveland, Ohio, with emphasis on certain conditions in their background and their disposition on leaving the Edison school. Master's, 1937. Ind. St. T. C. 87 p ms. (Abstract *in:* Indiana state teachers college. Teachers college journal, 9: 181–82, July 1938)

Attempts to determine the basic factors which cause delinquency; to compare the causes of delinquency as found in Edison school pupils with the causes of delinquency found in other studies, and to follow-up the delinquent Edison school boy as far as his school record permits. Analyzes case studies, permanent school records of 1,000 boys who attended the Thomas A. Edison school between 1924 and 1934, and form letters and blanks sent to the schools to which these boys were transferred Shows that most of the boys were between 13 and 16 years of age, were of dull normal mentality, were retarded 1 or more years in school before entering Edison school, many of them were from broken homes, and were members of fairly large families whose parents were poorly educated. Shows that 572 boys received work permits, 250 ran away, moved from the city, were excluded, or had died; 161 were sentenced to corrective institutions, 10 graduated from the twelfth grade; 5 were still in school; and 2 were sent to institutions for the feeble-minded.

3787. **Friel, Leo F.** The contribution of a child-placing agency maintaining a study home for problem children prior to foster home placement: investigation at the Worcester children's friend society. Master's, 1938. Boston Coll. 58 p. ms.

3788. **Goen, Muriel.** Teachers, a contributing factor in delinquency. Master's, 1938. Ohio State. 58 p. ms.

Studies 200 teachers, and finds 14 type cases contributing to delinquency and emotional disturbances due to maladjustments and disintegration in the teachers themselves; and that poor or inadequate supervision and lack of psychological information pertaining to maladjustments were largely responsible for such conditions

*3789. **Goldfeld, Abraham.** Substandard housing as a potential factor in juvenile delinquency in a local area in New York City. Doctor's, 1937. New York. 194 p. ms.

3790. **Hogan, Raymond P.** The relation of mental capacity to the effectiveness of foster home placement as a method of treatment for male juvenile delinquents. Master's, 1938. Boston Coll. 51 p. ms.

*3791. **Jankowski, John Joseph.** The sport interests and experiences of Boys' club members in Washington, D. C. Master's, 1938. George Washington. 36 p. ms.

Investigates the sport experiences and interests of boys between the ages of 13 and 18 in four boys' clubs in Washington, to determine their likes and dislikes, their participation and their desire to learn the various sports. Finds a general agreement of the boys of all age levels as to their interests and experiences with noticeable exceptions which can be traced to the facilities, economic conditions of the neighborhood, and to the interests of the physical instructor in preparing his program. Recommends that physical instructors study their programs and revise them to fit in with the boys' interests, and that the instructors consider the carry-over value of some of the sports in planning their programs

3792. **Kaminska, Richard C.** Juvenile delinquency in a transition area. Master's, 1938. Michigan.

3793. **Levy, Ruth Jacobs.** The effect of psychological therapy on a group of delinquent children. Master's, 1937. Columbia.

3794. **Lunn, Stroud.** A brief survey of juvenile delinquency. Master's, 1938. Peabody. 90 p. ms.

Surveys school age delinquents in Nashville, Tenn., and finds that a non-institutional method of preventing delinquency is needed and could be furnished by the public schools.

3795. **McMullen, Bessie Florence.** A study of a maladjusted group of junior high school children. Master's, 1938. Oklahoma. 63 p ms

3796. **Messerschmidt, Ramona Oneita.** A study of potential habit regression in boys between the ages of six and nine years. Doctor's, 1937. Ohio State. (Abstract *in:* Ohio state university Abstracts of doctors' dissertations, no. 25: 285–95)

Describes an experiment conducted with 65 boys ranging in age from 6 to 7½ years, and 10 9-year-old boys used to indicate possible differences with increase in age and experience Divides the boys into five experimental groups, each of which contains at least 10 subjects Demonstrates a valuable technique for experimentally isolating potentially regressive behavior; shows that the adaptive possibilities of progressive, perseverative, or progressive responses can be elicited.

