

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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BIBLIOGRAPHY OF STUDIES IN SECONDARY EDUCATION

By

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BUREAU OF EDUCATION



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 13, 1927.

SIR: This bibliography of studies was prepared under my direction by Mr. E. E. Windes, associate specialist in rural education in this bureau. It was completed during the period September, 1925-March, 1927, and is intended to be a companion publication to mimeographed Circular No. 14118, March, 1927, Bibliography of Current Research Undertakings in Secondary Education, and supplementary to United States Bureau of Education Bulletin, 1926, No. 2, Bibliography of Research in Secondary Education, 1920-1925. These publications are sponsored by the National Committee on Research in Secondary Education as one means of contributing to the coordination of research effort.

The sources of information used in the compilation of this bibliography were reports from schools of education, State departments of education, educational organizations and foundations, and publications received by the United States Bureau of Education during the period covered by the bibliography. It should be noted that the completeness of the bibliography and the definiteness of notation are dependent upon the cooperation of reporting agencies in reporting and furnishing copies of the studies made available during the period. The cooperation of research agencies in reporting investigations has been gratifying. Only a few, however, furnished copies of the investigations reported, and the compiler has, therefore, had no basis for classification and for notation other than the descriptive titles and comments furnished.

Reports concerning the usefulness of previous bibliographies issued by the United States Bureau of Education indicate that the bibliographies have been found useful and are welcomed by those working in the field of secondary education. I recommend, therefore, that this manuscript be published as a bulletin of the Bureau of Education.

JNO. J. TIGERT, *Commissioner.*

The SECRETARY OF THE INTERIOR.

BIBLIOGRAPHY OF STUDIES IN SECONDARY EDUCATION

SEPTEMBER, 1925-MARCH, 1927

GENERAL

1. Austin, T. L. Waste in expenditure due to nonattendance. University of Nebraska, Teachers college research bulletin, January, 1927.
Certain factors selected for careful study.
2. Collins, E. A. The chartered schools in Missouri. Doctor's thesis, 1926, George Peabody college for teachers, Nashville, Tenn. Contributions to education, no. 30.
This study is a classification and ranking of all the academic schools chartered in Missouri from 1804 to 1925. The classifications were made according to a number of principles which were developed with present-day standards as a basis. The study was prepared as a handbook for registrars and administrators, to be used in interpreting credits from defunct schools. It also serves to preserve whatever historical data were available.
3. Cummings, M. C. Educational environment. Master's thesis, University of Kansas, Lawrence, Kans.
A comparison of college and noncollege communities as to high-school graduation and college entrance. Study involves 2,500 high-school graduates.
4. Dicks, Lou N. Education in the South. University of South Carolina, Columbia, S. C. Library.
5. Dyde, Walter Farrell. Public secondary education in Canada. Outline. Teachers college, Columbia university, New York.
6. Eikenberry, D. H. A study of Missouri high schools. Missouri State department of education. Bulletin no. 1, 1925.
Deals with courses of study pursued, changes during decade 1914-1924 in studies pursued, typical high school in each class of community, individual differences of pupils.
7. Good, Carter V. The social and individual values of the school analyzed in terms of an educational balance sheet. Education, September, 1926.
8. Kocs, Leonard V. Trends in American secondary education. The Ingilis lecture, 1925. Cambridge university press, 1926. 56 p. diagrs. 8"
An analysis of present-day trends in secondary education. Statistical and philosophic considerations.
9. Meier, Gertrude A. A study of the leading periodicals in the field of secondary education and of related fields. Master's thesis, New York university. (In library of university.)
Contents of secondary education periodicals analyzed to determine relative emphasis upon secondary education topics.
10. Montague, J. F. Status of high-school promotion plans. Doctor's dissertation, University of Missouri. (Not yet published.)
A survey of practices based on data from more than 800 senior high schools. The relation of promotion plans to failure, withdrawal, double, and conditional promotions is studied by size of school. Promotion plans are analyzed by bases of classification, special provisions for individual differences in instructional procedure, bases for promotion, and general method of promotion.

11. North central association of colleges and secondary schools. Commission on secondary schools. Proceedings. North central association quarterly, 1: 39-95, June, 1926.
12. Reichelt, William B. The relation of mental disease to mental abnormality. Temple university, Philadelphia, Pa. (Typewritten thesis.)
13. Saenz, Moises. A comparative study of secondary education in the United States and in France as a background for the formulation of a basic program for the reorganization of secondary education in Mexico. Outline. Teachers' College, Columbia university, New York.
14. Southern association of colleges and secondary schools. Proceedings. Part 4. February, 1926.

BIBLIOGRAPHIES

15. Church, H. V. Secondary school administrative abstracts. National association of secondary school principals. Bulletin no. 12, May, 1926.
16. Fretwell, Elbert K. Extracurricular activities in secondary schools. IV. Bibliographies of home rooms, pupil participation in government, finances, assemblies, and fraternities. Teachers' college record, 27: 907-929, June, 1926.
17. Glenn, Earl R. Bibliography of science teaching in secondary schools. Washington, Government printing office, 1925. (U. S. Bureau of education, Bulletin, 1925, no. 13.)
18. Norton, John K. Bibliography of current research undertakings in secondary education. Washington, Government printing office. (U. S. Bureau of education. Mimeographed circulars 5207 and 14118.)
19. Phi Delta Kappan. August and October, 1926.
Extensive lists of studies reported through the various local chapters of Phi Delta Kappa. The lists include suggested studies, theses toward higher degrees, and completed studies.
20. United States Bureau of education. Publications of special interest to high-school teachers. Washington, Government printing office, 1926. (U. S. Bureau of education. January, 1926.)
21. Windes, E. E. and Greenleaf, W. J. Bibliography of secondary education research, 1920-1925. Washington, Government printing office, 1926. (U. S. Bureau of education, Bulletin, 1926, no. 2.)

