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**KANSAS STATE**  
**TEACHERS COLLEGE OF EMPORIA**  
**BULLETIN • OF • INFORMATION**

SEPTEMBER, 1939

EMPORIA, KANSAS

Vol. 19, No. 9

**STUDIES IN EDUCATION NUMBER**  
(Seventeenth of the Series)



**AN ANNOTATED BIBLIOGRAPHY OF DISSERTATIONS  
ACCEPTED FOR THE MASTER OF SCIENCE  
DEGREE, KANSAS STATE TEACHERS  
COLLEGE OF EMPORIA  
(1929-1939)**



By  
**EDWIN J. BROWN**  
Director of Graduate Division  
**H. E. SCHRAMMEL**  
Director, Bureau of Educational Measurements  
**IRENE NILES**  
Secretary, Graduate Division

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## EDITOR'S INTRODUCTION

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Ten years have elapsed since the Kansas State Teachers College of Emporia was authorized by the Board of Regents to offer graduate work and to grant a graduate degree. When the regulations for the granting of the graduate degree were formulated by the Graduate Council, one of the stipulations was the requirement of a thesis by each candidate in partial fulfillment for this degree.

Up to the close of the summer school term of 1939 this requirement has now been met by each of the 227 candidates who has completed his work for the master of science degree. Many of the studies completed by the graduate students have been of a high quality; some have been outstanding contributions; all present some interesting and valuable findings.

In order that those interested in studies of this type may more readily determine the subjects on which studies have been made, this publication has been prepared. It will be observed that this bulletin contains an annotated list of all theses presented to and accepted by the graduate division. The titles appear in alphabetical order by departments in which the major work was done.

Bound copies of all of these theses are on file in the Kellogg Library of the Kansas State Teachers College. A number of them have been published as "Studies in Education" and distributed to a large number of persons on the permanent mailing list.

It is hoped that this issue of "Studies in Education" will prove valuable to a large number of research workers, students, educators, and others interested in compiling bibliographies and in making studies of similar types.

H. E. SCHRAMMEL,

*Acting Director of the Graduate Division, Summer, 1939.*

# An Annotated Bibliography of Dissertations Accepted for the Master of Science Degree

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## DEPARTMENTS OF EDUCATION AND PSYCHOLOGY

*Academic Achievement of Dormitory and Nondormitory College Girls*, by Ross D. Herron, 1939. 22 pp. (Edwin J. Brown.)\*

An investigation of the academic achievements (based on grade averages) of college girls at Kansas State Teachers College of Emporia, to determine whether there is a significant difference in the achievement of dormitory girls and that of girls residing at home, in sororities, or in rented quarters other than the dormitory. Study covers the four-year period. Findings indicate the dormitory group exceeds the others to an extent statistically significant.

*Academic Achievement of High Schools According to Classification and Size in Enrollment*, by Z. Vandegraft, 1937. 44 pp. (H. E. Schrammel.)

Makes a comparison of academic achievement of students enrolled in high schools, grouped according to classification and enrollment, from data gathered from the results of the Nation-Wide Every-Pupil Scholarship Test conducted annually by the Bureau of Educational Measurements of the Kansas State Teachers College of Emporia. Also compares achievement according to subject, and cites possible causes for the differences found in the comparisons made.

*Acceleration in the Northwest Junior High School of Kansas City, Kansas (1923-1925)*, by Lester Martin Cross, 1935. 66 pp. (B. E. Tomlinson.)

Compares two homogeneous groups of superior children, using one accelerate and one control group for the experiment. Findings indicate that it is better to enrich the curriculum and help the superior children acquire a broader knowledge than to accelerate them and turn them out at an earlier age with only the knowledge and training of the average children.

*Achievement in General Information, the Determining Factors and Their Influence on College Grades*, by Arthur Wm. Hartung, 1939. 39 pp. (H. E. Schrammel.)

An investigation of the relationship between general information and (1) college grades, (2) certain factors (intelligence, vocabulary, reading, etc.), and general achievement; and an attempt to determine what environment shows the highest general information achievement.

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\* Name enclosed in parentheses indicates name of adviser.

*Achievement of Elementary School Pupils*, by Cleotis F. Kukuk, 1938. 44 pp. (H. E. Schrammel.)

Based on class size and state classification of schools; a comparison made to determine whether children's achievement is greater in small or in large classes, and whether the state-classified "A" schools produce better achievement results than do the "B" and "C" schools. Findings show that, as a whole, the larger classes or schools and the higher classified schools have a slight, but not consistent, advantage over the others.

*Adjustments of New Freshmen Students*, by J. E. Whitcraft, 1934. 90 pp. (Edwin J. Brown.)

Studies the facts and conditions involved in the adjustments necessary for new freshmen students at Kansas State Teachers College of Emporia as a basis for making recommendations for removing as many as possible of the difficulties still confronting the student newly enrolled in college.

*Administrative Practices of School Superintendents in Second-class Cities of Kansas*, by George B. Lanning, 1930. 116 pp. (Edwin J. Brown.)

Presents administrative practices of the superintendents of second-class cities in Kansas (1) to acquaint administrators with the problems that actually exist in the administrative field, and (2) to aid college professors in building the administrative curriculum around the actual activities the superintendent is called upon to perform.

*Adult Education in America and India*, by Janet Edna Hodson, 1938. 126 pp. (H. G. Lull.)

A partial survey that studies American education—compares general with adult education, surveys adult education for illiterates and for the foreign-born, and notes trends of adult education in other countries—with a view to determining an adult educational program best suited for use in India, where the author teaches.

*American Educational Foundations and Their Importance as Democratic Institutions*, by Orley W. Wilcox, 1937. 130 pp. (Edwin J. Brown.)

Investigates (1) the origin of and major cultural contributions made by various races to democratic institutions, (2) the economic policy of the United States during the period of national expansion as it influenced the growth and development of typical American institutions, (3) the development of philanthropy in America and its concepts of aid to education, (4) the modern educational foundation and the spirit that pervaded the benevolent gesture.

*American Historical Fiction, an Annotated Bibliography*, by N. J. Thiessen, 1937. 134 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 18, No. 5, 1938, Kansas State Teachers College. Supply now exhausted.)

Lists over 200 books of fiction suitable for high-school and adult readers; gives annotations on the novels, arranged according to period with which the story is concerned: exploration and colonization, French and Indian War, Revolutionary War, the New Republic, expansion and development, Civil War, reorganization, nationalism, World War, and the period from 1918 to 1937.

*American History, Emphases and Trends in High-school Texts*, by Clifford M. Carr, 1938. 71 pp. (D. L. MacFarlane.)

Title explains contents. Attempts also to indicate whether the viewpoint of the author's time of writing affected his handling of the historical material.

*America's National Shrines, Supplementary Reading for Elementary Grades*, by Margaret I. Madden, 1932. 92 pp. (Edwin J. Brown.)

Presents some stories of American national shrines written to make available certain outstanding facts, and other facts not commonly known, in a form interesting to elementary-grade children; investigates the suitability of such story-telling as a method of teaching American history and social science in general to the elementary grades.

*Amphibians and Reptiles of Kansas*, by Howard Knight, 1935. 108 pp. (John Breukelman and Edwin J. Brown.)

Presents an analytical, nontechnical key and description of the amphibians and reptiles commonly found in Kansas: lizards, snakes, turtles, salamanders, frogs, and toads.

*Application Blanks Used by School Superintendents in Securing Applicants*, by J. Wm. Powers, 1936. 65 pp. (Edwin J. Brown.)

Investigates the extent of uniformity or lack of uniformity of the application blanks used in the selection of teachers in first and second-class city schools of Kansas and in the larger schools in other states; considers size, content, adaptability of questions, and adequacy of the blanks. Recommends items needed for a uniform and efficient application blank.

*Army Alpha Intelligence Test, Difficulty of Items and Suggested Revision*, by Christine Viola Brannan, 1935. 93 pp. (H. E. Schrammel.) (Published 1936, Bureau of Educational Measurements, Kansas State Teachers College.)

Gives history of the test, discusses it in the light of school use and need for modernizing and making the test as self-administering as possible. Discusses difficulty of items for college freshmen; suggests arrangement of items in order of difficulty and change from oral to written directions; revises arrangement to make scoring less difficult.

*Athletes and Nonathletes, Scholastic Achievement*, by Wilson J. Hutchison, 1939. 15 pp. (H. E. Schrammel.)

Attempts to point out the part which athletics play in holding students in school, how the athlete and nonathlete compare with respect to interest in attaining scholastic success, and how the scholastic achievement of the one compares with that of the other.

*Attitudes of Negro College Students*, by Ruby Mary Lucas, 1938. 69 pp. (Edwin J. Brown.)

Attempts to establish an understanding of the complexity of the problems confronting the present-day Negro and to show the great importance of education in solution of social, economic, and political problems. The attitudes held by a person or race may hinder or aid progress; hence it is important to know the type of school most conducive to the establishing of correct attitudes. This study examines the attitudes of two groups of Negro college students, one group attending a college admitting both whites and Negroes, the other attending a college for Negroes only.

*Attitudes Toward Socially Undesirable Conduct*, by Presley E. Cowan, 1935. 83 pp. (J. B. Stroud.)

Studies attitudes of junior high-school students and adult citizens of a small city. Constructs a scale by the method of paired comparison to determine the extent of agreement or disagreement in the attitudes of students and adults; uses twenty-five statements of socially undesirable conduct, each statement being paired with each of the remaining twenty-four statements. Shows high coefficient of correlation between adult scores and junior high-school scores; extent of indoctrination of attitudes is not shown by the study.

*Barnes Law, A History*, by N. B. Mahuron, 1938. 46 pp. (Edwin J. Brown.)

Tries to determine the part and influence played by the Barnes high-school law in the development of the high school in Kansas; presents data on the history, present status, and possible future changes of the Kansas high-school program. Compares Barnes-law schools with other schools.

*Behavior-Problem Children*, by Frances Rachel Brown, 1936. 50 pp. (J. W. Nagge.)

Gives historical background of the findings in regard to so-called behavior-problem children, attempts to discover whether the behavior-problem child differs significantly from the nonproblem child in environmental, social, and intellectual factors, and, if such differences exist, to discover the nature of such psychological differences.

*Biology Achievement Test for the High School*, by John R. Williams, 1933. 73 pp. (H. E. Schrammel.) (Published 1934, Bureau of Educational Measurements, Kansas State Teachers College.)

A biology test constructed for high-school use, especially adapted to Kansas conditions and Kansas teaching practice.

*Blackboards in the Elementary School*, by Myron A. Fields, 1939. 45 pp. (Edwin J. Brown.)

Gives brief history of use and kinds of blackboards, the kinds and types of blackboards in present use, the care they should be given, and establishes by experiment the height and width best suited to children's use in the various elementary grades.

*Boys' Industrial School, Topeka, Kansas*, by Samuel George Huebner, 1937. 84 pp. (H. E. Schrammel.)

Gives a report on a survey made in 1936, and presents (1) a brief review of the origin, control, organization, and administration of the school; (2) personal and family data relative to the boys in the school; and (3) a discussion of the intelligence, educational achievement, and personality of the boys.

*Changes in Social Attitudes of Junior and Senior High-school Students*, by Maude Jackson, 1939. 50 pp. (H. E. Dewey.)