3797. **Miller, Mary Hallyburton.** Problem case studies in East Nashville high school. Master's, 1938. Peabody. 102 p. ms.

Studies 25 cases selected from 274 problem cases in a high school in Nashville, Tenn Finds that most problem cases can be adjusted if begun early and followed through with continuity of purpose.

3798. **Moore, Jenella Bishop.** The junior high school problem girl: A study of her conflicts and adjustments. Master's, 1938. Southern California.

3799. **Newman-Stasin, *Mrs* Florence Ellen.** The effects of an economic crisis on the adolescent. Master's, 1938. Wisconsin.

*3800. **Owens, Albert Alexander.** The behavior-problem boy: a socio-educational survey. Doctor's, 1929. Pennsylvania. Philadelphia, 1929. 188 p.

3801. **Patchett, Walter Cecil.** A survey of certain acts of juvenile delinquency in the Santa Rosa high school district. Master's, 1938. Southern California.

3802. **Perry, Harry Maynard.** A study of origin, background, intelligence, race, and other factors contributing to the behavior of boys committed to Los Angeles welfare centers, 1930–1934. Master's, 1938. Southern California.

3803. **Pulling, Rowland J.** An investigation to determine the relationship which exists between the social competence of parents and the social competence of their children. Master's, 1938. N. Y. St. Coll. for Teach. 42 p. ms.

3804. **Quarton, Thomas Irving.** Social background of juvenile predelinquents in San Pedro district. Master's, 1938. Southern California.

3805. **Quinlan, Ann E.** The role of the social worker in assisting the foster mother in meeting the problem of stealing: a study of 15 cases from the Boston Children's friend society. Master's, 1938. Boston Coll. 65 p. ms.

3806. **Retzker, Mae B.** A study of 80 truancy case records in a child guidance agency, including a systematic survey of previous studies. Master's, 1938. Grad. Sch. for Jewish Soc. Work. 176 p. ms.

*3807. **Robertson, Walter Marvin.** An investigation of 42 behavior problem pupils in Central junior high school, Kansas City, Kansas, of the school year 1936–37. Master's, 1938. Kansas. 51 p. ms.

Surveys the social and economic conditions of the behavior problem children; studies phases of their behavior as rated by their teachers; studies their age, IQ, sex, attendance, and scholastic records to determine their relationship to the maladjustments of these pupils which caused their behavior problems. Finds that the home environment of these pupils was poor; that they were slightly above 13 years of age; that most of their marks were inferior and failing; that there was a wide range in their IQs; that there were opportunities for guidance through home room and other teacher contacts; that their behavior problems were mainly those that interfere with orderly class procedure; that the percentage of boys was larger than that of girls.

3808. **Rothenberg, Ruth Gordon.** The ambiguity of the definition of the problem child in one specific public school. Master's, 1937. Columbia.

3809. **Schnitzer, Joseph M.** Adjusting the school to the needs of socially and educationally handicapped adolescents in a village school. Master's, 1938. N. Y. St. Coll. for Teach. 87 p. ms.

3810. **Segbarth, Stella Louise.** A case study of the behavior characteristics of 30 institutionalized children. Master's, 1938. Southern California.

3811. **Shawcross, Elizabeth A.** Psychopathic trends in the personalities of psychotic children. Master's, 1938. Boston Coll. 131 p. ms.