ADMINISTRATION

GENERAL

22. Drewry, Raymond G. Pupil cooperation in high-school administration. Dissertation, Teachers college, Columbia university, New York.
23. Ford, Willard S. Some administrative problems of the high-school cafeteria. Teachers college, Columbia university, New York.
24. Hickox, J. G. Report of the department of attendance and research. Warren city schools, Warren, Ohio.
Report covers attendance, the distribution of marks by departments and grades, age-grade survey, standardized educational tests in the elementary school, selecting pupils for algebra, the composition project mental tests, selecting pupils for geometry, the relationship between mentality and vocational choices.
25. Hudelson, Earl. Summarized report on the relation of class size to teaching efficiency. Pasadena, Calif., city schools. Educational research bulletin, vol. 4, November-December, 1925, nos. 3, 4.
A summary of methods employed in investigations of the relation of size of class to efficiency of instruction. Includes bibliography of investigations.

26. Kelly, V. H. Plan for reorganization of Kansas high schools. Master's thesis, University of Kansas, Lawrence, Kans.
Four counties studied intensively to show advantages of reorganization.
27. Koch, H. C. Problems in high-school administration and supervision which have their origin in the classroom. Ohio State university, Columbus, Ohio. (Not yet available.)
Data from 676 teachers in 45 first-grade high schools in 6 States reported 4,925 problems arising during period of 8 weeks. Problems of school and class management made up 53.4 per cent of total; school organization, 18.5; method, 23.1. Results: No apparent sex difference; administrative rather than supervisory problems referred to principal; type of problem but not number seems to be affected by experience and training.
28. Massey, O. J. Partial analysis of high-school administration in Indiana county, Pa. Master's thesis, University of Pittsburgh, Pittsburgh, Pa. (In university library.)
An analysis of the administrative duties of all of the high-school principals of a county in Pennsylvania. The interview method was used for collecting data.
29. Mattoon, Donald C. A manual for headmasters. Master's thesis, University of New Hampshire, Durham, N. H. (Typewritten and filed in university library.)
A discussion of efficient and economical methods and devices for administering a secondary school.
30. Morphet, E. L. The measurement and interpretation of school building utilization. Dissertation, Teachers college Columbia university, New York.
31. Sones, W. W. D. A study in pupil accounting in secondary schools. University of Pittsburgh school of education journal, 1: 106-10, May-June, 1926. Tables.
32. Stevenson, P. B. Factors to be considered in determining the high-school students' load of instruction. Ohio State university. Educational research bulletin, 4: 267-72, 278, September 23, 1925.
33. Williams, L. A. Technique of program making in high schools. University of California, Berkeley, Calif. (Not yet published.)
Summary and evaluation of the techniques at work in making high-school programs of studies.
See also Nos. 195, 199, 200, 203, 204, 206, 210, 216, 244, 246, 253, 258, 259, 261, 266, 267.

FINANCE AND COSTS

34. Branson, Ernest P. A study of credit unit costs of teaching in Long Beach, Calif., for school year 1924-25. Long Beach, Calif., City schools.
Shows credit unit costs for schools, departments, and subjects; analyzes factors affecting departmental costs; outlines methods used in study.
35. Church, E. E. Factors determining high-school teaching costs. High-school teacher, vol. 2, February, 1926.
36. Dawson, Howard A. Standards of expenditure for the principal items of city school costs. Doctor's thesis, 1926, George Peabody college for teachers, Nashville, Tenn. Contributions to education, no. 31.
A development of formulae by which a given amount of school funds may be distributed among the 12 principal school functions and enterprises in cities of 10,000 to 30,000 population, and for determining how much a given city can afford to spend for public schools. A study of practice selected on the basis of educational efficiency in nonfiscal affairs.
37. Good, Carter V. Financial comparisons in school costs investigations. American school board journal. (Forthcoming.)

38. Hickox, J. G. An analysis of the costs in the Warren city schools, 1924-25. Warren, Ohio, City schools, November 7, 1925.
39. Nanniga, S. P. Costs and offerings of California high schools. University of California. (To be published. In library of university.)
A statistical study to ascertain the size of high school that will function most economically in the lower range of high school, i. e., the smaller. Conclusion: A school with from 500 to 600 has more in the way of curricular and extra-curricular offerings, costs less than smaller schools, and approximately the same as schools with an enrollment up to 1,500.
40. Norton, John K. The ability of the States to support education. National education association, Washington, D. C.
Chapter headings are: The economic resources of the States compared; The educational obligations of the States; The relative ability of the States to support education; Some accompaniments of the differences in ability to support education and the permanency of these differences; Some unmeasured factors affecting the ability of the States to support education; Summary and conclusions.
41. ——— Standard of living and standard of educating—Have they kept pace? Journal of educational research, January, 1926.
42. Patty, W. W. Methods of apportioning public funds for secondary school support. American school board journal, 22: 51-52, 157, June, 1926.
43. Peterson, L. H. Analysis of school costs in Pasadena, Calif. Pasadena, city schools. Educational research bulletin, vol. 4, May, 1926, no. 9.
44. Urness, J. N. Financing the high-school education of rural pupils. University of North Dakota. Thesis for M. S. degree.
Sets forth the manner in which the cost of high-school education for rural children is met in different parts of the country.

MARKS AND MARKING

45. Long Beach, Calif., City schools. Preparation for high school as shown by high-school marks. (Mimeographed circular.)
The study reports comparative marks received by pupils in grade 10-B of Polytechnic high school according to whether work in grade 9 was done in junior high schools of Long Beach, Polytechnic high, or other schools. The results indicate a superiority of junior high school pupils in English, but an inferiority in all other subjects.
46. Secondary principals' association of Los Angeles, Calif. Marking slow pupils. Report of committee. California quarterly of secondary education, 1: 386-91, April, 1926.
47. Warren, Ohio, Public schools. Attendance and research department. The variation in teachers' marks on three geometry papers. (Mimeographed circular.)
Gives the variation of marks of 46 different markers on three selected geometry papers and ascribes reasons for variability in marking.
48. ——— The distribution of marks by teachers, schools, departments, and grades for Warren city schools. (Mimeographed circular.)
49. Winnetka, Ill. New Trier high school. Department of research and reference. Study of individual teachers' grades, with a comparison of grades given boys and girls by departments.

PUPIL GROUPING

50. Cox, W. W. Ability grouping in junior and senior high school. Albany, N. Y., State department of education.
Results of a questionnaire in New York State.

51. Keener, E. E. Value of homogeneous groupings. *Journal of educational research*, June, 1926.

A study of results of grouping as carried out in the junior high schools of Chicago.