Attempts to show the extent to which certain social attitudes and beliefs are changed by education, basing conclusions on the results of four attitude scales administered to six hundred seventh, ninth, and twelfth-grade pupils in Emporia, Kansas, secondary schools. The four scales cover the attitudes and beliefs concerning (1) war, (2) patriotism, (3) law, and (4) national constitution. Discusses sex differences in the attitudes expressed.

*Chemistry as a Subject in United States Colleges and Universities*, by Leo A. Hellmer, 1936. 139 pp. (Edwin J. Brown.)

An historical survey. Presents a picture of the growth of the chemistry curriculum from the disorganized mass of information of colonial days to the highly diversified courses of the present, with citations of the various forces which have been instrumental in changing and expanding the chemistry curriculum.

*Children of the Same Mental Age, but of Different Chronological Ages, Compared*, by Henry Peter Smith, 1935. 18 pp. (J. B. Stroud.)

As title indicates, the study compares the test performances of children having the same mental age, but who are of different chronological ages. Compares the two groups as to ability shown on various phases of the tests, as to performance on "speed" tests when speed factor is omitted and tests are used as power tests, and attempts to analyze the material in the Army Alpha test to determine the relative value of types of material used.

*Civilian Conservation Corps, with a Mental Survey of Camp Lake Wilhite, Reading, Kansas*, by Lawrence Harry Haus, 1935. 138 pp. (B. E. Tomlinson.)

Investigates the origin, organization, accomplishments, and cost of the Civilian Conservation Corps in general, and makes a mental survey of the two camps (colored) located at Reading, Kan.

*Cleveland, Ohio, Public School System*, by Ted W. Ptacek, 1934. 134 pp. (Edwin J. Brown.)

Pictures, through statistical and historical information, the rapid growth and development of Cleveland and its educational system during its one hundred years. Presents some of the factors that effected the swift development and progress.

*College Preparation, Teaching Combinations, and Salaries of High-school Teachers of Kansas*, by Frank L. Irwin, 1938. 55 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 18, No. 9, 1938, Kansas State Teachers College. Limited supply.)

A follow-up study of the survey made in 1931 by C. W. Ridgway of training and teaching combinations. Makes comparison of amount of preparation of teachers in the various subject-fields, as well as of the kind of degree held by and the salary paid to Kansas teachers; also enumerates and classifies the subjects taught in combination, with a view to pointing out the most likely combinations of subject-fields for the person preparing to teach.

*College Success of Kansas High-school Graduates*, by Virgil G. Fulmer, 1933. 51 pp. (H. E. Schrammel.)

An investigation to determine whether the graduate of an accredited or recognized high school has greater chances for scholastic success in college than has a graduate of an unaccredited or unrecognized high school.

*College Success of Students Who Do Not Enter College Immediately Upon Graduation from High School*, by Lawrence H. Gardner, 1936. 32 pp. (H. E. Schrammel.)

Compares college success of those students who do not enter college for one or more years after high-school graduation with the college success of those who enter college at once upon graduation from high school. Findings indicate a constant tendency for students whose college entrance is delayed to out-rank the students whose college work follows immediately after high-school graduation; there were some exceptions.

*Colored Chalk Used in Teaching Plane Geometry*, by Ruth Rickerd Harris, 1930. 94 pp. (Edwin J. Brown and O. J. Peterson.)

Data for the study were gathered (1) by letter of inquiry, regarding the use of colored chalk in teaching plane geometry, sent to a number of Kansas high-school teachers and to authors of geometry textbooks, and (2) by an experiment in which colored chalk was used in teaching one class, but only white chalk was used in the control class. For the nine-weeks period the experiment showed but little difference in results, the slight advantage being in favor of the control group.

*Color Vision in the White Rat*, by Frank A. Beach, Jr., 1933. 18 pp. (J. B. Stroud.)

An attempt to determine whether or not the albino rat is able to distinguish between red and green as pure chroma, when intensity differences are

equated. Apparatus used for the experiment consisted of starting box, discrimination chamber, and two feeding boxes. Compares findings with findings of other studies.

*Conduct, School Marks, Intelligence Quotients, Investigation of Relation Between*, by Kenneth William Brown, 1935. 35 pp. (J. B. Stroud.)

Tries to determine the relation of conduct problem tendencies in children to their school marks, intelligence test scores, and neurotic tendencies, and also to determine the relation of neurotic tendencies of school children to their school marks and intelligence test scores.

*Consolidation Proposed for Lost Springs, Ramona, and Tampa (Kansas) Rural High-school Districts*, by C. D. Dean, 1937. 58 pp. (Edwin J. Brown.)

Gives brief historical sketch of the changing problems confronting the state in connection with the education of rural children and those confronting the three communities named in title in particular. Presents criteria by which to determine advisability and desirability of setting up a new rural high-school district, by consolidation or coöperative plan, in the territory now served by the three schools named.

*Consumer Education in Coöperatives, and the Teaching of Coöperation to High-school Pupils*, by George Gilbert Rogers, 1938. 46 pp. (H. G. Lull.)

Presents a brief historical background of the coöperative movement to show the past practice in consumer education in coöperatives, and recommends proposed courses of study materials for use in consumer education at the high-school level. Points out the need for such education and the secondary school as the logical place for its presentation.

*Contrast Method in American History for Eleventh Grade Pupils of Exceptional Ability*, by Edward J. Calkins, 1931. 97 pp. (H. G. Lull.)

A curriculum study. Demonstrates the use of the "contrast method" as suggested in title, using for special treatment the outstanding social, economic, and political problems that confront society.

*Corrective Exercises in Teaching First-year Typewriting*, by Gladys Mauck VanOrdstrand, 1935. 158 pp. (B. E. Tomlinson.)

Experiment with two classes—one taught by the traditional method of the textbook and one given corrective exercises—to determine whether there is value in corrective exercises in typewriting, what particular type of exercises to use and whether the use of exercises will prevent errors, and the amount of value in both speed and accuracy of performance.

*County Superintendent in Kansas*, by William D. Altus, 1932. 86 pp. (Edwin J. Brown.) (Published: *Studies in Education*, No. 7, 1933, Kansas State Teachers College. Supply exhausted.)

Attempts to determine the status of the county superintendent in Kansas, his rank in relation to other administrators with comparable positions, and the changes that have taken place in professional qualifications. Presents a brief history of the county superintendency; the powers and duties, both educational and clerical; administrative load with and without administrative and clerical assistance supplied; types of certification; scholastic preparation; experiential qualifications; tenure; salary range and relationship between scholastic preparation, experience, and salary. Cites trends that have been evident in the various phases of the office and discusses present status of the county superintendent in Kansas.

*Derby, Kansas, a History of the City and Its Public-school System*, by Marshall S. Hiskey, 1938. 190 pp. (Edwin J. Brown.)

Gives, in addition to the history of the city and schools, a critical study and evaluation of the (1936-1937) status of the school system of Derby, and makes certain recommendations intended to aid legislative and administrative officers to arrange for a more effective and efficient school program.

*Development of Ten-year-old Children*, by Alice Cummings, 1935. 65 pp. (B. E. Tomlinson.)

Physical, mental, emotional, and educational development studied in an attempt to establish a level of ability for ten-year-old children. Forty-nine children, from nine and one-half to ten and one-half years of age, were used for the experiment and were not a selected but a typical group. Compares test scores of these children with the norms for the tests.

*Economic Status of Kansas High-school Teachers, 1932 and 1938*, by Calvin W. DeLay, 1939. 36 pp. (H. E. Schrammel.)

Makes comparison of actual salaries and the purchasing power of these salaries for the two years 1932 and 1938 in relation to the United States Bureau of Labor Statistics Index Number.

*Educational Achievement of Lyon County, Kansas, Elementary Schools*, by Ira B. Mosley, 1932. 240 pp. (B. E. Tomlinson.)

Title is self-explanatory; determination of status is based upon a study of results of the New Stanford Achievement Test administered to the pupils in grades two to eight, inclusive, in all schools of the county except the elementary schools in Emporia.

*Educational System of the Philippines and of the United States*, by Casimiro L. Desierto, 1935. 90 pp. (Edwin J. Brown.)

A comparison of the two systems. Gives historical information concerning the Filipino people and their government, religion, education, and industries at the time of the arrival of the Spanish navigators; educational system during the Spanish era; discusses the development of the Philippine

educational system in detail and compares it as a whole and at the various levels with the corresponding system in the United States.

*Educational Theory and Philosophy as Depicted by the Teacher in Literature*, by Eloise B. Hatteberg, 1934. 116 pp. (Edwin J. Brown.)

Since the teacher found in literature reflects the author's era, this study attempts to show the changing educational theory and philosophy through an examination of the various teachers in the works of educators and novelists from the latter eighteenth to and including the present century. Gives a picture of growth and development.

*Effect of Retail Sales Tax Law Upon the Schools of Russell County, Kansas*, by M. L. Kirby, 1939. 59 pp. (H. E. Schrammel and Edwin J. Brown.)

A study to determine the effect that revenue accruing from the sales tax has upon the schools of Russell county, Kansas. Study includes two years prior to sales tax and two since tax went into effect. Covers effect on expenditures for salaries, equipment and supplies, preparation of teachers employed, total expenditure, and rate of tax levy.

*Eighth-grade Diploma Situation in Kansas*, by Martin Ebert Little, 1937. 55 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 17, No. 6, 1937, Kansas State Teachers College. Supply exhausted.)

Attempts to establish the advisability of discontinuing the state diploma examination by presenting facts concerning the examination and its method of administration and facts concerning the faultiness in present teacher preparation requirements. Findings indicate examination might well be discontinued as soon as qualifications of teachers are made sufficiently high to assure excellent teachers in the schools.

*Elementary Laboratory School of Kansas State Teachers College of Emporia*, by Mollie E. Cerny, 1934. 86 pp. (B. E. Tomlinson.)

Makes an historical, mental and educational survey. Historical phase presents bird's-eye view of the history of the Laboratory School as foundation for the study; educational phase gives achievement of the pupils in the more fundamental school functions; and the mental phase tries to show the mental abilities or native capacities of the pupils.

*Elementary Science for Rural Schools of Morris County, Kansas*, by Mary Lethe Walton, 1934. 405 pp. (H. G. Lull.)

Presents a tentative course of study in elementary science for the rural schools planned to (1) make the child conscious of his environment and (2) provide for a living rich in experience and appreciation of nature. Gives objectives and outlines for units of work in each grade.

*Elimination of Students in Eighth and Ninth Grade*, by Marion A. Wools, 1937. 51 pp. (Edwin J. Brown.)

Studies the situation in the Central Junior High School, Kansas City, Kan., to discover why 139 of the 1,063 eighth- and ninth-grade students enrolled dropped out of school during the school year 1936-1937, and to determine whether the causes were due to faultiness in the school system or lay beyond school control. Study is based on the results of a questionnaire given to the students enrolled; students in the "control" and "drop" groups are compared according to home environment, personal habits and interests, etc.

*Enrollment Practices in Kansas Senior High Schools*, by Arthur A. Keller, 1939. 49 pp. (H. E. Schrammel.)

An investigation of certain selected senior high schools in Kansas to discover the methods used for conducting enrollments and to determine the most effective and most appropriate methods of procedure for the various types and sizes of high schools. Covers such fundamental practices as time of enrollments, guidance in selection of courses and subjects, routine in actual registration work, and other matters involved in enrollment.

*Equalization Plan for Support of Education in Kansas*, by Olin Dwight King, 1934. 94 pp. (Edwin J. Brown.)