3812. **Swartz, Daniel V.** A survey of the Colorado state reformatory with a view to reorganizing its educational program. Master's, 1938. Colorado. (Abstract *in:* University of Colorado studies Abstracts of theses and reports for higher degrees, 1938: 136)

Studies the history of the institution, the records of its 258 inmates, the present educational provisions, and reviews investigations of the present educational programs of 10 similar institutions considered representative of those using the best modern methods. Recommends that an adequate appropriation be made to employ a psychiatric social worker, a parole director, a director of education, and such other employees, as are necessary for inaugurating and administering a comprehensive educational program, including vocational, academic, recreational, psychological, and psychiatric departments

3813. **Thompson, James Bailey, *jr.*** A study of 100 behavior problem pupils in public school. Master's, 1937. Louisiana State. (Abstract *in:* Louisiana state university. University bulletin, vol. 30 N. S., no. 3: 105)

Studies the grade, sex, chronological age, psychological examination, IQ, physical condition, scholarship record, social development, behavior problem, and treatment and result for each of the behavior problem pupils.

*3814. **Tucker, Louise Emery.** A study of problem pupils. Doctor's, 1937. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 172 p.

Compares 100 Negro behavior problem children with 100 normal children selected from the third, fourth, fifth, and sixth grades of Public school 90, New York City. Attempts to determine the factors in the child, the parent, the teacher, the home, and the school that are associated with the behavior problems of the children, and to determine remedial meas-

ures which may ameliorate conditions that underlie their troublesome behavior. Presents 21 case studies of troublesome children and the treatment given them by the principal and the teachers of the school.

LIBRARIES

3815. **Adams, Harlen Martin.** The junior college library program: a study of library services in relation to instructional procedures. Doctor's, 1938. Stanford. (Abstract *in:* Stanford university. Stanford university bulletin, vol. 13. Sixth series, no. 72: 111–15)

Defines principles and practices for correlating the library service in junior colleges with the instructional procedures, based on a survey of current practices in 136 institutions. Describes the program at Menlo junior college as shown by a study of student book needs, the formulation of a reading program, the expansion of library facilities and supplies, the decentralization of the library organization, the appointment of a library committee composed of representatives from all fields, and extensive publicity.

3816. **Best, James Harold.** A study of the high-school and home library facilities and their use by the pupils of a small high school. Master's, 1938. Iowa. 197 p. ms.

3817. **Blair, Pattie Howard.** A selected first-grade social science library. Master's, 1938. Peabody. 62 p. ms.

Attempts to select and make readily available for the first-grade teacher, material which will meet the first-grade child's social science interests.

†3818. **Carlson, William H.** The development and financial support of seven western and northwestern state university libraries Berkeley, University of California press, 1938. 106 p.

Studies the library problems of the state universities of Idaho, Montana, Nevada, North Dakota, South Dakota, Utah, and Wyoming Indicates that these universities are growing as shown by increases in the curriculum, faculty, student enrollment, and in graduate work, especially at the Master's level; that they are competing with larger universities in all the major fields of cultural and professional instruction; that the financial support of their libraries falls below average expenditures of comparable libraries generally, as well as below recommended standards Finds that library expenditures in the seven universities vary greatly; that their book funds are inadequate; that staff salaries are low and members of some of the staffs inadequately trained; that the chief needs of the libraries center around improved library buildings, more staff members, and increased funds for books and periodicals.

3819. **Ditzion, S.** The public library movement in the United States as it was influenced by the needs of the wage earner, 1850–1900. Master's, 1938. Coll. of the City of N. Y. 155 p. ms.

Indicates that most of the agitation for public libraries came from the working class population, and that campaigns for tax support, establishing branches, extending hours, and working-out book selection policies were executed with regard for the needs and demands of workers in industry and commerce.

†3820. **Downs, Robert B., *ed.*** Resources of southern libraries: a survey of facilities for research. Chicago, American library association, 1938. 370 p. (University of North Carolina)

Discusses reference books, bibliography and related materials, government publications, manuscripts, newspapers, general periodicals and society publications, language and literature, philosophy and religion, fine arts, history, social sciences, science, and technology.

3821. **Dugas, Claiborne J.** A study of the administration and use of the parish professional library in promoting teacher growth in Louisiana. Master's, 1938. Louisiana State. 109 p. ms.

Analyses replies to a questionnaire sent to superintendents, supervisors, and principals to determine the size of the libraries, the types and selection of books, organization and maintenance of parish professional libraries, their use, and means for improving the administration and use of the libraries.