52. Purdom, T. Luther. A scientific study to determine the value of homogeneous grouping made on the basis of intelligence tests. Doctor's thesis, 1925, University of Michigan, Ann Arbor, Mich. (Unpublished.)

Reports the results of controlled experimentation in five high schools designed to determine the advantages of homogeneous grouping as measured by standard achievement tests. No significant differences of gains are found between homogeneous and heterogeneous groups.

AIMS AND OBJECTIVES

53. Bolton, Frederick E. Some paramount objectives of secondary education. *Education*, January, 1926.

54. ——— Some paramount objectives of the junior high school. (To be published in *Education*.)

55. Laehr, Sister Mary Ancilla. History of the statements of aims for the teaching of English grammar in the secondary schools of the United States. Indiana University, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 12-13.

A study to discover which aims in teaching English grammar in the secondary schools have held prominence in the different periods of our national history; which remained prominent throughout the centuries; which are the leading aims of the present day.

57. St. Louis, Mo. Public schools. Proposed general and divisional aims of public education in St. Louis. Report of Kingsley committee.

A detailed analysis of educational objectives following the general statement of the Kingsley committee. Objectives are allocated to kindergarten-primary, elementary, junior and senior high school levels of education.

58. Temple, Merlin S. A history of the statements of aims for the teaching of mathematics in the secondary schools of the United States. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 15-16.

A statement of the relative values attached to cultural, disciplinary, and practical aims in teaching mathematics at different periods by high school and college teachers, gathered from an examination of all periodicals and texts devoted to the subject of education as listed in the card catalogs of Indiana university library, Columbia university library, and the Public library of the city of New York.

59. Wade, Bailey M. A study of the statements of aims for the teaching of literature in secondary schools. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 23.

BUILDINGS AND EQUIPMENT

60. Grater, Clyde O. Construction and equipment of Indiana high school gymnasiums. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 11-12.

Questionnaire study of 460 high schools. Findings indicate a dire need for additional equipment and facilities to put on an adequate physical education program. A number of building charts are presented for large, medium, and small consolidated high-school gymnasiums.

61. Holy, T. C. St. Louis school building survey. St. Louis, Mo., public schools. Division of tests and measurements. (Not published.)

Study of changes in population, present building conditions, and probable school building needs in the near future.

CURRICULUM

GENERAL

62. Astrachan, Irving. Juvenile delinquency and the curriculum. Master's thesis, New York university. (In library of university.)
63. Counts, George S. The senior high-school curriculum. School review (University of Chicago press). Supplementary educational monograph no. 29, February, 1926.
A detailed analysis of curriculum practices in senior high schools of 15 progressive city school systems. Chapters deal with general plan of curriculum organization, analysis of subjects of study, trends, and philosophy, evaluation of the present program.
64. Koos, Leonard V. The shift of high-school subjects in one North central State. Teachers journal and abstract, 1: 397-400, June, 1926.
65. Neale, M. G., and others. Course of study in junior and senior high schools. Missouri State department of education. Bulletin no. 1, 1925.
Part I. What Missouri high-school pupils are studying. Changes in last decade in number and percentage of pupils studying each subject. The typical Missouri high school in each class of community. Variability of pupils with respect to age and mentality. Part II. Guiding principles in making the course of study. Part III. Objectives of the courses of study.
66. Norton, John K. Keeping pace with the advancing curriculum. National education association, Washington, D. C. Research bulletin, vol. 3, nos. 4 and 5, September and October, 1925.
Major topics treated are: Why the curriculum commands national attention, educational theories affecting the curriculum, decisions preliminary to launching a local program, contributions of research to curriculum building, and bases for evaluating courses of study.
67. Stolz, Herbert E. The organization of incentives for physical education in secondary schools. California quarterly of secondary education, 1: 345-51, April, 1926.

AGRICULTURE

68. Barnett, Albert. Organized community activities of agriculture teachers. Doctor's thesis, 1926, George Peabody college for teachers, Nashville, Tenn. Contributions to education, no. 36.
This study analyzes the methods of procedure used by high-school teachers of agriculture in carrying on organized pieces of community work (referred to as *community projects*), reports on an inquiry as to whether or not the organization of the American high school is of such nature that agriculture teachers are hindered from organizing their community work into definite community projects, and analyzes selected economic and social facts from a typical rural community as a case study of tested methods that should be used in determining and planning community projects.
69. Garris, Edward Walter. The organization and administration of a State program in agricultural education. Doctor's thesis, 1926, George Peabody college for teachers, Nashville, Tenn. Contributions to education, no. 35.
The problem was to formulate a suggestive State program in agricultural education by analyzing existing State programs and by using expert opinion. Data were secured by the questionnaire method from the agricultural teachers of South Carolina and from State supervisors of agricultural education. The summary includes a proposed State plan which may be of service to persons who are called upon to prepare such plans in their particular States.
70. McDonald, C. B. Measurement of agricultural progress in the Coburg, Iowa, community. Thesis. (In Iowa State college library.)
Two annual surveys taken by instructor and class in vocational agriculture. Problems of community discovered and progress made in their solution quantitatively shown.

71. Miller, Adam. Measurement of agricultural progress in the Dana, Iowa, community. Thesis. (In Iowa State college library.)
Three annual surveys taken by instructor and class in vocational agriculture. Problems of community discovered and progress made in their solution quantitatively shown.

COMMERCIAL

72. Anderson, John A. Fitting the commerce course of the high school and junior college to the needs of the community. Pasadena, Calif., city schools. Educational research bulletin, May, 1926.

This study uses a local survey as a means of answering the following questions: (1) What subjects shall be offered in the high-school commerce course and what shall determine their content? (2) Do the vocational opportunities in the community justify the commerce subjects offered?

73. Williams, John P. Business education in relation to business failures. Master's thesis, New York university, New York. (In library of university.)

CONSTRUCTION

74. Cocking, Walter D. Curriculum. In Annual report of board of education, St. Louis, Mo.

Descriptive account of a complete revision of all courses of study in accordance with best current practices and results of research. Revised courses issued in 37 bulletins, each with four columns for parallel reading.

75. Monroe, Walter S. Making a course of study. University of Illinois, Urbana, Ill. Bulletin, vol. 23, September 19, 1925, no. 2.