Cites the inequalities of the present system of school support in Kansas, discusses the use of the state and county equalization fund in certain representative states, presents a plan for the equalization of educational support in Kansas, and indicates certain possible sources of revenue for a state fund for such equalization.

*Extracurricular Activities and League Affiliations in Twenty-one Small High Schools in Kansas*, by Joel N. Martin, 1938. 79 pp. (Edwin J. Brown.)

Stating the importance of extracurricular activities to be as great as that of the regular curriculum in the education of individuals in satisfactory adjustments, study investigates the extracurricular activities found in the programs of twenty-one small Kansas high schools (1) to show the deficiencies in these programs, (2) to study the "league" affiliations of these schools, and (3) to propose new leagues disregarding county lines in order to effect certain advantages.

*Extracurricular Activity Participation, Kansas State Teachers College of Emporia*, by Clair D. Clopton, 1937. 50 pp. (H. E. Schrammel.)

Seeks to determine whether college students participate in the same activities in college as they did in high school, whether men participate in extracurricular activities more than the women, whether upperclassmen participate more than the underclassmen, and whether members of Greek-letter organizations participate more than nonmembers of such organizations.

*Factors, Educational and Economic, in the Student Body of the Kansas State Teachers College of Emporia*, by Wilbur M. Ehrsam, 1936. 91 pp. (H. E. Schrammel.)

By use of interview inquiry forms presented to 876 college students, information was obtained concerning factors influencing students in entering the college, number of persons previously enrolled in other colleges and reasons for change, source of funds for college attendance, percent of persons earning all or part of college expenses and type of work supplying such earnings and amount of remuneration per hour, probable costs of college attendance—including living expenses—and average cost for each student, and number of persons attending the college on borrowed money or on allowances or savings.

*Financial Comparison of Centralized and One-teacher Schools of Chase County, Kansas*, by Dodds M. Turner, 1934. 70 pp. (Edwin J. Brown.)

Presents data on the financial conditions of the various types of schools in the county named and discusses conditions found in the centralized as compared with the one-teacher schools.

*Financial Success of Students Who Achieved Scholastic Success and Students Who Participated in Many Activities and Made High Grade Averages*, by Susan M. O'Connor, 1930. 36 pp. (Edwin J. Brown and H. E. Schrammel.)

Compares the two groups named and attempts to answer the question debated by critics as to whether the two interests—scholastic achievement and extracurricular activities—may be combined to the advantage of the student. Comparison is on the basis of annual salaries of the teachers representing the two groups indicated.

*Fishes of Kansas*, by Harry Lee Bishop, 1935. 108 pp. (John Breukelman.)

Provides a means of identification of fish common to waters of Kansas, giving a description of each fish. Includes ninety-nine species of true fishes and three species of lampreys.

*Forces in the Making of the High-school Curriculum*, by Clarence E. Olson, 1935. 103 pp. (H. G. Lull.)

Analyzes the forces that have influenced the making of the high-school curriculum since the Civil War; does not attempt to include all such forces, but rather to include such influences as will provide a basis for continued observation and investigation and lead to constructive conclusions. Indicates the present needs in view of the forces prevailing.

*Franklin County, Kansas, Educational Growth and Development*, by Lloyd W. Myers, 1938. 109 pp. (Edwin J. Brown.)

Traces the social and industrial development in the county as well as the trends and development in educational matters, but emphasis is upon the

educational growth of the county. Dates from the arrival of the first missionaries in Franklin county to June, 1937. Gives complete school statistics for the county for all years available.

*Freshmen (Kansas State Teachers College) of 1934 and of 1924 Compared in Regard to Certain Academic and Personal Data*, by Lois W. Bellinger, 1935. 86 pp. (H. E. Schrammel.)

Compares the freshmen of the two years as to intelligence, age, self-support during college life, family residence and home environment, physical data other than age, number of years between high-school graduation and college entrance, extracurricular activities, music activities, previous occupational experience, vocational choice, and miscellaneous items. Provides objective material for advisory purposes and for vocational direction.

*General Physiology, a Laboratory Manual*, by Harold Martin Rice, 1932. 85 pp. (Edwin J. Brown and John Breukelman.)

Presents a group of simple but comprehensive laboratory exercises illustrating the basic physiological characteristics; may be used with any standard text. Divisions cover: cells and protoplasm; surface action; colloidal state; chemical nature of protoplasm; diffusion, permeability, osmosis, enzyme action; and vital processes. Gives complete list of supplies necessary for the course.

*General Science in the Secondary School*, by A. O. Hainline, 1939. 121 pp. (Edwin J. Brown.)

A controlled experiment covering a period of two semesters conducted in the Belleville, Kansas, high school in the teaching of General Science, one class being instructed by the laboratory method and one class entirely by the lecture method. Comparison of achievement showed that, except in the case of certain units, the lecture method was the more effective teaching method.

*General Science Textbooks Used in the Kansas Schools Since 1915*, by Charles M. Davis, 1937. 71 pp. (Edwin J. Brown.)

Presents an analysis of the five general science textbooks used in Kansas since 1915, showing change in subject matter and pointing out features of the newer textbooks; also presents a score card giving criteria for selecting a good general science textbook and evaluates the five texts on that basis.

*Girls' Basketball in Kansas*, by Joseph Dean Stutsman, 1938. 44 pp. (Edwin J. Brown.)

Reveals the present status of girls' basketball in Kansas through a study of the growth and development of the game based on data obtained from one hundred former players, eighty-six principals of Kansas high schools, and sixty-two Kansas physicians. Study tries to determine whether basketball is a harmful or wholesome sport for girls, hence whether it should be removed from or retained in the high-school curriculum.

*Girls' Industrial School, Beloit, Kansas*, by Alice E. Thomas, 1934. 59 pp. (B. E. Tomlinson.)

Makes a survey of the school as to (1) origin, control, and administration; (2) personal and family survey; and (3) intelligence, educational achievement and personality.

*Haskell Institute, Historical Development and Educational Work*, by Geneva Goddard, 1930. 81 pp. (Edwin J. Brown.)

Title indicates nature of contents of the study; shows growth of Haskell Institute, an Indian training school, from three buildings and two hundred eighty acres of land (1883) to about fifty buildings and approximately one thousand acres (1930).

*Hearing Impairment in the Emporia City Schools*, by John Elliott Beck, 1939. 73 pp. (Edwin J. Brown.)

A survey study of school children from third to twelfth grade, inclusive, with hearing loss of over nine percent. The 4-B Audiometer was used to determine presence and extent of hearing loss. Medical history of each afflicted child was obtained from parents and school nurse, and recommendations for prevention and alleviation of hearing loss were based upon such history. Study attempts to find relationship between hearing loss and intelligence quotient and between hearing loss and school marks, to analyze the cause of hearing loss, and to answer insofar as possible the question of equalizing the educational opportunities for children with deficient hearing. Lip-reading classes were conducted and progress of pupils recorded.

*High-school Annuals in Kansas*, by William Jackson Bell, 1939. 128 pp. (H. E. Schrammel and Edwin J. Brown.)

A survey to determine (1) to what extent annuals are advisable and practicable in high schools, (2) type best suited to certain situations, (3) size and kind of annuals now being produced and methods and conditions of production, (4) cost of various types and means used to pay the cost, (5) content of high-school annuals, (6) amount and kind of illustrations, and (7) general features—binding, extent of commercial production, etc. Presents information as an aid to high schools in meeting the problem of the production of annuals.

*High-school Freshmen's Belief in Popular Fallacies*, by Henry J. McFarland, 1938. 98 pp. (H. E. Schrammel.)

Examines 280 high-school freshmen to determine (1) if there is a relationship between a year in high school and the dispelling of "popular fallacies," (2) if there is a difference between boys and girls in their popular beliefs, and (3) if general science has influence in correcting these fallacies.

*High-school Laws Operative in Kansas in 1930*, by Charles Francis Hogue, 1932. 119 pp. (Edwin J. Brown.)

A comparative study. Analyzes the 1930 status of the three types of laws and compares with the findings of a comparative study made in 1915 upon

the three types then operative. The "Barnes" law, the "general" law, and the "county" law are the types considered.

*High-school Marks in Relation to College Success as Measured by College Marks and Entrance Examinations*, by Vera Davis, 1935. 56 pp. (H. E. Schrammel.)

An attempt to discover and present some of the salient facts in the relationship indicated in the title; data sought involved (1) relation of high-school marks to college-entrance examinations, (2) relation of high-school marks to college marks, and (3) relation of college marks to entrance examinations.

*History of Education in Kansas, an Annotated Bibliography*, by Paul Gerault Green, 1935. 42 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 15, No. 9, 1935, Kansas State Teachers College. Supply exhausted.)

Bibliography covers territorial period as well as the years since Kansas became a state. Covers all phases and types of education and includes biographies of educators.

*History of Education, Supplementary Readings for the Junior High School*, by Rose Christine Lundine, 1934. 167 pp. (Edwin J. Brown.)

Presents supplementary readings that will give the junior high-school student a source of pleasure while at the same time acquainting him with needed information concerning education and the importance of the higher institutions of learning in the training of youth; the readings are biographical and include some twelve leading educators from colonial days to the present.

*History of Music in Emporia, Kansas (1858-1938)*, by Gomer Williams, 1939. 170 pp. (Edwin J. Brown.)

Presents an historical outline of the development of music in Emporia, in city and in schools, for the years indicated, and a source book of reference material. Shows the part played by various musicians, teachers, and music organizations in the development.

*Individual Reports Made by Kansas Administrators to Parents*, by Mary Rachel Williams, 1932. 66 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 14, No. 6, 1934, Kansas State Teachers College. Supply exhausted.)

A critical study of the essential items of report cards as recognized by educators and as desired by parents, discussion of the desirability of uniformity in report cards, report cards compared with letter reports, and reports designed for various levels, with recommendations for suggested improvements.

*Industrial Arts in the Public (Nonvocational) Schools of Kansas*, by Arthur W. Regier, 1933. 66 pp. (Edwin J. Brown.)

Gives history and development of industrial arts in the state-supported colleges and public schools of Kansas, indicates the trends and present status of industrial arts, and makes recommendations for the future public-school program in industrial arts.

*Inequalities in Educational Opportunity in Ten Representative States*, by Paul Clive Owen, 1933. 65 pp. (Edwin J. Brown.)

Presents comparative statistics and information concerning certain essentials in the provision of public education to show the wide variations and many inequalities that exist, using ten states as representative of the entire group. Considers state and school wealth; buildings; libraries; teachers—training, wages, and teacher-load; state and school population, average daily attendance, length of school year, etc.

*Influences Attracting Students to the Kansas State Teachers College of Emporia*, by Meredith D. Cromer, 1931. 78 pp. (Edwin J. Brown.)

Title is self-explanatory. Data used as the basis for conclusions were obtained from (1) a questionnaire given to 407 students in the college, (2) the files in the offices of the registrar, correspondence study, bureau of measurements, and library, (3) letters sent to the ten municipal junior colleges in Kansas, and (4) maps and data showing the sources of the Emporia State Teachers College enrollment for certain years.

*Johnson County, Kansas, Schools, Historical Development and Growth*, by Earle E. McKown, 1935. 96 pp. (Edwin J. Brown.)

Surveys the growth and development of education in the county from territorial days to December, 1934.