3822. Garretson, Virginia Louise. A preliminary survey of Wyoming high school libraries. Master's, 1938. Wyoming. 85 p. ms.

3823. Gaver, Mary Virginia. An investigation of state supervision of school libraries in six southern states. Master's, 1938. Columbia. 174 p. ms.

Covers objectives and duties of state school library supervisors in Alabama, Kentucky, Louisiana, North Carolina, Tennessee, and Virginia, and the effectiveness of supervision.

†3824. Hamlin, Talbot. Some European architectural libraries: Their methods, equipment, and administration. New York, Columbia university press, 1939. 110 p.

†3825. Heller, Frieda M. *and* LaBrant, Lou L. Experimenting together: the librarian and the teacher of English. Chicago, American library association, 1938. 84 p. (Ohio state university)

Describes the work of a school librarian and a teacher of English at the Ohio state university school over a period of 6 years Discusses the teacher-librarian-pupil participation; aspects of the reading program; pupil participation in library procedures; extension of the librarian's direction; securing greater freedom for the librarian; and changes in preparation of teachers and librarians.

3826. Hoyle, Nancy Elizabeth. A study of the development of library service in the public schools of Virginia Master's, 1938. Columbia. 168 p. ms.

Shows the influence of social, economic, and educational conditions, and of the lack of public library provision upon the type of school library service which is evolving, and the implications of these conditions for the future development of school libraries in the state.

3827. Kellogg, Katherine Flora. Library needs of pupils in relation to their course requirements in the secondary school of the Colorado state college of education. Master's, 1938. Colo. St. Coll. of Ed.

3828. Lane, Margaret. The development of library service to public schools in New Jersey. Master's, 1938. Columbia. 177 p ms.

Traces the development of independent libraries in the schools, county library service, and service from the public libraries to the schools of New Jersey.

3829. Leidner, *Sister* M. Dorothy. Libraries in Catholic secondary schools: a study based on the secondary schools in the Diocese of Brooklyn. Doctor's, 1938. Fordham 195 p. ms.

Analyzes replies to a questionnaire answered by 38 high schools in the Diocese of Brooklyn, and describes visits to 29 of these schools Finds a shortage of trained librarians; that 75 percent of the schools have separate library rooms; that separate reading rooms and librarians' workrooms are uncommon; that the schools have good library equipment, well-balanced collections of books, magazines, and newspapers; that more than half of them have a definite appropriation for the library; that part of the tuition, student appropriations, and gifts are used for the library in some of the schools; and that two-thirds of the schools have a program of library instruction.

*3830. MacCracken, Maisry. Library needs in Dutchess county. Master's, 1935. Vassar. Poughkeepsie, Women's city and county club and Vassar college, 1937. 124 p. (Norrie fellowship report, 1933–35)

Discusses library service in New York state, and the loan work done by the New York state library and the Library extension division; and conditions in Dutchess county which affect library service. Surveys the schools and libraries in the county, and discusses the school libraries in the several communities surveyed. Describes the service given by rental and institutional libraries. Recommends the establishment of a county library to fill the library needs of the entire county, including Poughkeepsie, as a means of equalising educational opportunity.

3831. Machen, Robert Odell. The Webster parish library system in its relation to the Cotton Valley school and community. Master's, 1938. Louisiana State. 75 p. ms.

Attempts to evaluate the cultural, practical, and social effects that a library which reaches the whole population would have on the people. Indicates that the cultural level

of the people is being raised; that borrowers receive practical help through the library; that people read more because of free library service; and that a better grade of literature is now preferred than before the library was founded; that right reading habits are being formed among the pupils. Indicates that the county library system is the best and most economical method of reaching all of the people.

3832. McMillen, James Adelbert. Statistics of Southern college and university libraries, 1937–38. University, Louisiana state university, 1938. 4 p.