Outline of practical procedure in making the course of study.

76. National society for the study of education. Technique of curriculum making. Two parts. Report of committee, Dr. Harold Rugg, chairman. In Yearbook of National society for the study of education. Bloomington, Ill., Public school publishing co.

Study of present methods of making curricula in schools of the United States. Symposium and discussion by group of experts on general principles of curriculum construction.

ENGLISH

77. Davis, C. O. Quantitative work in English. North central association quarterly, September, 1926.

An analysis of what is actually being done in junior high school, senior high school, and college in respect to the quantity of work in English courses.

78. Driggs, Howard B. The equipment in written English pupils have on entering the junior high school. Doctor's thesis, New York University. (In library of university.)

An attempt to determine the ability of pupils entering grade 7 in written composition, sentence construction, punctuation, language usage, spelling, and vocabulary through analysis of written compositions.

79. Farnsworth, B. K. Inquiry into the amount and quality of reading of adults. Utah agricultural college, Logan, Utah. (In library of college.)

A determination of the amount and quality of the reading of adults of various degrees of education.

80. Katzenberger, Catharine. Correlation of language work in high school and college. University of Michigan, Ann Arbor, Mich. (Typewritten. In office of J. B. Edmonson.)

81. Pollock, Martha C., and Pressey, L. C. An investigation of the mechanical habits in reading of good and poor readers. Educational research bulletin (Ohio State university), vol. 4, September 23, 1925.

82. Sexton, L. J. An experiment in school and home cooperation in language training. Public school messenger, vol. 23, November, 1925, no. 1.
Reports the results of an effort to stimulate both pupils and parents to correct language errors in speech. Method of experiment outlined and results reported.
83. Willing, Matthew H. Valid diagnosis in high-school composition. Teachers college, Columbia university, New York. Contributions to education.
84. Witty, P. A. Diagnosis and remedial treatment of poor spellers. Journal of rural education, January, 1926.
Selected problem cases in grades 7 to 12 were subjected to definite treatment.
See also Nos. 58 and 59.

FINE ARTS

85. Allison, E. W. Art syllabus. Missouri department of education, Jefferson City, Mo. Bulletin no. 5, 1925.
A committee report outlining a program in art education for Missouri high schools.
86. Deegler, Mathilda J. A study of the courses of music in the elementary public schools of some of the cities of the United States. Thesis, Temple university, Philadelphia, Pa. (Typewritten.)
87. Farnum, Royal Bailey. Art education in the United States. Washington, Government printing office, 1925. (U. S. Bureau of education. Bulletin, 1925, no. 38.)
A general survey of art education in elementary and secondary schools of the United States.
88. Hughes, Cecil L. The status of music teaching in the high schools of the United States. Thesis, University of Washington, Seattle, Wash.

FOREIGN LANGUAGE

89. Gosling, Thomas W. Foreign languages in junior high schools. North central association quarterly, vol. 1, June, 1926, no. 1.
A committee report showing total enrollments, enrollments in each foreign language, objective of foreign-language study, methods of instruction used, textbooks used, prognostic and achievement tests used, periods per week given to languages, number of credits earned, and opinions of the value of foreign language in junior high schools of the North central association.
90. Orleans, J. S., and Thompson, H. G. Latin survey. New York State department of education.
Survey of first-year Latin by means of tests.
91. O'Shea, M. V. Post-scholastic use of modern foreign languages. Prof. R. H. Fife, 561 West One hundred and sixteenth Street, New York City. (In manuscript.)
Results of a study of 20,000 graduates of high school and college regarding the extent to which they read modern foreign languages.
92. Sibley, J. B. French in the secondary schools of Kentucky. University of Kentucky, Lexington, Ky. (Typewritten.)
The exact status of the teaching of French in the secondary schools of Kentucky, 1926: (a) Public high schools; (b) private high schools and academies; (c) extent of the courses offered; (d) training of the teachers for teaching French.

HOME ECONOMICS

93. Spencer, H. L. Household activities involving mechanics performed by women. Master's thesis. University of Pittsburgh, Pittsburgh, Pa. (In library of university.)
An analysis of the household duties of approximately 300 women. The data were secured by the questionnaire method.

MATHEMATICS

94. Cunningham, John G. Mathematical ability as related to general intelligence. Thesis, Temple University, Philadelphia, Pa. (Typewritten.)
95. Hahn, Emil. Derivation of material for a course in mathematics to meet the needs of electrical students in vocational schools. Master's thesis, 1926, New York university, New York.
An attempt to construct a course of study in mathematics adapted to the needs of electrical students through analysis of the jobs done by students in training, in an effort to determine the mathematics demanded by the training jobs.
96. McMindes, Maude. Development of a geometry scale. Master's thesis. University of Kansas, Lawrence, Kans.
Two forms of scale tried out and revised. Study involved 2,500 high-school students.
97. Minneapolis, Minn., Public schools. - Arithmetic abilities in the Minneapolis junior and senior high schools.
Analysis of results of Courtis supervisory test in arithmetic in Minneapolis junior and senior high schools. A remedial program is outlined.
98. Mulvihill, Honora E. A course of study in algebra (ninth school year) for the Bridgeport schools. Master's thesis, New York university, New York. (In library of university.)
99. O'Brien, F. P. An experiment in teaching mathematics. University of Kansas, Lawrence, Kans. (Not published.)
A definite statement of technique and results of application.
100. Sanford, Vera. The history and significance of certain standard problems in algebra. Dissertation, Teachers college, Columbia university, New York.
101. Welte, Herbert D. A psychological analysis of plane geometry. University of Iowa, Iowa City, Iowa. Monographs in education. First series, no. 1, January 1, 1926.
Gives results of analysis of six plane geometry texts to secure information pertinent to the psychological aspects of the subject. The results are presented as: (1) The essential theorems; (2) the words which constitute the technical vocabulary of plane geometry; (3) the main ideas which are the constituent elements of the essential theorems; (4) a psychological photograph of plane geometry which portrays the nature of the essential theorems in proper sequence for learning; (5) the frequency of use of the work in the technical vocabulary; and (6) the frequency of use of the main ideas.