*Kansas Academies*, by Virgil E. Hurt, 1935. 183 pp. (Edwin J. Brown.)

Covers a century of growth and development. Gives a survey of the academy in Kansas from 1835 to 1935 as it developed in the various counties.

*Kansas Public Schools, a Handbook of Facts*, by Harold H. Ewald, 1934. 61 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 14, No. 11, 1934, Kansas State Teachers College. Supply exhausted.)

Gives pertinent facts concerning Kansas education in general, administration and supervision, teachers and their certificates and contracts, organization and classification of schools, school finance, and state department of education and other educational boards. Presents information in concise, question-answer form.

*Kansas Schools Since 1892*, by Alvin Hasenbank, 1938. 95 pp. (Edwin J. Brown.)

Presents data on growth and development and attempts to show trends of Kansas schools, advances in education, and certain phases of education which have been neglected during the period from 1892 to 1936, by comparing data for the years 1892, 1915, and 1936.

*Kansas State Teachers Association, History of*, by G. L. Wayne Britton, 1939. 54 pp. (H. E. Schrammel.)

Traces the history of the organization from its beginning to the present. Presents trends in respect to policies, membership, programs, service agencies, and other accomplishments.

*Kansas State Teachers College of Emporia, 1865-1934*, by Everett D. Fish and Kathryn E. Kayser, 1936. 842 pp. (Edwin J. Brown.)

Outline history in two volumes: (1) a condensed history of the events that mark the growth of the institution from 1865, the year of establishment, to the place it now holds as one of the leading teacher-training institutions in the United States; and (2) a source book containing the supplemental readings cited in volume 1.

*Kansas Supreme Court Opinions in Public School Law Cases*, by Edwin R. Sheldon, 1932. 116 pp. (Edwin J. Brown.)

Gives an historical sketch of the Kansas supreme court, an analysis of the nature and frequency of its cases in school law from 1862 to 1932, and a diagnosis of the cases. Shows the administration of school finances and the creation and establishment of school districts are the major centers of school litigation.

*Kindergarten Movement, with Special Attention to Its Development in Kansas*, by Marguerite Patterson Jester, 1933. 73 pp. (Edwin J. Brown.)

Gives history of the movement in Europe and in the United States; traces its development in Kansas by means of comparison with the kindergarten movement in Missouri. Discusses the present status of the kindergarten in Kansas.

*Labette County, Kansas, Educational History*, by Jackson J. Austin, 1937. 116 pp. (Edwin J. Brown.)

Gives a brief history of the settlement and formation of the county of Labette and its early towns, and a history of the origin and development of various educational institutions—rural, graded, and high schools, and colleges—within the county. Shows time of organization of each school, the organizers, and the growth in enrollment, graduates, buildings, valuation, etc.

*Landmarks in Kansas History*, by Marie Agnes Olson, 1933. 342 pp. (Edwin J. Brown.)

Written for the junior high-school level for use as supplementary readings; presents a history of Kansas as revealed by historic places, events, and

struggles from the time of Coronado. Covers the various phases of growth and development: (1) the explorer and discoverer in Kansas; (2) Kansas (a) as a pathway, (b) as Indian country, (c) in the struggle for statehood, (d) in the war for the Union, (e) as cow country; (3) the Indians' last stand in Kansas; (4) the foreigner in Kansas; and (5) miscellaneous landmarks and places of interest.

*Leisure Time as Used by Liberal, Kansas, High-school Students*, by Roy T. Baker, 1937. 46 pp. (Edwin J. Brown.)

Makes a survey of leisure-time activities of approximately 400 students in a junior-senior high school for each day of the week for one week. Questionnaires were handed out each day during the home-room period, filled in but left unsigned by the students, and collected again at the end of the home-room period. Tabular arrangement presents data grouped by days of the week, by sex of pupils, by classes, and by place of residence (rural or urban), and compares the average time spent by boys and girls in each of the various leisure-time activities. Offers recommendations for improving students' choice of leisure-time activity.

*Liberalism-Conservatism of College Students*, by William J. Boldt, 1934. 72 pp. (J. B. Stroud.)

A study made to determine the effect of college training upon attitudes of conservatism-liberalism of college students with respect to certain social, religious, political, and economic issues. Based on results of test having high validity and reliability given to 738 teachers college subjects (66 percent of total number enrolled), and, for purposes of comparison, to 32 juniors and seniors of a denominational college. Findings indicate definite progression toward liberalism from freshmen through the graduate level.

*Library Facilities in One-teacher Rural Schools of Lyon County, Kansas*, by Eva Marie Diggs, 1934. 105 pp. (Edwin J. Brown.)

Investigates the number and types of library books available for children's use in one-teacher rural schools in Lyon county, the condition of the books in use, and the efforts being made by the school patrons or teachers to increase the library facility; makes recommendations for increasing the efficiency of the libraries in such schools.

*Library of Kansas State Teachers College of Emporia, 1865-1930*, by Harold Henry Stephens, 1935. 99 pp. (Edwin J. Brown and Carroll P. Baber.)

Presents a history of the growth and development of the Kellogg Library of the college during the years indicated; discusses library quarters, resources and funds, librarians, the library school, mail loan service, contribution to Kansas library progress, and present needs of the library.

*Mammals, Kansas*, by Paul B. Allen, 1937. 76 pp. (John Breukelman.)

Gives a nontechnical key whereby the mammals found in Kansas may be readily identified, with accompanying maps showing the distribution of the

various species. Description of specimens includes dentition, size, color, habits, habitat, food, and greater range inclusive of Kansas.

*Memory Studies*, by Charles Tomlinson, 1932. 47 pp. (J. B. Stroud.)

Studies the relation of (1) length of material to its difficulty, (2) length of material to retention, (3) learning to retention; finds the correlation between learning of nonsense material and sense material; compares the reliability of poetry and nonsense scores, and time and trial scores.

*Migratory and Nonmigratory Students in Four Kansas High Schools*, by Floyd H. Dawson, 1937. 63 pp. (Edwin J. Brown.)

Compares achievement and intelligence, to determine whether students of average intelligence, who were without language handicap and who were not truant cases, were affected by moving from school to school, how they rank with nonmigratory students in scholastic achievement and in participation in the various school activities.

*Mission Schools in Early Territory Now Comprising Kansas*, by Mary Alice Bordenkircher, 1931. 62 pp. (Edwin J. Brown.)

Gives brief sketch of early beginnings of missionary work in Kansas and discusses the founding and length of existence of the schools of the Baptist, Catholic, Friends, Methodist, and Presbyterian missions, with the names of missionaries in charge of the various schools.

*Modern Languages in Junior Colleges of Kansas*, by Pauline Lydia Newton, 1930. 112 pp. (Minnie M. Miller and Edwin J. Brown.)

Contains a brief history of the junior-college movement in general, and of the establishing of junior colleges in Kansas in particular, and presents data showing the growth and present status of modern languages in the junior colleges of Kansas, and compares the status of modern languages in the Kansas senior college with the status in junior colleges outside of Kansas.

*Morris County, Kansas, Educational Growth*, by Hugh Valentine Leitch, 1933. 88 pp. (Edwin J. Brown.)

Covers the period 1847-1933, giving an historical sketch of settlement of the county, establishment and growth of schools and development of the educational system within the county from the time of the mission schools to the present high schools of various types, and early and present requirements for teacher preparation and certification.

*Music in the Daily Lives of School Children*, by Sister M. Karlene Hoffmans, O. S. B., 1934. 68 pp. (Edwin J. Brown.)

Attempts to prove the value of music as an integral part of the child's school experience, thus arguing against the curtailment often suffered by the music department in times of financial depression. Discusses various methods of gaining appreciation for and interest in music.

*Nashville (Kansas) Public School System, 1932-1933*, by Otto O. Kaufman, 1933. 107 pp. (Edwin J. Brown.)

Appraises the school system of the city to determine the extent of efficiency and possible points of inefficiency in the system and makes recommendations for the betterment of the present operating program.

*Negro Education in Emporia*, by Maurice Sidney Stokes, 1936. 89 pp. (H. G. Lull.)

Gives an historical survey of Emporia, from the Negro standpoint, from the time of the arrival of the first Negro family to the year 1936; presents data on population trends, occupational opportunities, housing conditions, religious activities, literary interests, community recreation, school data concerning number of pupils enrolled in various grades, and daily attendance record and number graduating from high school; discusses attitudes, adjustment in school and home.

*Negro's Education in Kansas*, by Charles Lawrence Shepherd, 1934. 89 pp. (Edwin J. Brown.)

Presents information concerning the growth and extent of progress of the colored race in Kansas since 1860; considers population, legal status, Negro and mixed schools, percent of colored children attending school and percent of illiteracy, health, crime, religion, economic condition. Places emphasis on education and its part in general progress and discusses the present educational status of the Negro in Kansas.

*Negro's Educational Status in Missouri and Kansas*, by Marinda N. Ferguson, 1936. 71 pp. (Edwin J. Brown.)

Discusses the growth of Negro population; the legal status; the growth and development of Negro education—including enrollment and attendance, educational institutions, extent of literacy, and educational progress; presents the social and economic status of the race, including health, religion, crime, race prejudice, and economic conditions.

*Newspapers of Kansas High Schools*, by Walt Whitmore Butcher, 1934. 41 pp. (Edwin J. Brown.)

Gives analysis of space division for the various types of news presented in Kansas high-school newspapers, to be used as a means of comparison and as a measuring stick for the various high-school papers. Also compares the papers in mechanical items, such as frequency of publication, size of staff, width and length of columns.

*Nonsense Syllables, Reliability of, as Presented by a Group Technique*, by Jaime E. Alter, 1936. 34 pp. (J. B. Stroud.)

Attempts to determine the reliability of nonsense syllable scores derived by a group technique as compared with the more commonly used individual techniques as a method of experimentation in memory studies. Discusses various methods of presenting memory material in studies reviewed and findings of such studies. Presents rate of learning, graphic illustrations of learn-

ing curves for the various learning rates, reliability coefficient established in the group technique experiment, as compared with that of individual technique methods.

*Nonsense Syllable Scores, Effect of Length, Practice, and Degree of Learning upon Reliability*, by Adin F. Lehman, 1932. 37 pp. (J. B. Stroud.)

Attempts to establish the effect of length of list, amount of practice, and degree of learning upon the reliability of nonsense syllables used in memory experiments. Findings indicate that (1) there is a tendency for reliability to increase with length of list, (2) practice has no apparent effect upon the reliability, and (3) five degrees of learning used in the experiment appeared to have reliability.

*Nonsense Syllable Scores, Effect of Length, Practice, and Degree of Learning upon Their Reliability and the Relation of Length of List to its Difficulty*, by Celia J. McCue, 1933. 40 pp. (J. B. Stroud.)

Gives further contributions to the study made by Lehman (listed above) in 1932. Findings indicate that the length of list has a significant influence upon the reliability of nonsense syllable scores, and that as a whole, nonsense syllables constitute a reasonably reliable instrument for experimental work.

*Normal School, Historical Background and Early Development*, by Harry L. Burk, 1939. 114 pp. (Edwin J. Brown.)

A study of the origin and development of the normal school, as the historical background of the teacher-training movement, confined to the origin and development of institutions of teacher training. Gives brief sketch of the educational background of teacher preparation, and discusses normal school development in Europe—Germany, Switzerland, France, and England—and the origin and growth of the normal school in the United States.