3833. Miller, Daniel Long. A survey of existing library conditions in the rural homes and schools of, and a proposed rural library plan for, Larimer county, Colorado. Master's, 1937. Colo. St. Coll. 139 p. ms.

Finds that the schools as well as the homes investigated in Larimer county were inadequately supplied with books. Proposes a tax-supported library in place of the present voluntary Larimer county library, as a remedy.

3834. Osborn, Edward Everett. Investigation of home libraries in a rural community. Master's, 1938. Iowa. 74 p. ms.

3835. Penrose, Richard Lewis. A survey of reading materials in certain six-year high schools. Master's, 1938. Iowa. 141 p. ms.

3836. Reed, Lulu R. A test of students' competence to use the library. Doctor's, 1938. Chicago. Library quarterly, 8: 236–83, April 1938.

3837. Reid, Mary Ophelia. Evaluation of home economics libraries of a selected group of secondary schools of Indiana. Master's, 1938. Iowa State. 129 p. ms.

*3838. Richardson, Mary C. Implementing a building for the library and the library school department of the State normal school at Geneseo, New York, in terms of the curricula offered. Doctor's, 1938. New York. 92 p. ms.

Analyses the functions of a small teachers college library, and offers suggestions for rooms and equipment for a library school housed in the library, and gives the basic principles underlying construction of a building to meet the needs.

3839. Rimkis, Helen E. Analysis of needs and differences of organizing and distributing the elementary library book collection in a central rural school area. Master's, 1938. N. Y. St. Coll. for Teach. 81 p. ms.

3840. Robert, Peyton Charles. The library and the study hall. Master's, 1938. Louisiana State. 48 p. ms.

Surveys the relations between the libraries and study halls in the Louisiana schools belonging to the Southern association of colleges and secondary schools, exclusive of Orleans parish. Concludes that a librarian cannot successfully supervise both the library and the study hall unless the school enrollment is very small; that the schools approved by the association have the highest type of library organization in Louisiana; that the trend in library organization is toward a separate library and study hall; that a larger percent of pupils use library materials in the combined library and study hall than in the separate form; that the most efficient form of library organization for Louisiana schools seems to be the combination library-study hall with the best features of the separate library system.

†3841. Severance, Henry O. A survey of the resources of the University of Missouri library for research work. Columbia, University of Missouri, 1937. 30 p. (University of Missouri bulletin, vol. 38, no. 16. Library series, no. 19)

3842. Short, Alice. A program of library instruction for grades one to six. Master's, 1938. Louisiana State. 47 p. ms.

Formulates a course of study in the use of books and libraries in the elementary school.

3843. Skaar, Martha O. Public-school libraries in Wisconsin: a historical study of school libraries under the supervision of the State department of public instruction. Master's, 1938. Columbia. 96 p. ms.

†3844. **Wilson, Louis R.** The geography of reading: a study of the distribution and status of libraries in the United States. Chicago, American library association and the University of Chicago press, 1938. 481 p.

Treats of library development; distribution of other facilities for education and communication; and the reasons that library facilities are so unequally accessible.

3845. **Wofford, Azile M.** The history and present status of school libraries in South Carolina, 1868–1938. Master's, 1938. Columbia. 134 p. ms.

Attempts to determine why school libraries in South Carolina have not progressed so far as those in other southern states, and offers suggestions for immediate development.

BOOKS AND PERIODICALS

3846. **Badley, Theodore Thoburn.** An evaluation of picture magazines as collateral material in the social studies. Master's, 1938. Ohio State. 69 p. ms.

Studies seven nationally known picture magazines to determine the materials usable in the social studies. Finds a wide variation between individual picture magazines and that discrimination by the teacher is necessary.

3847. **Bailey, Dorothy M.** Some aspects of education in the English novel of the nineteenth century. Master's, 1938. Loyola. 152 p. ms.

3848. **Bridges, Daniel Moody.** Professional series in education. Master's, 1938. Duke. 123 p. ms.