MORAL AND RELIGIOUS EDUCATION

102. Bannion, Milton. Character education. Washington, Government printing office, 1926. (U. S. Bureau of education. Bulletin 1926, no. 7.)
Contents: The processes of character education, classroom procedure in relation to character education, curriculum materials for character education, the school community, character tests and measurements, professional preparation of teachers for character education; delinquency, its forms, causes, and prevention; conclusions.
103. Doyle, Florence A. The modern revival of interest in moral education. Thesis, Temple university, Philadelphia, Pa. (Typewritten.)
104. Gollightly, Thomas J. The present status of the teaching of morals in the public high schools. Doctor's thesis, 1926, George Peabody college for teachers, Nashville, Tenn. Contributions to education No. 28.
The study undertakes to define morals, to give a sketch of the teaching of morals in the United States, to show the present tendencies, and, through a questionnaire, to discover what public-school teachers and executives are doing in the teaching of morals and what they believe to be the best aims and the best sanctions of moral teaching.

105. Jones, A. E. A study of the results of seminary (i. e., religious) teaching upon the activities of high-school students. Utah agricultural college, Logan, Utah. (In library of college.)

The Latter Day Saints Church maintains a system of "Seminaries," i. e., classes in religion, in connection with high schools. A study of the effects of such religious instruction leads to the conclusion that "students are superior to the nonseminary students as far as what church officials and teachers would consider the standard to be." Whether this is due to the instruction or whether it is a matter of selection the study does not determine.

106. McDonald, Elizabeth Jane. Some phases of the religious education of the adolescent. University of South Carolina library, Columbia, S. C.

PHYSICAL EDUCATION

107. Dunbar, Ruth O. To what extent do the activities of a typical high school physical education course for girls carry over after the girls leave school? University of Michigan, Ann Arbor, Mich. (In typewritten form in office of J. B. Edmonson.)

108. Neale, M. G., and others. Physical education. Missouri State department of education. Bulletin no. 2, 1925.

Outline of a course of study in physical education as developed by a special committee of the Missouri curriculum construction committee.

109. Ray, Glenn V. The status of physical education in the small high school in Indiana. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 8.

A study to determine the content and extent of physical education in the small high schools in Indiana.

110. Swallow, Belva L. Teaching health in high school. University of Iowa. College of education series, no. 7.

111. Van Duyn, Marguerite. Values of dancing in physical education. Master's thesis, New York university. (In library of university.) See also No. 60.

SCIENCE

112. Antonina, Sister M. The development of biology as a subject of instruction in secondary schools. Catholic sisters college, Washington, D. C.

113. Black, Oswald Frederick. The development of concepts of physics in high-school children. Dissertation, Teachers college, Columbia university, New York.

SOCIAL STUDIES

114. Mathews, C. O. The grade placement of curriculum materials in the social studies. Teachers college, Columbia university, New York.

115. Nash, H. B. A survey of geography (thought and information). Department of educational measurements, West Allis, Wis., public schools. Bulletin no. 6-2, April, 1928.

Analysis of results of the Posey-Van Wagenen geography scales in West Allis schools for grades 5-B to 7-A.

116. Osgood, Ellen L. An experimental course in vocational civics. Master's thesis, New York university, New York. (In library of university.)

An effort to indicate a possible method of developing a new high-school subject demanded by the social needs of pupils.

117. Williams, L. A. A curriculum study among junior high school pupils. Journal of educational research. (To appear early in 1927.)

Schedule study of junior high school pupils' ideas about great personages.

See also No. 271.

VOCATIONAL

118. Smith, Ellison Matthew. A suggested vocational curriculum for the Parker junior-senior high school. University of South Carolina, Columbia, S. C.

EXAMINATIONS

119. Buckner, C. A. Pupil evaluation of examinations and marks. University of Pittsburgh. School of education journal, May-June, 1926. p. 100-103.

Values of examinations classified according to answers received from 1,802 high-school pupils.

EXTRA-CURRICULAR ACTIVITIES

120. Benson, Ulrika E. The purpose and value of French club activities in secondary schools. Master's thesis, New York university, New York. (In library of university.)

An attempt to discover the purpose of French clubs and determine whether or not purposes are realized by clubs as now organized and conducted.

121. Draper, E. M. A philosophical study of the contributions of E. C. A. to school and community citizenship. University of Washington, Seattle, Wash., Publications.

A development of the philosophy of life and education in America and the possibility of realizing the philosophy through the extracurricular activities.

122. Dustin, C. E. An investigation of the scope, working practices, and limitations of pupil participation in government in secondary schools. School review, 34: 421-42, June, 1926.

123. Patterson, B. Louise. A study of leisure-time activity of university women. University of Michigan, Ann Arbor, Mich. (Typewritten. Filed in office of J. B. Edmonson.)

124. Bohrbach, Quincy Alvin W. Nonathletic student activities in the secondary school. Thesis in education. University of Pennsylvania, Philadelphia, Pa.

Problem: To show the status of (1) the aim of the different nonathletic student activities conducted under the auspices of the secondary school; and (2) the outcomes, from the standpoints of (a) conduct control, (b) leadership training, and (c) the time that students devote to the activities in which they participate.

125. Wardle, James E. A study of the school savings system in Washington high school, Meriden, Conn. Master's thesis, New York university, New York. (In library of university.)

An attempt to establish the relationship existing between habits of thrift in school as taught through the school savings system and thrift habits exhibited in the postschool life of pupils.

126. Wynn, W. T. A study of faculty meetings, assemblies, teachers' marks, and extracurricular activities of the high schools of Tennessee. Middle Tennessee State normal school, Murfreesboro, Tenn. Bulletin, vol. 2, new series, no. 2.