*Operation Costs Per Pupil for Different Types of High Schools in Kansas*, by Joe Fleming, 1938. 90 pp. (Edwin J. Brown.)

Considers valuation of district, total operating expense, number of teachers, number of pupils, valuation per pupil; establishes the per-pupil cost of operating, comparing the various types of schools in respect to this cost.

*Orientation Courses in Teachers Colleges*, by Phil Walter Buck, 1930. 114 pp. (H. G. Lull.)

Attempts to discover and interpret the facts and conditions relating to the orientation course in the four-year teachers colleges of the United States, to suggest principles to be taken into consideration by teachers colleges in constructing orientation courses, based upon the data obtained, and to suggest problems for investigation arising out of the orientation course in teachers colleges.

*Permanent Record Forms Used by Kansas Senior High Schools*, by Edgar S. Colvin, 1935. 84 pp. (Edwin J. Brown.)

An investigation of the extent of uniformity and adequacy of senior high school permanent record forms used in first-, second-, and third-class cities in Kansas. Gives a suggested permanent record form designed to furnish adequate information concerning the pupil while economizing on time required in making the record and in securing the information for use; recommended form gives continuous and progressive record of the pupil's four years of high-school life with a minimum amount of filing space required.

*Personality Studies I*, by Alfred B. Koch, 1933. 27 pp. (J. B. Stroud.)

Compares the personality traits of siblings in respect to (1) relationship between tendencies toward maladjustment and neurotic disposition, (2) tendency for related introversion or extroversion scores, (3) relation between introversion-extroversion scores and scores made on tests for maladjustment, (4) relation between socio-economic status of the individual and his personality traits, (5) relation between socio-economic status and intelligence, and (6) interrelationship between the foregoing measures of personality.

*Personality Studies II*, by Wm. R. Frazer, 1935. 59 pp. (J. B. Stroud.)

Attempts to determine the intercorrelations, for high-school students, between introversion-extroversion, ascendance-submission, neurotic tendency, socio-economic status, I. Q., and height and weight; and to determine also the relationship of each of the seven variables to each of the other six.

*Personality (Neurotic Disposition) and Its Relation to Factors of Intelligence, Home, and School*, by Bert N. Morgan, 1938. 39 pp. (H. E. Schrammel.)

Attempts to establish relation of personality to intelligence, home-family influences, and school activities and achievement. Home-family influences considered include occupation of father, size of family, wearing of glasses, race, and sex; school factors include size of high school attended, scholastic honors, athletics, music and dramatic groups, debate, and grades made by students in two semesters of college attendance.

*Personality Traits of Atypical Children*, by Lester Carson Dittmore, 1938. 59 pp. (Joseph W. Nagge.)

Points out the differences in the traits of atypical children as compared with typical or normal children; also indicates the traits in which there is statistically little or no difference between the normal and atypical groups.

*Phonics as an Aid to Teaching First-grade Reading*, by Aileen Henrietta Brown, 1939. 70 pp. (Edwin J. Brown.)

Presents arguments for and against the use of phonics as determined by the consequences in first-grade reading. Makes a critical study of advantages and disadvantages and offers recommendations based upon the findings of the study.

*Physical Education as a Career for Women*, by Jean M. Woodward, 1938. 43 pp. (H. E. Schrammel and Edna McCullough.)

Makes a survey of physical education and presents facts useful in the vocational and educational guidance of women working in the field of physical education; analyzes the types of positions, requisites and training of persons serving in this field of education.

*Plane Geometry Test*, by Ida Sarah Becker, 1934. 84 pp. (H. E. Schrammel.) (Published 1934, Bureau of Educational Measurements, Kansas State Teachers College.)

Describes the details of standardizing tests and analyzes the results obtained from the use of two plane geometry tests previously (1932-1933) constructed by the same author for the Nation-wide Every Pupil Scholarship Tests annually sponsored by the Bureau of Educational Measurements of Kansas State Teachers College of Emporia.

*Praise and Reproof, Effect Upon Group Performance in Basketball*, by Paul E. Kutnink, 1935. 34 pp. (W. H. Gray.)

An experimental study of the effect of praise and reproof upon classes in basketball, showing that (1) in the initial game praise acted as an incentive to increased performance, but if used continuously on the same group became detrimental to group performance, (2) reproof used as an incentive gave the same results as in the case of praise, and (3) continuous use of reproof is slightly less detrimental than continuous use of praise.

*Preparatory English Students*, by Clyde H. Burk, 1939. 36 pp. (H. E. Schrammel.)

An attempt to determine the value and effectiveness of the Preparatory English course for students of deficient English preparation. Determines the proportion of students taking course who succeed in later English work, who fail this course one or more times, and their success in other courses.

*Primary Reading Success Factors*, by Mrs. Mamie D. Mellinger, 1939. 133 pp. (Ruth G. Strickland.)

Case study of pupils deficient in reading and suggestions for remedial work in the reading field.

*Professional and Economic Status of Rural and Graded School Teachers, Saline and Lyon Counties, Kansas*, by Frank Albert Garrett, 1939. 62 pp. (H. E. Schrammel.)

A comparison of preparation and experience of Saline and Lyon county rural and graded school teachers with teachers in similar positions throughout the state; analyzes the general economic status of rural and graded school teachers in the two named counties; discusses their ability to maintain themselves on present salary schedule throughout the year.

*Public School Administrators in Kansas*, by Herbert Lewis Sloan, 1930. 89 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 1, No. 2, 1930, Kansas State Teachers College. Supply exhausted.)

Gives data to show the status (1930) of school administrators, considering items of salary, sex, age, training, experience, tenure, administrative factors involved, types of high schools.

*Public School Costs in Kansas, 1898-1928*, by J. Kenneth Little, 1930. 105 pp. (Edwin J. Brown.) (Published: *Studies in Education*, No. 6, 1932, Kansas State Teachers College. Supply exhausted.)

Shows increase in cost of education during the thirty-year period indicated and factors involved in the increased cost; gives evidences of greater educational service; cites possible wasteful and inefficient expenditures; discusses teachers' salaries in relation to school costs, and attempts to determine the state's ability to support its schools.

*Public School Costs in Kansas, 1928-1936*, by Paul Ridgway, 1938. 84 pp. (Edwin J. Brown.)

Continues the study made by J. Kenneth Little for the period 1898 to 1928, and shows through data gathered the trend in salaries, total school costs, building costs, capital outlay, number of teachers during the interval 1928 to 1936; also compares Kansas school costs with other governmental costs during the same period.

*Public School Education in Coffeyville, Kansas*, by Clark Hendrix, 1936. 95 pp. (Edwin J. Brown.)

Gives an historical survey of the growth and development of the school system, from 1869 to 1935, of Coffeyville, Kansas, now a first-class city with a population of more than 18,000.

*Relation Between Age and Ability to Memorize and Retain Meaningful and Nonsense Material*, by Ruth Berg Maul, 1932. 45 pp. (J. B. Stroud.)

Title is self-explanatory; gives an historical summary of experiments pertaining to relation of age to acquisition and retention. Findings indicate a significant relation between mental age and acquisition, a negligible relation between chronological age and acquisition, and no significant relation between age and retention.

*Reminiscence in Motor Learning*, by Eugene L. Shepard, 1937. 33 pp. (J. B. Stroud.)

A study of the improvement in the ability to execute incompletely learned acts of skill after an interval of time without intervening formal practice; uses forty-one subjects (20 children, 21 adults) and compares the reminiscence phenomenon according to age, sex, and length of intervening interval. Compares also the acquisition of skill with the preferred and nonpreferred hand.

*Rural Education Advancement Compared with Rural Economic Progress in Kansas, 1900-1930*, by E. Eldon Shupe, 1933. 78 pp. (Edwin J. Brown.)

Title is indicative of contents; studies and compares the different types of school systems in Kansas, the qualifications and salary of rural teachers, the part the county superintendent plays in the rural-school situation, the State Department of Instruction in relationship to rural-school needs, and presents economic statistics on rural transportation, equipment, organizations, and social clubs. Shows the great need for reorganization of the school system, for consolidation, for adequate and progressive school laws, for more rural-school supervisors and other employees, for revision of the county superintendency, for an adequate financing system for the schools, for higher certification requirements and increase in salaries of rural teachers, for improvement in rural-school buildings and equipment. Makes recommendations for state, county, and rural improvement of the country schools.

*Rural High-school Principals in Kansas*, by Lyle Warren Hilbert, 1938. 44 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 18, No. 10, 1938, Kansas State Teachers College. Supply exhausted.)

Makes a study of the Kansas rural high-school principal to determine his status (1938) and his comparative rank with other school administrative positions in Kansas.

*Rural High Schools in Kansas*, by Russell Glenn Vickers, 1935. 111 pp. (B. E. Tomlinson.)

An investigation to determine the present (1935) status of the rural high school in Kansas. Gives data on the development of the rural high schools as to area of district, valuation, tax levy, enrollment, teachers, principals, and location, from 1915-1933.

*Rural Sanitation Course for Twelfth-grade Home Economics Class*, by Olive Marie Moore, 1934. 147 pp. (H. G. Lull.)

Course is prepared on basis of a partial investigation of needs in Lyon county, Kansas. Attempts to (1) determine the sanitary conditions in the rural communities, (2) determine the educational needs of the rural communities in regard to sanitation, and (3) prepare a course in sanitation which will meet the needs of pupils living in rural homes. Adapted to use in twelfth-grade home economics.

*Scholastic Success of Athletes, Musicians, College Women and College Men*, by Richard C. Nolan, 1936. 41 pp. (Edwin J. Brown.)

Study deals with students at Kansas State Teachers College, Emporia. Makes a comparison of scholastic marks made by groups indicated in title during the first semester of the regular academic year 1934-1935 in order to determine whether participation in extracurricular activities is detrimental or beneficial to the scholastic marks of a student.

*Scholastic Success of Employed and Nonemployed College Students Compared*, by Martha Schaffner, 1936. 47 pp. (H. E. Schrammel.)

Bases the comparison on median grades, decile rank, and the amount of nonacademic work done by the student as a means of self-support while attending college; data concerns six hundred and ten students at the Kansas State Teachers College of Emporia during the second semester of the academic year 1934-1935.

*School Bands in Second-class Cities of Kansas*, by Ethan M. Gill, 1939. 65 pp. (H. E. Schrammel and Edwin J. Brown.)

Studies fifteen representative second-class cities, and, by means of personal interviews with band directors and administrators, attempts to discover current (1938) prevalent practices of the administration and financing of high-school bands in Kansas. Considers and compares such items as: student, school, and city ownership; instrumental valuation found in the various cities; length of contract of directors and teaching load; band trips and other activities; district valuation in relation to band program; band libraries, rehearsal rooms, uniforms; time allowed for band work and amount of credit given.

*School Bonds of Kansas*, by William A. Black, 1934. 39 pp. (Edwin J. Brown.)

An analytical study covering the period from 1925 to 1932, inclusive; gives purpose for which bonds have been issued; compares number and percent of bond issues in each of the years; indicates method of payment and interest rates; discusses school bonds as a source of investment for the public; and presents facts and conditions governing bond issues.

*School Consolidation Movement in Kansas*, by Audell Herndon, 1936. 74 pp. (Edwin J. Brown.)

Traces the movement toward consolidation of rural schools since the beginning of the Kansas school system, with a brief sketch showing the early movement toward consolidation in other states. Discusses the various factors involved in the development of consolidation, and gives a summary on its present status.