Lists 200 series of professional books, bulletins, and monographs, published since 1900 and describes types of difficulty met with in this type of research and the safeguard taken to prevent error

3849. **Cain, Lucille.** An analysis of the *Journal of health and physical education* for years 1930–1937. Master's, 1937. Michigan.

3850. **Cooper, Jess V.** The biological information in 10 non-specialized magazines from June, 1936, to June, 1937. Master's, 1937. Kansas. 54 p. ms.

Surveys 10 periodicals for 12 months and classifies articles pertaining to biology into three groups: Human biology, animal biology, and plant biology. Finds that the *Reader's Digest*, *Time*, and *Colliers* contain sufficient material to be used as supplementary material in biology; that the dominant biological interest of the public pertains to human biology, particularly from the health aspect.

3851. **Cramlet, Ruth L.** A study of the changing trends in periodical literature from 1850 to 1936. Master's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 388–89)

Finds that periodical literature has changed with the times, from the romanticism of the nineteenth to the realism of the twentieth century; that as fiction has become less important in the literary monthlies, serials have disappeared, and stories have become shorter and more realistic, with a shift of emphasis from fiction to political, social, and economic articles reflecting the industrial activity and cosmopolitan interests of modern life.

3852. **Fisher, Henry C.** Realism and morality in English fiction before 1750. Doctor's, 1938. Pittsburgh. (Abstract *in:* University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 14: 79–85)

Shows that realism and morality in English prose fiction had a historical culmination in the eighteenth century in the fictions of Defoe, Richardson, and Fielding; that the English realistic novel had been dependent on the favor of the middle classes; that middle-class prose fiction was submerged below the level of polite letters until the middle classes emerged into economic, political, and social dominance in the eighteenth century.

3853. **Fisher, Laura.** The use of historically proven art principles in modern illustrated books for children. Master's, 1938. Colo. St. Coll. of Ed.

3854. **Gilbert, James D.** The adolescent attitude toward certain social, moral, and religious issues as reflected in current literature. Master's, 1938. Oklahoma. 89 p. ms.

*3855. **Grady, Lera.** American children's books of the seventeenth century. Master's, 1938. George Washington. 113 p. ms.

Attempts to determine what reading matter in the form of American books for juveniles were available to the children, who wrote these books, where such material was published, the content of the books, and to give a description of the various works.

3856. **Harrison, Mary.** An analysis of library books recommended for first-grade children. Master's, 1938. Peabody. 55 p. ms.

3857. **Higgins, Catherine C.** Woman's place in a changing social order as reflected in the best-selling novels of 1910 and of 1930. Master's, 1938. Temple. 68 p. ms.

Finds that a chivalrous attitude toward women in the 1910 books has been replaced by a realistic attitude in the 1930 books; that the place of women in business has developed from an obscure to a prominent one; and that the attitude toward divorced women has changed from a severely disapproving to an apathetic or approving one.

3858. **Hoffman, Thomas Michael.** An annotated bibliography of untranslated books in German on education in the Library of Congress. Master's, 1938. George Washington. 59 p. ms.

3859. **Humbert, Alice Brainard.** Children's preferences in types of picture book illustrations. Master's, 1938. Michigan.

3860. **Hunt, Mate Graye.** A historical survey of children's literature. Master's, 1938. South. Methodist. (Abstract *in:* Southern Methodist university. Abstracts of theses, 1939: 16–17)

3861. **Jenssen, Hans.** Building the book collection of the Institute of economics at the university at Oslo. Master's, 1937. Columbia.

3862. **Loew, Climmont C.** Factors in news-cognizance. Master's, 1938. Washington Univ. 89 p. ms.

Compares the status and attitudes of 50 men and 50 women, equated for age, as to their news consciousness as shown by their opinions given in the youth expressionaire.

3863. **Merrill, Goldie Platner.** The development of American secular juvenile magazines. Doctor's, 1938. Washington. 168 p. ms.

Traces the development of these periodicals from 1789 to 1938, and shows that their content developed from religious and moral instruction to activity interests.