INSTRUCTION

127. Bogumila, Sister M. Individual instruction. Catholic sisters college, Washington, D. C.

128. Chastain, Loren. An experiment to determine relative values of different types of assignments in a first-year geometry class. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 5.
Comparison of (1) a carefully planned, analytical assignment in which pupils participate in outlining: (a) What is given? (b) What is to be proven? (c) Given certain facts, what others follow? (d) Of the facts known, which can be utilized in reaching the desired end? with (2) an assignment made by the "proposition and exercise number type." The group given type (1) assignments showed best results, and pupils whose mental scores were in the lower 50 per cent made the most noticeable gains.
129. Dawson, Chas. D. Special types of instruction in 20 cities of from 100,000 to 250,000 population. Grand Rapids city schools, Grand Rapids, Mich.
130. Eells, Walter C. How much elementary algebra is remembered by freshmen when entering college? Mathematics teacher, April, 1926.
Compares high school and college achievements on same algebra test.
131. Erb, Russell C. Laboratory exercises as an efficient means for the acquisition of the sciences. Thesis, Temple university, Philadelphia, Pa. (Typewritten.)
132. Ewing, Edward. Individual laboratory vs. teacher demonstration method of teaching chemistry. Thesis, Temple university, Philadelphia. (Typewritten.)
133. Frederick, Robert Wendell. An experimental evaluation of instructional methods. Doctor's dissertation. 1926, New York university, New York.
An attempt to test the relative effectiveness of the text-study-recitation method of instruction and the socialized activities method in general science. Equivalent group method used. Concludes that the text-study-recitation method is superior in mastery of facts, other method superior in stimulating behavior and interest.
134. Good, Carter V. The effect of a single reading versus two readings of a given body of material. Journal of educational method, April, 1926.
135. ——— The relation of extensive and intensive reading to permanency of retention. Pedagogical seminary, March, 1926.
136. ——— The effect of mental set or attitude on the reading performance of high-school pupils. Journal of educational research, October, 1926.
137. ——— The relative effect of expanded and condensed treatments of a given topic on proficiency in outlining. English Journal (forthcoming).
138. Greene, Georgia Mae. Art teaching in South Carolina. University of South Carolina, Columbia, S. C. (In library of university.)
139. Hittner, J. Warren. The learning curve in basketball technique among high-school boys. Thesis, Temple university, Philadelphia, Pa. (Typewritten.)
140. Hutson, P. W. Reading problems in geography. Journal of geography, 25: 321-330, December, 1926.
Analysis of geography reading and study, determining the different reading problems presented. Steps in teaching several of the reading abilities are outlined.
141. Jeanne Marie, Sister. The teaching of religion. College of St. Catherine, St. Paul, Minn. (In library of college.)
Four high-school courses in religion were analyzed for: (a) content; (b) objectives; (c) method (1) of presentation, (2) of direct study.
142. Laton, Anita. An experimental application of the psychology of learning to the teaching of selected units of subject matter from high-school biology. Dissertation, Teachers college, Columbia university, New York.

- 143. May, Gordon Hill. The teaching of physics in the high schools of South Carolina. University of South Carolina, Columbia, S. C. (In library of university.)
- 144. Nash, H. B., and Phillips, M. J. W. A study of the relative value of three methods of teaching high-school chemistry. Journal of educational research.
The three methods are: (1) Pupil—where pupil does all the work. (2) Teacher—where teacher does the work—lectures and demonstrations before class. (3) Combination of (1) and (2) within the limits of the experiment.
- 145. Prunty, Merle. Organizing high-school instruction for individual differences. Teachers journal and abstract, 1: 250-53, April, 1926.
- 146. Theresa, Sister. Notes on teaching first-year Latin. Catholic sisters' college, Washington, D. C.

LEGISLATION

- 147. Good, Carter V. Present status of law relating to certain school matters. Peabody journal of education, May, July, September, 1926.

LIBRARY

- 148. New England school library association. Summary of library conditions in the eastern private schools. (Typewritten copy in possession of compiler, Miss Dorothy Hopkins, Librarian of Abbot Academy, Andover, Mass.)
Questionnaire sent to nearly 200 private schools in Eastern States. Concludes that library facilities in majority of private schools are far inferior to those in public schools.

THE HIGH-SCHOOL PRINCIPAL

- 149. Eikenberry, D. H. Status of the high-school principal. Washington, Government printing office, 1925. (U. S. Bureau of education. Bulletin, 1925, no. 24.)
A study of academic and professional training, experience, tenure, salary, legal status, duties, and responsibilities of the high-school principal.
- 150. Feelhaver, C. T. Duties of high-school principals in Nebraska. University of Nebraska. Teachers college research bulletin, January 1927.
A classification of types of duties with amount of time devoted to each in various size schools.

PUPILS

ACHIEVEMENT

- 151. Daley, H. C. Causes of absence. Highland park, Mich., city schools.
- 152. Detroit public schools. Intermediate school-test results. Detroit public-schools bulletin C-25, February 15, 1926; also Bulletin C-30, June 19, 1926.
- 153. Kalamazoo, Mich. Public schools. Department of research. Junior high school spelling results and a study determining the relative achievements of 40 and 60 minute study periods in the junior high schools of Kalamazoo, Mich., October 30, 1926. 14 p. Tables, graph. (Kalamazoo public schools. Department of research. Bulletin no. 89.) (Mimeographed.)

Results of the spelling test lead to the following questions: (1) Are we right in saying that a dictation spelling test is not an accurate way of measuring spell-

ing ability? (2) Is it so that a dictated sentence leads to poor spelling due to the fact that a different mental process is called for than is demanded in writing an original sentence? (3) To what extent are the words given in the test unfair for a spelling test?

Study of 40 and 60 minute study periods leads to the seeming conclusion that the hour period meets the needs of the students of average ability, but does not in cases where special instruction is needed. Some interesting questions are raised by the study.

154. Wallack, Simon I. A comparison of the achievement of pupils of Jewish parentage with pupils of Italian parentage in the various subjects of the curriculum and also a comparative age-grade distribution sheet. Thesis, Temple university, Philadelphia, Pa. (Typewritten.)

FAILURE

155. Maxwell, C. B. The success of high-school graduates of June, 1924, in their first semester of college work 1924-25. (A committee report.) North central association quarterly, vol. 1, September, 1926, no. 2.
156. ——— Follow-up study of the success of graduates of North central high schools in college work. North central association bulletins, March, 1927. A study of the personnel and intelligence of the freshman class and of the training of instructors assigned to freshman sections, to find out what influence these factors have on failures in a few selected institutions.
157. Roemer, Joseph. Failures in secondary schools. Southern association of colleges and secondary schools. Proceedings, February, 1926, Part IV, pp. 155-228.
Reports failure by subject for freshmen college students graduates of Southern association high schools by size of high school and for public and private high schools.
158. Taylor, Josiah W. Records of first-year students in collegiate institutions in Maine during the first semester. State department of education. Augusta, Maine.
This report covers the records as to grades, failures, and honors recorded and these data distributed with reference to subjects continued from the high school. The reports are filed by the recording officers of the colleges. They are reviewed by a committee made up of representatives of the colleges, commissioner of education, and the agent for secondary education. The results of this study are sent to the several schools with special letters where such are felt desirable either by way of commendation or criticism.