*School Reorganization, Proposed for Hartford, Lyon County, Kansas*, by Clyde J. Ahlstrom, 1938. 111 pp. (Edwin J. Brown.)

This study is concerned with a situation in which students from an area of ninety-three square miles attend a high school (Hartford) which has a taxable area of only twelve square miles. Proposes a reorganized program whereby the consolidation of several adjoining elementary school districts with the Hartford Grade School District may be effected, while at the same time a progressive school organization of the highest type may be maintained with a moderate levy, not burdensome to the average tax-payer, but equalizing the financial burden by distributing it to include the wider area actually served but now untaxed. Discusses the formation of a rural high-school district, including the determining of boundary lines, valuation, means

of transportation, cost of maintenance, etc., and the consolidation of rural elementary school districts to the city graded school district, including the school census of the various districts, the levy of the several districts and the levy necessary for the consolidated school, and the disposal of the property of the districts involved.

*School Supplies, a "Consumer's Research,"* by Russell D. Byall, 1935. 85 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 16, No. 9, 1936, Kansas State Teachers College. Supply exhausted.)

Attempts to set up specifications for school supplies which are sufficiently rigid and complete to make substitution of inferior supplies impossible. Especially designed to be of help to purchasing agents in establishing standards for use in schools, and in evaluating goods offered by salesmen.

*Schrammel-Brannan Revision of Army Alpha Test, Validity,* by Clyde William Baker, 1937. 33 pp. (H. E. Schrammel.)

Attempts to determine the validity of the Revised Army Alpha through comparison of the test results of this test with results of the Stanford Revision of the Binet-Simon Test (individual) and of the Otis Group Intelligence Scale Advanced Examination, Form B. Tests were given to children of fourth to ninth grades, inclusive, in standard schools of two small rural towns of Kansas, not tested previously, so that no test-consciousness existed.

*Score Cards Used by State Department in Scoring Rural Schools in the United States,* by Clyde R. Colyer, 1935. 75 pp. (Edwin J. Brown.)

A comparative study. Cites the almost complete lack of uniformity in the score cards used by state departments in scoring rural schools, the need for a central clearing agency to bring about a uniformity in methods of scoring, as well as need for a uniformity in items included on the score card. Recommends state adoption of a standardized score card and scoring system and uniform purpose in such scoring; presents the recommended score card for rural schools.

*Self-rating Scale for the High-school Dean of Girls,* by Mildred Evelyn Peak, 1934. 40 pp. (Edwin J. Brown.)

Constructs a scale on the basis of certain minimum essentials for efficiency of the dean of girls, to be used for self-rating as a means to self-improvement. Covers items of individual contacts, group contacts, contacts with faculty and parents, personal, social, and professional qualities.

*Self-rating Scale for High-school Principals,* by Earl E. Phares, 1934. 57 pp. (Edwin J. Brown.) (Published: *Studies in Education*, Vol. 16, No. 6, Kansas State Teachers College. Supply exhausted.)

Presents a scale based on an analysis of the personal and professional factors considered essential qualifications of the high-school administrator, the items of qualification being classified into related groups.

*Self-rating Scale for the Music Teacher*, by Ruth Helen Jeremy, 1934. 45 pp. (Edwin J. Brown.)

A scale that covers the personal and social traits of the music teacher and her relationships with pupils, with teachers, and with community. To be used by the music teacher as a guide to self-analysis and self-improvement.

*Self-rating Scale for School Custodians*, by Wayne E. Mase, 1939. 48 pp. (H. E. Dewey.)

Constructs a self-rating scale for custodians, furnishing a basis for self-evaluation and improvement in items of coöperation, personal and social traits, duties in the care of school property and in connection with the economical operation of the school.

*Self-rating Scale for School Superintendents in Second- and Third-class Cities*, by William R. Woods, 1934. 51 pp. (Edwin J. Brown.)

A self-rating scale constructed on the basis of most-mentioned qualifications found in recent publications by authorities in the field of administration.

*Severance Tax Proposed for Kansas, Proceeds to be Used for Public Education*, by M. A. Finley, 1938. 68 pp. (Edwin J. Brown.)

Studies the amount of natural resources already taken from the soil of Kansas, estimates amount of mineral wealth still unsevered, considers various factors influencing fluctuation in value of annual production and establishes the amount of revenue that would have been available from such severance tax in the past and amount which would be available from tax on minerals yet unprocessed. Presents a proposed bill for the enactment of a severance tax for Kansas.

*Social Implications of Biology*, by Hugh Clayton Bryan, 1937. 76 pp. (H. G. Lull.)

Attempts to present a systematic, logical, and useful approach to the study of biology. Outlines the limits upon the course in order to avoid too much or too little time on the various phases of the subject. Gives objectives of biology, its present status in the curriculum, and activities for use in the various areas of study—health, citizenship, language, leisure-time, vocations.

*Socialized Curriculum in Mathematics*, by Paul A. Young, 1937. 74 pp. (H. G. Lull.)

Intended as a guide in teaching junior high-school mathematics of the community in a socialized curriculum; presents outlines for units of work in various curriculum objectives—efficiency in citizenship, health, language, home life, leisure time, and vocation.

*Speaking With a Purpose*, by John W. Brewer, 1935. 35 pp. (Edwin J. Brown.)

A textbook for high schools. Defines and explains speech and the mechanics of voice production, discusses the purposes of speaking and the de-

velopment of each purpose, gives instructions on the preparation of the speech—gathering of material, divisions, and practice. Gives questions and suggested exercises and activities at close of each chapter.

*Speech Correction in Public Schools of United States and Canada*, by Letha A. Rice, 1931. 200 pp. (Edwin J. Brown.)

Assembles data concerning (1) classification of speech defects, (2) suggestions and exercises for successfully used treatment of minor speech disorders, (3) status of speech correction in the public schools of United States and Canada, and presents an annotated bibliography for use by the classroom teacher in speech correction.

*Teacher Placement in Kansas*, by Gilbert Jeffery, 1932. 110 pp. (R. C. Maul and Edwin J. Brown.)

Presents data considered helpful as guide to teachers and teacher-placement bureaus, and makes suggestions which may lead to improved methods of teacher placement in the future.

*Teachers' Salaries in Kansas (1900-1930)*, by Lee Corder, 1933. 74 pp. (Edwin J. Brown.)

In three parts: (1) gives historical study of teachers' salaries since 1900 and compares these salaries with the earnings in ten other similar occupations; (2) determines the "basic salary" to be used in the comparison with salaries in other occupations; and (3) attempts to build a "salary expectancy" for teachers in general, using the "basic salary" and an income on the investment of the teacher as the basis for such salary expectancy.

*Teacher Tenure in Secondary Schools of Kansas*, by Paul B. Burke, 1938. 49 pp. (Edwin J. Brown.)

Presents data concerning the general developmental trends of teacher tenure and recommends enactment of certain suggested tenure legislation.

*Teacher Training Activity*, by Robert E. Anderson, 1934. 160 pp. (Edwin J. Brown.)

Gives a brief historical survey of the trends in teacher training in general, and a more specific and detailed treatment of teacher-training development in Kansas, with attention to the statutes of the state affecting teacher training. Discusses the present status and set-up of teacher training at the State Teachers College, Emporia, in the kindergarten-primary, intermediate, and junior and senior high-school divisions.

*Teacher Training Development in Kansas*, by Leward F. Fish, 1932. 131 pp. (Edwin J. Brown.)

Covers the period 1861-1931, beginning with the first certification law passed soon after Kansas became a state. Discusses other forms of certification, the normal schools, teachers' institutes, State Board of Education, and normal-training high schools.

*Teaching History in the Junior High School*, by Catherine H. Jones, 1939. 151 pp. (Edwin J. Brown.)

A controlled experiment with two junior high-school classes over a period of eighteen weeks, in which one class was taught by the assignment-study-report method and the other class by the study-discussion method, to determine the method most suited to the junior high-school class in history.

*Teaching of Children's Literature*, by Faye Huffman, 1933. 115 pp. (Edwin J. Brown.)

An outline for teachers. Presents some interest-arousing lectures and the suggested units of work in teaching children's literature. Cites numerous references for the teacher's use and many magazines and books for children's reading.

*Textbook Evaluation and Selection*, by Myrl D. Long, 1938. 64 pp. (H. E. Schrammel.)

Considers (1) certain Kansas legislative limitations with respect to their relationship to textbook evaluation, (2) state laws of eight states having state-selection of textbooks, to note the influence on evaluation and selection, (3) methods used by various selecting agencies, both state and city. Recommends procedure for the State Board of Education in the establishing of criteria, scoring, experimental use of the books, rating, and other factors involved in textbook selection and adoption.

*Textbook Legislation in Various States and Recommended Textbook Law for Kansas*, by Willard W. Trusler, 1938. 81 pp. (Edwin J. Brown.)

Analyzes textbook legislation of various states, including Kansas, and on basis of data obtained presents a recommended textbook law for Kansas.

*Three Types of Rural Schools, Pawnee County, Kansas*, by Russell Milton Roberts, 1930. 169 pp. (Edwin J. Brown.)

A comparison of the standard, superior, and ordinary rural schools in the county named; considers status of teachers, achievements of pupils, and the library facilities.

*Training and Teaching Combinations of Kansas High-school Teachers*, by C. W. Ridgway, 1931. 54 pp. (Edwin J. Brown.) (Published: *Studies in Education*, No. 5, 1931, Kansas State Teachers College. Supply exhausted.)

Presents data to show the (1) common teaching combinations, (2) percent of teachers teaching in their major or minor fields, (3) percent of teachers teaching in fields other than their college major or minor fields, (4) percent of teachers teaching in one, two, three, or more fields, (5) comparative desirability of specialized or diversified training, (6) subject fields in which Kansas teachers receive the best salaries, and (7) differences in salaries paid the graduates of the various Kansas colleges.

*Trends in Educational Problems as Indicated by Current Educational Magazines*, by Loyce V. Miller, 1937. 76 pp. (Edwin J. Brown.)

Gathers data from educational magazines to show trends in certain educational problems that existed during the twenty-year period, 1916-1936; attempts (1) to determine what influence, if any, is exerted by the periodical items upon the problems; (2) to show whether and how the problem has been settled or, if unsettled, the present status; and (3) to show the sentiment of educational people at the time the problem existed, in order to compare their reactions with present-day reactions to present-day problems as a source of information for simplifying method of presenting educational problems to the public.

*Trends in Organization of State Departments of Education in the United States*, by E. R. Sonnenberg, 1936. 72 pp. (Edwin J. Brown.)

Traces the development of state educational administration from 1925 to 1935, inclusive, showing conditions affecting the state board of education, state department of education, and state superintendent of schools, to discover the relation, if any, between the type of organization in each state and the educational efficiency of the forty-eight states, as measured by eleven selected criteria. Ranks the states according to educational achievements in 1934.

*Trends in the Public Junior Colleges of Kansas*, by Howard E. Tempero, 1935. 124 pp. (Edwin J. Brown.)

Follows a brief discussion of the junior college movement in the United States and Kansas by an analysis of the Kansas junior colleges, in which is considered the trends in (1) enrollment and costs, (2) curricula and faculty, (3) status as a factor in the community (contributions, holding power, etc.), and (4) status as preparatory schools.

*Tuition Law Proposed for the Kansas High School*, by Arleigh Roy Burton, 1934. 108 pp. (Edwin J. Brown.)