3864. **Miller, Carolyn S.** The didactic element in *The Spectator*. Master's, 1938. Tennessee. 175 p. ms.

Discusses Addison's and Steele's ideas on education, amusements, superstitions, dress, women, and marriage. Shows that they condemned the servile methods of discipline and the rigidly classical curriculum, and recommended more humane treatment and a broader course of study; that they ridiculed grotesque amusements, and suggested wholesome games and pastimes; that they attempted to break the bonds of superstition by opening the people's eyes to the absurdity of some of their beliefs; that they laughed at foolish customs in dress and costume, and gave pertinent advice to women; that they upheld the sanctity of marriage, and attempted to place the English home on a firmer basis; that the basic principles of their teachings are not outmoded, for the sensible attitudes toward life that they encouraged are always characteristic of the good citizen.

3865. **Milton, *Sister* Ursula.** Spanish folktales of the Southwest with vocabulary gradation. Master's, 1938. Peabody. 100 p. ms.

Arranges and grades the vocabulary of 20 folktales, and concludes that the scientific method is highly superior to the subjective method in determining the rank of reading material for the modern language curriculum.

3866. **Pettus, Clyde.** Subject headings in education. New York, H. W. Wilson company, 1938. 188 p. (Emory university)

Lists, classifies, defines, and illustrates the headings chosen; cites authorities for the definitions.

*3867. **Pomeroy, Marie.** Teachers' manual for Foresman's *Our music in story and song*. Master's, 1937. New York. 103 p. ms.

Provides a guide for teachers in rural schools for instruction in elementary grades. Deals with all phases of public-school music and adapts techniques for use in classes of children of varying ages. Suggests methods, recommends materials and equipment, and outlines a philosophy of music teaching. Indicates that the manual was used successfully in rural schools in Ocean county, N. J., and that it has been useful in schools using music texts other than the one it was designed to accompany.

3868. **Randle, Greta.** The fairy world in the elementary school curriculum. Master's, 1938. South. Methodist. (*Abstract in:* Southern Methodist university. Abstracts of theses, 1938: 21–22)

Deals with the varying points of view concerning the fairy tale, with special emphasis on viewpoints of modern educators and psychologists; summarizes the various theories regarding the origin of fairies and studies their characteristics as portrayed in early beliefs; and surveys the fairy world as a real land Shows the ways in which fairy stories satisfy certain educational ends.

3869. **Ratcliff, Cecil H.** A study of the book using policies of county school districts of Ohio. Master's, 1938. Ohio State. 89 p. ms.

Studies 74 of the county school districts of Ohio. Finds that the book using policies are largely inadequate but are being overhauled to meet newer conditions.

3870. **Samwell, Joyce Banks.** The evolution of a child's story through research interests. Master's, 1938. Southern California.

*3871. **Sheehan, Cornelia Eleanor.** Changing attitude toward American women as shown through the medium of the American short story, 1910–1929. Master's, 1938. St. T. C., Fitchburg. 69 p. ms.

Traces the slowly changing attitude toward American women in business, politics, social relationships, and in education, especially as it affects women in the professions.

3872. **Smith, Lewis Conrad.** Comics as literature for children. Master's, 1938. Colo St. Coll. of Ed.

3873. **Smith, Lois.** The appreciation of Newberry medal books by intermediate grades. Master's, 1938. Peabody. 58 p. ms.

Finds that many more boys than girls preferred the Newberry medal books.

3874. **Scrivnor, Glen F.** A study of books on athletic coaching to determine what books should be of greatest help to coaches of athletics. Master's, 1938. Mass. St. Coll. 41 p. ms.

†3875. **Sturtevant, Sarah M.** *and* **Reddick, Verna Swisher.** Recent books for deans, counselors, and other personnel workers: an annotated bibliography. New York, Teachers college, Columbia university, 1938. 12 p.