INTELLIGENCE

159. Allen, Clinton. Intelligence of entering freshmen in Oklahoma city university for past four years. Oklahoma city university, Okla. (Not published.)
Report showing by tables and graphs the intelligence rating of the various freshmen classes in Oklahoma city university for the past four years.
160. Bays, John A. The relation of the intelligence quotient to success in high school. High-school teacher, vol. 2, May, 1926, no. 5.
161. Rogers, Agnes L., and others. The intelligence of pupils in private schools. Private school teachers association of Philadelphia. Secretary, Robert Clothier, Haverford school, Haverford, Pa.
Twelve private schools reported intelligence quotients for their pupils (elementary and secondary) numbering in all 2,676. The private-school group was compared with public-school results. The median IQ was 8 points higher than a group of 2,080 children in Champaign, Ill., in public schools and 14 points higher than Terman found for California children.
162. Rowell, Dorothy Case. The rate of growth of intelligence from 12-20 years of age. Outline, Teachers college, Columbia university, New York.

163. St. Louis. Public schools. Division of tests and measurements. Mental testing in St. Louis. Public school messenger, vol. 23, November, 1925, no. 1.

MISCELLANEOUS

164. Denworth, Katharine M. The effect of length of school attendance upon mental and educational ages; and the relative influence of length of school attendance and mental age upon educational age. Outline, Teachers college, Columbia university, New York.
165. Farnsworth, E. W. Study of migration of rural young people of Iowa to the city. Thesis, Iowa State college. (In college library.)
Migration as affected by education. Concludes that migration increases as education is extended and that education is a cause.
166. Giles, J. T. Survey of Wisconsin high-school commercial graduates. Madison, Wis. Department of public instruction. 6 p. (Mimeographed.)
Of nearly 5,000 graduates of commercial courses only a small percentage entered corresponding commercial jobs.
167. Nobis, Georgia E. Some aspects of the individual differences of the pupils of a unit-technical high school. Doctor's thesis, New York university, New York. (In library of university.)
A study by means of standard tests made in an effort to determine whether pupils in a unit technical high school constitute a distinct type or exhibit individual differences which should be taken into account. Individual differences are measured and analyzed from the point of view of significance for administration.
168. Pickell, Frank G. College preparation in the Montclair-high school. Montclair, N. J. Board of education. Annual report, 1926.
A study of the records of 1,141 high school seniors.
169. Rhyne, Hugh Jenkins. Juvenile delinquency in South Carolina and what the public school can do to prevent it. University of South Carolina, Columbia, S. C. (In library of university.)
170. St. Louis. Public schools. Division of tests and measurements. Analysis of summer-school enrollment. Public-school messenger, vol. 23, November, 1925, no. 1.
171. Sellers, John M. A follow-up study of high-school pupils who entered Lawrence county, Ind., high schools between 1912 and 1919, inclusive. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 18.
A slightly larger per cent of town than of rural pupils finish high school. A direct relation exists between vocation and income of parents and the possibilities of their children finishing high school. Little correlation between salary and education. The highest salaried individuals were not graduates. Greatest number of community leaders among high-school graduates. Study showed positive need of varied curricula in the Lawrence county high schools.
172. Storkan, William. Rules and regulations that govern high-school students. Nebraska university, Lincoln, Nebr. (Summary to be published later.)
A study of the rules and regulations of 95 large high schools.
173. Taylor, Josiah W. Investigation of pupils entering higher institutions. Augusta, Me. State department of education. (Not published in printed form. Limited supply of material available in temporary copy.)
Sets forth number of pupils graduating in June, 1925; the number of these pupils entering college, normal, and other schools distributed as to resident and nonresident, also as to the character of schools, number of teachers, etc. By-

dence of very high proportion going to higher schools. Notable contribution of small schools to above result.

174. Thompson, L. L. Student activities in small high schools. Master's thesis, University of Kansas, Lawrence, Kans.

Analysis of activities and mental test scores of 600 students.

175. Woody, Clifford. The ability and interests of 900 high-school seniors. University of Michigan, Ann Arbor, Mich., Bureau of educational reference and research.

(See also Nos. 202, 215.)

PERSISTENCE

176. Lehman, C. O. Persistence of high-school students in Ohio. High-school teacher, vol. 2, March, 1926, no. 3.

177. Mayhow, Henry H., jr. Causes of eliminations in Stony Point high school. Master's thesis, New York university, New York. (In library of university.)

A study showing extent of elimination and causes of elimination in one high school.

PHYSICAL TRAITS

178. Gerney, Oscar E. A study of underweight and malnourished children at Camp Happy. Thesis, Temple university, Philadelphia, Pa. (Typewritten.)

179. Kistenmacher, John C. Relative importance of age, height, weight as contributing forces to physical achievement. Thesis, Temple university, Philadelphia, Pa. (Typewritten.)

PROGRESS

180. Drake, E. H. Age-grade and nationality survey of Kalamazoo public schools. Kalamazoo public schools. Research department. Bulletin no. 32.

181. Kalamazoo public schools. Age-grade report. Kalamazoo public schools, Kalamazoo, Mich. Research bulletin no. 41.

Analysis of age-grade enrollments in Kalamazoo public schools showing retardation and acceleration by grades and schools.

182. Kallom, Arthur W. Age and progress of pupils in the Boston public schools. Boston, Mass. Department of educational investigation and measurement.

183. Nash, H. B. Results of survey of grade placement, West Allis public schools, Wis. Bulletin no. 6-12, May, 1926.

184. OBrien, F. P. Later progress of high-school students and their mental test ranking. University of Kansas. (Not published.)

A study of 12,000 high-school students followed through high school and into college.

SOCIAL TRAITS

185. Hayes, W. J. A quantitative socio-analysis of factors conditioning participation in voluntary group activities by pupils of ——— high school. Outline, Teachers college, Columbia university, New York.