A proposed tuition law for Kansas based on comparison of Kansas tuition laws with those of other states; tuition problems confronting Kansas schools; and the application of the law.

*Typewriting, Second-year Laboratory Course for Senior High Schools*, by William T. Cole, 1937. 108 pp. (Edwin J. Brown.)

Outlines a course in second-year typewriting that will help the high-school graduate fit himself into many situations. The material is presented under four heads—skill of operation, English mechanics, office practice, and personal problems and adjustments, which include personality adjustment, securing a position, health, and office etiquette.

*Urban Resident, Rural Resident, and Rural Nonresident Pupils in Three Kansas High Schools*, by Murle M. Hayden, 1935. 64 pp. (H. E. Schrammel.)

Compares the high-school marks of children who, while attending high school, (1) live at home in town, (2) live in the country and travel to and from school each day, and (3) live in the country but remain in town during the school week. Also compares the work of boys and girls who are away from home during the week; shows comparison of work of the three groups by years. Findings indicate best work is done in the twelfth year by all groups. Schools used for the study were located at Chapman, Smith Center, and Lincoln, Kansas.

*Vocational Education Program for the Argentine (Kansas) High School*, by Clyde E. Swender, 1936. 98 pp. (M. W. Roper and Edwin J. Brown.)

Makes an analysis of 427 boys attending the high school named during the years 1932-1936, to show the occupations engaged in after graduating or dropping out of school; analyzes the vocational education program used during those years, shows requirements for employment and promotion in various types of industries, and makes recommendations for revising the vocational program of the school to bring greater service to boys and industries in which they are likely to find employment.

*Vocational Expectations of Students at Kansas State Teachers College*, by Dalton L. Anderson, 1937. 102 pp. (Edwin J. Brown.)

Appraises the situation in the teacher-training institution with a view to discovering how many of the students enrolled are definitely training for the teaching field, how many intend to teach for a limited time only and how many intend to make teaching their life profession, how many plan to teach for a limited time only simply as a step to some other vocation, and how many have changed their vocational plans while attending college. Findings indicate the training most appropriate for men and for women in the four college years.

*World History Textbooks since 1883*, by Max S. Huebner, 1932. 46 pp. (Edwin J. Brown.)

Presents an analysis of content of texts to determine changes that have taken place in the fifty years prior to 1932, material emphasized by authors and trend in such emphasis, extent to which the textbooks discuss government and politics and wars, and nature of material other than government, politics, and wars.

## DEPARTMENT OF ENGLISH

*Ben Jonson's Reputation, 1700 to 1875*, by Lester D. Swanson, 1936.  
50 pp. (H. M. Priest.)

Offers a supplement to the *Jonson Allusion-Book*, which covers the period ending with 1700; reviews the Allusion-Book and continues from 1700 with allusions drawn from various literary sources.

*Book-of-the-Month Club and Literary Guild of America, Inc., Compared*, by Jessie C. Wells, 1939. 38 pp. (V. A. Davis.)

Title indicates the nature of the study. Discusses the genesis and nature of the two clubs; the book selections, including nature of content and types of literature represented; format of the book selections; and gives a critical estimate of the selections for the years 1935 to 1938, inclusive.

*Browning's Ideas on Art*, by Lavilla Parsons Eastham, 1937. 44 pp.  
(H. M. Priest.)

Analyzes the major art poems of Browning and attempts to classify the ideas on art as being Browning's own opinions or the opinions of the characters in his poems. Painting, sculpturing, and architecture are included in the analysis.

*Classical Civilization, Interest in, as Reflected by Representative Elizabethan and Jacobean Drama*, by Lucile Mildegarde Doty, 1935. 98 pp. (H. M. Priest.)

Indicates classical tendencies in the various writers of Elizabethan and Jacobean drama; considers eighty dramas of the periods.

*Francesca Da Rimini Theme*, by Frances Hamman, 1934. 59 pp.  
(H. M. Priest.)

Presents a comparison of certain treatments of the theme; considers Dante's story and six later versions, five of which were nineteenth century and one early twentieth century.

*German Character in Twentieth Century American Fiction*, by Frances Tonn, 1938. 366 pp. (H. M. Priest.)

Investigates the treatment accorded the German character in certain twentieth century American novels to determine (1) whether authors' attitudes regarding German characteristics have remained constant or have fluctuated at times of national and international disagreement, (2) whether any propaganda found has been both for and against the Germans, and (3) whether there are any characteristics generally recognized over the entire period covered as being typically Germanic. Study is divided into the pre-war period (1900-1914), war period, postwar period, and the contemporary period (1924-1937).

*Horatian Influence Upon Elizabethan and Cavalier Poets*, by Ina Hunter, 1934. 126 pp. (H. M. Priest.)

Gives a general survey of Horatian influence and traces that influence through the lyrics of Elizabethan and Cavalier poets.

*Humor in Dickens' Novels*, by Alice Ham, 1935. 146 pp. (H. M. Priest.)

Analyzes the humor in the novels of Charles Dickens as to style and method of producing; classifies it as humor of expression, of character, or of incident. Shows the great variety and extent of the author's use of humor.

*Ideational Trend in the Short Story, 1895-1909*, by Juanita Kennedy, 1935. 238 pp. (V. A. Davis.)

Examines more than a thousand short stories published in magazines (1895-1909) selected in such manner as to obtain as nearly as possible a general representation of the public's reading material. Gives analyses of the stories to show trend in ideas and attitudes for the period as expressed by authors, either directly or through characters in the stories. Considers the ideas and attitudes of the individual (1) in relation to and interpretation of his universe, (2) in understanding and interpretation of his own nature, (3) in interpretation of life and death, (4) in understanding of his spiritual nature and destiny, and (5) in interpretation of sex relation; considers the attitudes concerning the problems of the group: (a) economic problems; (b) social conditions, and (c) political tendencies.

*Idée Fixé Manifested in Certain of Conrad's Characters*, by Cornelia Eloise Somermier, 1933. 88 pp. (V. A. Davis.)

Points out the "fixed idea" dominating characters in seven of Conrad's tragedies and in five comedies. Reviews of the novels show the influence of the fixed idea upon the characters.

*Interpretative Ability of Students and Teachers of English*, by Jim Jay Wilcox, 1938. 38 pp. (V. A. Davis.)

Studies interpretative ability of English students and teachers (including college) of certain lyric poetry of the South.

*Jew, Changing Interpretation of (1817-1914)*, by Helen Brickey, 1935. 69 pp. (V. A. Davis.)

An investigation of the interpretation of the Jew as a character, based on popular attitudes and on attitude of Jew toward Christian and Christian toward Jew, as reflected by authors of certain typical novels through the century indicated.

*Melodrama in the United States During the Last Half of Nineteenth Century*, by Vida Grace Welker, 1937. 104 pp. (V. A. Davis.)

Gives a brief history of melodrama and the various interpretations of the term as a background for the discussion of the melodrama found in American novels during the fifty-year period from 1850 to 1900, with an additional chapter showing the tendencies in the twentieth century.

*Motion Picture Development in the United States as a Dramatic Art Form*, by Ora May Traxler, 1939. 178 pp. (Teresa M. Ryan and H. M. Priest.)

Makes a step-by-step study of the growth of the motion picture in the United States, with emphasis always on whatever elements of dramatic art may be found in the screen presentations cited for the various periods of growth; uses specific motion pictures to illustrate; makes comparisons with drama on the legitimate stage.

*Nationalism, Its Influence in Representative English Renaissance Drama*, by Virginia Anderson, 1934. 96 pp. (H. M. Priest.)

Presents a brief historical background for the understanding of Renaissance England, her morality, religious, and folk drama which contained the roots of Elizabethan drama when the spirit of nationalism was at last aroused; discusses the chronicle history plays as a direct outgrowth of the new nationalism, showing the attitudes of the English toward their own and other nations; and considers the Stuart drama in the light of Renaissance nationalism.

*Once-used Words in the Works of William Shakespeare*, by Carrie Davis Pembroke, 1934. 477 pp. (H. M. Priest.)

Linguistic study of the once-used words of Shakespeare to determine whether they were coined, borrowed, or already in the language, whether they were coming into or going out of use; offers an appraisal of Shakespeare's accomplishments in view of the fact that he had no dictionary or similar aid. Words are presented in alphabetical order.

*Pathetic Fallacy in the Poetry of William Wordsworth*, by Kathleen Elliott, 1933. 114 pp. (James V. Logan.)

Discusses briefly the "pathetic fallacy" found in the poetry of various poets in the light of John Ruskin's definition, as background for the study of Wordsworth's poems. Presents evidence justifying Wordsworth's use of the fallacy.

*Philosophical Theories and Psychological Implications in Nineteen Outstanding Novels, 1850-1930*, by Charlotte Rozetta Miller, 1935. 105 pp. (V. A. Davis.)

Shows that the development of the psychological novel has practically paralleled the growth of psychology itself. Studies the psychological novel (1) in its formative period, 1850-1900; (2) in the prewar period, 1900-1914; and (3) in the modern period, 1914 to 1930. Makes a critical summary of the novels and authors and relates implications to the philosophical or psychological theory prevalent at the time represented.

*Physician in American Literature*, by Lillian W. Burtch, 1934. 213 pp. (H. M. Priest.)

A character study; gives a brief history of the medical profession in America, as background material for the study; shows the manner in which

writers of American literature have treated the medical profession; investigates the predominant traits which have tended to make the majority of the physicians stereotyped characters; and indicates the degree to which the physician in American literature exemplifies the highest ideals of the profession.

*Quaker Elements That Persist in American Thought as Revealed in the Works of Certain American Writers*, by Nora Prescott Barnes, 1932. 183 pp. (June Jack.)

Presents evidence of the Quaker origin of certain typically American ideas: the democratic idea of absolute equality of persons, absolute democracy of justice, religious tolerance, separation of church and state, love of peace, and practical humanitarianism (prison reform, poor relief, anti-slavery agitation). Evidences of the spread of these Quaker ideas are gathered from American literature of the Colonial, Revolutionary, First National periods, and from such literature since 1860.

*Romantic Elements in Modern Drama*, by Dorothy Emma Rice, 1934. 177 pp. (H. M. Priest.)

Points out the romantic elements in drama from the time of Ibsen, basing the discussion on personal, critical reading of the plays and on criticisms and discussions found in books and magazine articles concerning the works of the dramatists considered in the study.

*Rousseau's Reputation in England, 1750-1850*, by LeLoy LeFever, 1938. 69 pp. (H. M. Priest.)

Gathers information from allusions made in essays, diaries, letters, and poetry written between 1750 and 1850, the period covering Jean Jacques Rousseau's life from the year of his first recognition in the field of literature (1750) and seventy-two years following his death. Considers allusions to Rousseau's life, personality, and writings; compares the extent of his popularity for various portions of the period studied.

*Sinclair Lewis, Social Satires of*, by Pauline Allen, 1936. 135 pp. (T. C. Owen.)

Seeks to trace the development of the novelist's skill in the creation of social satires and to express his attitudes toward American life as reflected in his novels. Presents criticisms of many eminent writers and their varying viewpoints concerning Sinclair Lewis as reformer, idealist, historian, satirist, and creator of types. Discusses the novels in the light of social thought.

*South (The) as Reflected in Certain Novels Published Between 1830 and 1935*, by Glee Iden Budge, 1938. 126 pp. (V. A. Davis.)