3876. **Ullius, N. Irene.** Adult interest in child development as revealed by a survey of articles appearing in leading household magazines. Master's, 1938. Drake. 76 p. ms.

3877. **Van Nice, Charles Ray.** A study of state teachers association journals in the United States. Master's, 1938. Kansas. 67 p. ms.

Analyses all state teachers association journals published in the United States from July, 1935, to June, 1936. Finds that the chief purpose for which teacher association journals are published is to promote the organization of the association; secondary objectives are to improve instruction, establish a sound philosophy of education among teachers, and to disseminate educational news

3878. **Young, Wilbur G.** A study of government publications available for the teaching of general science, with suggestions for their use. Master's, 1938. Ohio State. 100 p. ms.

READING INTERESTS

*3879. **Amps, L. Claude.** Science encountered by high-school pupils in free reading. Master's, 1938. Penn. State. 26 p. ms.

Attempts to determine whether pupils read the science found in newspapers and magazines; whether the articles which they read are related to the science courses they are taking in school; and to ascertain whether they understand what they read. Finds that a high percentage of science pupils have science reading material in their homes, and that about 50 percent of them read this material; that the bulk of the material which they read is related to the courses they are taking in school; and that the pupils who have had more than one course in science recognize a greater part of the science material in their homes than do pupils who have had but one science course.

3880. **Baker, Willie Alma.** The reading preferences of eighth-grade students above average in English achievement. Master's, 1938. Texas.

3881. **Campaigne, William M.** A suggested list of twentieth century books for voluntary and cultural reading in a junior college library. Master's, 1937. N. Y. St. Coll. for Teach.

3882. **Conway, *Sister* M. Ambrose.** A study of the tastes of ninth-grade girls in reading. Master's, 1938. Kansas. 64 p. ms.

Describes an experiment conducted with 35 girls in the ninth-grade English class of Mount St. Scholastica academy, Atchison, Kans. Shows that the girls had increased their enjoyment of reading by the end of the year, maintained a ninth-grade status in reading comprehension, English composition and literature appreciation, and read several times as much as the course of study prescribed.

3883. **Fearon, Catherine V.** Professional reading of teachers. Master's, 1938. Fordham. 84 p. ms.

Analyzes replies to a questionnaire sent in by 104 teachers of 19 public elementary schools of Brooklyn. Finds that more professional reading is done by the younger teachers; that there is a definite interest in the activity program; that supervisors stimulate reading by various methods, but the teachers desired more; that teachers stressed a good professional library, clubs, definite reading requirements, and less clerical work as means of encouraging professional reading.

3884. **Forester, Inez.** Stories preferred by primary children. Master's, 1938. Peabody. 108 p. ms.

Shows that children prefer fairy tales more than other types of stories, and that with few exceptions boys and girls enjoy the same stories

3885. **Hoffman, Harold D.** A study of the vacation reading of the children in the intermediate grades of the town schools of Franklin county, Iowa. Master's, 1938. Iowa. 78 p. ms.

3886. **Holderness, Jobie Elizabeth.** A study of the recreational reading of the children in fifth and sixth grades in the Dunbar elementary school, Tulsa, Oklahoma. Master's, 1938. Colo. St. Coll. of Ed.

3887. **Hosking, Elizabeth.** A study of children's voluntary reading. Master's, 1938. Michigan.

3888. **Lambert, Edward Charles.** Reader interest in syndicated features of newspapers in the 10 to 20,000 circulation class. Master's, 1938. Iowa.

3889. **Lee, L. Tennent, *jr.*** Voluntary reading interests of the sixth-grade pupils of the East Tallassee and Wetumpka schools. Master's, 1938. Alabama.

3890. **Smith, Helen S.** Outside reading and home library facilities of a Louisiana school. Master's, 1938. Peabody. 112 p. ms.

Finds a wide range in the education and the occupations of the parents of pupils in the Annie Eastman high school, Hammond, La., as well as in the home libraries and reading interests of the pupils. Shows that most of the books read were in the school library rather than in the home libraries.

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