Presents a record of important, authentic changes effecting the transition from the Old Traditional South to the New South, as gathered from representative novels based on the various periods—colonial, early national, Civil War, reconstruction, and twentieth century, and in addition from four novels having themes dealing with the poor white and the Negro.

*Spirit of the Soil as Reflected in Some Modern Fiction*, by Adar May Macomber, 1932. 139 pp. (June Jack.)

A survey of twenty-one novels covering a twenty-year period (1913-1932) to show (1) man's dependence upon and unity with the soil, (2) the call of the soil, (3) phases in the struggle for mastery of the soil, and (4) the soil as a teacher of mankind. All books used for the study are by American authors; appendix gives list of "novels of the soil" concerned with other countries.

*Thackeray's Humor*, by Elizabeth Potter Smith, 1938. 108 pp. (H. M. Priest.)

Presents adverse and favorable estimates of critics in regard to Thackeray's humor, Thackeray's expressions concerning humor, his qualities of and subjects for humor, and his practice of humor in his novels, burlesques, parodies, and verse.

*Tragic Element in Irish Drama*, by Esther E. Benedict, 1938. 245 pp. (V. A. Davis.)

Traces the tragic element through the drama of the Celtic Renaissance of late nineteenth and early twentieth century and shows influence of environmental struggles and of racial and temperamental characteristics of the people upon the drama. Gives sketch of the development of Irish drama. Discusses tragedy in peasant and nonpeasant drama, principal Irish theaters, and Irish dramatists and their plays.

*Trends in Teaching of Literature in Kansas Secondary Schools*, by Lela Olson Lehman, 1932. 95 pp. (June Jack.)

Gives brief history of literature as a school subject in American education, general teaching aims of past and present, and its relation to grammar. Attempts to show the change from a study of rhetoric to a study of literature as an interpretation of life, and the influences exerted by various schools and other factors.

*Trends in Twentieth Century American Education as Reflected by a Survey of Primary Readers*, by Evelyn Elliott, 1932. 85 pp. (June Jack and Edwin J. Brown.)

Contains an historical sketch of the trends in education prior to the twentieth century; discusses social, psychological, and scientific trends in twentieth century American education as evidenced by primary readers bearing copyright dates 1900 and later.

*William Allen White's Editorial Writings*, by Charles E. Wager, 1935. 61 pp. (H. M. Priest.)

Examines the editorials of William Allen White from 1895 to 1934 to discover the viewpoint of the editor on outstanding economic, political, and social issues, the consistency or inconsistency of his attitude, the consistency or inconsistency of his support of political parties and candidates for office and of his stand on specific measures and laws.

*Women of Elizabethan History and Elizabethan Drama Compared*, by Ruby Braden Steele, 1935. 76 pp. (H. M. Priest.)

Presents an historical sketch on the status of English women during the middle ages and up to seventeenth century as basis for comparison with the women portrayed in Elizabethan drama.

*Women's Social Position as Described by Mary Wollstonecraft and Women Novelists of Her Day*, by Clare Owen, 1933. 69 pp. (James V. Logan.)

Gives brief sketch of Mary Wollstonecraft's life as it influenced her thinking about women's social standing in late eighteenth century, presents a picture of the condition of women during that era, discusses Mary Wollstonecraft's ideas of the possible future for women—including education, occupation, mentality, family relationships, and influence on civilization's progress.

#### DEPARTMENT OF MATHEMATICS

*Achievement of Mathematics Majors, Kansas State Teachers College, 1917-1932*, by Fred W. Osterhout, 1933. 71 pp. (O. J. Peterson and W. H. Gray.)

Investigates the grades made by mathematics majors for the years indicated and makes comparison (1) of general scholarship and mathematics scholarship, (2) of academic-mathematics and professional-mathematics scholarship, (3) of junior-college mathematics and senior-college mathematics scholarship, (4) of mathematics scholarship and scholarship in other major fields; tries to determine the effect of age on the mathematics grades, and compares the findings of the study with the findings of a previous, similar study made at Indiana State Teachers College for the years 1927 to 1932.

*Mathematics for the Seventh Grade Based on the Home Budget*, by Kenneth C. Skeen, 1933. 69 pp. (O. J. Peterson.)

Presents suggested exercises for a half-year course in seventh-grade mathematics based on problems involved in home-budgeting as obtained by questionnaire and by reference to previous studies made of the home budget. Food, clothing, shelter, savings, operating expenses, advancement expenses and other items were included in the home budget.

*Mathematics History for High-school Students*, by Erma S. Gardner, 1934. 199 pp. (O. J. Peterson.)

Presents data concerning those events and persons associated with the entire history of mathematics which are regarded as having power to enhance high-school students' interest in mathematics and, at the same time, to give a correct perspective of the way modern mathematics has developed.

*Nomograms for Elementary Physics Formulas*, by Eldon L. Penner, 1937. 65 pp. (O. J. Peterson.)

Presents in handbook form a set of nomograms for the formulas found in elementary and high-school physics courses. Formulas common to most of the seven textbooks examined were selected as a basis for the nomograms prepared for the handbook. Nomograms given cover the division of (1) mechanics, (2) heat, (3) electricity, (4) sound, (5) light, as well as a few of the more general formulas.

*Plane Geometry, Synthetic and Analytic Method of Teaching Compared*, by Arthur Elliot Frisbie, 1933. 57 pp. (O. J. Peterson.)

Compares the more commonly used synthetic method with the analytic method of teaching plane geometry, based on a controlled experiment conducted in a senior high school, and makes recommendations concerning the use of each method.

*Points, Lines, Planes, and Spheres Associated with a Tetrahedron*, by Rollin D. Quinn, 1939. 131 pp. (O. J. Peterson.)

An analytical representation intended to provide a foundation for the study of the geometry of the tetrahedron.

*Points, Lines, and Circles Associated with a Triangle (Analytical Representations)*, by Charles Girod, 1936. 88 pp. (O. J. Peterson.)

Presents an analytical foundation for the study of the geometry of the triangle.

*Quartic Curves Which Are the Inverses of the Conics with Respect to a Circle*, by James T. McLain, 1934. 117 pp. (O. J. Peterson.)

A study to determine the forms of those quartic curves which are the inverses of conics with respect to a circle. Gives: analytic solution of the problem; inverses of the parabola, ellipse, hyperbola; and special curves.

#### DEPARTMENT OF MODERN LANGUAGES

*American Characters in Modern French Drama*, by Jessie Jean McLean, 1935. 54 pp. (Minnie M. Miller.)

Discusses the tendencies in the French theater, types of Americans in French drama (1921-1933), American customs and manners portrayed, and influence of American speech upon the French language as found in the drama.

*American Civilization as Expressed in the Revue Des Deux Mondes (1925-1935)*, by Margaret Kilmer, 1938. 53 pp. (Minnie M. Miller.)

Gives brief sketch of the founding of the magazine, its policy, and its purpose. Limits the study of the magazine to certain aspects of American civilization—education, literature, industry, public affairs—which especially

attract the French people's attention; the study briefly compares the American and French nations in respect to these four phases of living.

*American Revolution in Affaires De L'Angleterre Et De L'Amerique (1776-1779)*, by August W. Eberle, 1939. 106 pp. (Minnie M. Miller.)

Studies the *Affaires* for the years indicated in regard to matters not usually completely discussed in most American histories, but treated at length in the French journal. Foreign mercenary troops used by the British; French aid given to America; disputes arising from the defeat of Burgoyne at Saratoga are some of the items given attention.

*American Revolution as Seen in the Gazette De Leyde (1774-1783)*, by Elizabeth Peters, 1938. 114 pp. (Minnie M. Miller.)

Title is self-explanatory. Study places emphasis upon events not usually treated in American histories.

*Bécquer, Gustavo Adolfo: A Belated Romanticist*, by Florence Cooke, 1933. 51 pp. (Minnie M. Miller.)

Cites the many evidences that Bécquer was a romanticist as a result of his character and not because of literary influence. Considers his work in regard to the various Romantic elements, specifically: subjectivity, love, emotional interest in nature, use of the supernatural, and interest in the middle ages.

*Chile Country Life*, by Conrad J. Hansen, 1938. 140 pp. (Minnie M. Miller.)

Observations drawn from certain novels and short stories. Gives general description of Chile and the Chilean people, discusses the Chilean novelists and short-story writers whose works are examined for understanding of the countryman and his mode of living.

*Color Use in the Works of Gustave Flaubert*, by Mignon Fagard, 1931. 48 pp. (Minnie M. Miller.)

Discusses Flaubert's literary method, his use of color in literary ways, and his use of color words.

*François De Curel, Selected Characters in His Dramas*, by Maxele Baldwin, 1935. 50 pp. (Minnie M. Miller.)

Gives a brief biography of the dramatist, summaries of his plays, analyses and comparisons of selected characters.

*Gente Baja in the Spanish Romantic Theater*, by Joanna L. Terry, 1932. 55 pp. (Minnie M. Miller.)

Considers the *gente baja* from the standpoint of their serving (1) as an aid to dramatic technique and (2) as an important factor in the portrayal of customs and manners. Gives a brief but comprehensive résumé of romanticism as a literary movement and of the romantic drama in Spain; survey covers sixteen Spanish plays.

*Literature and Life of the English People as Presented by Editors of the Bibliotheque Anglaise (1717-1728)*, by Henrietta Sterz, 1937, 37 pp.

Gives a description of the *Bibliotheque Anglaise* and the purpose for its publication; presents comments and conclusions drawn from the comments of the editors of the paper during the years indicated. Literature, government, customs, religion, and superstitions of the English are commented upon.

*Outline and Instructional Tests on Civilization for Elementary College French*, by James Roy Nielson, 1939. 102 pp. (Minnie M. Miller.)

Title is self-explanatory. Covers such material on French life and culture as will furnish a sufficient background to make more significant and more interesting the study of the French language. Takes up briefly the country and people of France; history—including origins of the language, and literature and arts; includes a chapter on contemporary France.

*Sainte-Beauve's Treatment of English Writers in the Causeries Du-Lundi*, by Lillian Whitby, 1936. 53 pp. (Minnie M. Miller.)

Gives brief story of Sainte-Beuve's life and writings and presents his comments on writers of various periods (Elizabethan and early seventeenth century, from restoration to beginning nineteenth century, and early nineteenth century), as found in the source indicated for the years 1861 to 1872.

*Spanish-English Cognates, Student Recognition of*, by Geraldine Farr, 1938. 121 pp. (Minnie M. Miller.)

Attempts to determine through experimentation which Spanish-English cognates are most readily recognized by high-school students in order to indicate the cognates which will most likely assure student comprehension of high-school texts, as well as the cognates which may be omitted from school texts.

*Voltaire's Attitudes Toward Certain Social Problems as Expressed in His Correspondance*, by Eugene Savaiano, 1937. 48 pp. (Minnie M. Miller.)

Considers Voltaire's attitudes as he himself expressed them during the years 1733 and 1753, and points out the influence toward tolerance and freedom of speech exerted by his speech and writings.

*Words of English Origin Used by the Kansas Mexican*, by J. Thomas Hidalgo, 1937. 52 pp. (Minnie M. Miller.)

A study of the speech of Mexicans living in Central Kansas, which investigates the extent of influence which English exerts upon their language and the changes that English words undergo when used in Spanish conversations. More than five hundred words of English origin used by these Mexicans were studied.

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