186. Hughes, W. Hardin. Personal trait ratings in the prediction of college success. Pasadena, Calif., city schools. Educational research bulletin, vol. 4, November-December, 1925, nos. 3, 4.

187. ——— General principles of rating trait characteristics. Pasadena city schools. Educational research bulletin, vol. 3, February-March, 1925, nos. 6 and 7.

188. Neumann, George Bradford. A study of international attitudes of high-school students. Dissertation, Teachers college, Columbia university, New York.

VOCATION

189. Harshbarger, P. B. The vocational intentions of high-school pupils in southwestern Iowa. Thesis, Iowa State college. (In library of college.)
Nearly 6,000 pupils in 49 high schools asked to state vocational intention with reasons. Professions most frequently chosen by boys. More interest in rural occupations in larger high schools.

RELATIONS BETWEEN SECONDARY AND HIGHER SCHOOLS

190. Klein, Arthur J. Effect of the junior high school upon college entrance requirements. Washington, Government printing office, 1926. (U. S. Bureau of education. Circular 8773, August 11, 1926.)
191. Phillips, Frank M. Accredited secondary schools of the United States. Washington, Government printing office, 1925. (U. S. Bureau of education. Bulletin, 1925, no. 11.)

RESEARCH

192. Gaines, Margaret M. The questionnaire; technique of its preparation and use. Master's thesis, University of Pittsburgh, Pittsburgh, Pa. (In library of university.)
An analysis of 100 questionnaires selected from publications of research, such as doctors' dissertations and articles in technical magazines.
193. Jones, Arthur J. An outline of methods of research and suggestions for the use of high-school principals and teachers. (Mimeographed report, Dr. Arthur J. Jones, University of Pennsylvania, Philadelphia.)

SCHOOLS

ALL YEAR

194. Farrand, Wilson; O'Shea, M. V., and others. The all-year schools of Newark, N. J. Newark, N. J., Board of Education.
Part II, by W. Carson Ryan, is a study of the problem of advancement and elimination in the Newark all-year schools. Concludes that there is definite gain, one result being that pupils of lower intelligence than is customary are carried into high-school classes (ninth grade and beyond).

JUNIOR COLLEGES

195. Fuller, W. D. A study of the administration and organization of junior colleges in California. Thesis, University of Washington, Seattle, Wash.
196. O'Brien, F. P. College standards and a public junior college. Bulletin of the University of Kansas, Lawrence, Kans.
A tentative list of 16 standards for organization of a junior college and their application to a definite situation.

JUNIOR HIGH SCHOOLS

197. Bolton, Frederick E. Vocational training in the junior high school. (Not yet published.)
198. Davis, Calvin O. Broadening and finding courses in 25 Michigan junior high schools. North central association quarterly, 1:300-320, December, 1926.
Reports the frequency of offering exploratory courses, the percentage of pupils enrolled in such courses, grades in which such courses are offered, periods per

week given to exploratory courses, textbooks used, miscellaneous provisions for exploration, and frequency of noncurricular activities. Findings summarized and conclusions drawn.

199. ——— Provisions for individual differences among pupils in the junior high school. *High-school teacher*, vol. 2, May, 1923, no. 5.
200. ——— Provisions for meeting individual differences among pupils of the junior high school. *School review*, 34: 7, September, 1923.
Statements from 50 widely distributed junior high-school principals.
201. ——— and Lewis, E. E. Problems of the junior high school, with special reference to junior high-school administration. Bloomington, Ill., Public school publishing co., 1925. 76 p. 8°.
202. Forman, W. O. The use made of leisure time by junior high-school pupils. *Elementary school journal*, 26: 771-75, June, 1926.
203. Sealey, R. M. Report of the committee on the junior high school. In *Association of colleges and secondary schools of the Southern States Proceedings*, Part IV. February, 1926. p. 46-104.
A survey reporting the form of organization, enrollment, effect on attendance, practice in departmentalization, provisions for individual differences, extracurricular activities, requirements of teachers, curriculum practices, guidance provisions, future objectives, and conclusions of the committee for junior high schools of the Southern States.
204. Spaulding, Francis T. The small junior high school. *Harvard studies in education* IX.
Deals with the present status and functions of the small junior high school, difficulties peculiar to the small junior high school, curricular and extracurricular offerings, the limitations and possibilities of the small junior high school. Based on 10 small junior high schools of Massachusetts.
205. Stockwell, Lynn E. The training of junior high-school classes. *University high school journal (California)*, 6: 6-8, April, 1926, table.
206. Windes, E. E. Organization and administration of the junior high school in rural and small school communities. Thesis, 1927. George Washington university, Washington, D. C.
Chapters deal with special purposes of the junior high school, practices concerned with provision of a distinct educational unit, provisions for guidance, provisions for maximal rates of pupil progress, improving the school social situation, summary and conclusions. Data from 133 schools in 31 States analyzed.
See also No. 78.

NORMAL TRAINING HIGH SCHOOLS

207. Moore, O. F. Survey of normal training high schools of Iowa. Thesis, Iowa State college. (In library of college.)
Types of students in the high-school normal training courses, training and background of teachers reported—primarily an attempt to learn extent to which these schools are promoting "rural-mindedness."

PRIVATE SCHOOLS

208. Duvall, Sylvanus Milne. The development of the academies and colleges of the Methodist Episcopal church in the United States. Outline, Teachers college, Columbia university, New York.
209. Ryan, W. Carson. Report of a study of Friends' schools. Swarthmore college, Swarthmore, Pa.
Report of 20 Friends' schools of which seven are of secondary grade. Compares public and private education and concludes that Friends' schools, like other private schools, will have to justify themselves by doing pioneer work in education. Points out that character of Quakerism makes pioneering by Quaker schools especially fitting.

SMALL AND RURAL SCHOOLS

210. Abel, James F. Recent data on consolidation of schools and transportation of pupils. Washington, Government printing office, 1925. (U. S. Bureau of education. Bulletin, 1925, no. 22.)
211. Betan, George A. A study of the holding power and population of four high schools in a rural environment in Pennsylvania. Master's thesis, New York University, New York. (In library of university.)
An effort to determine the factors making for persistence in high school.
212. Ruff, John. The small high school. Columbia university, Teachers college, New York. Bureau of publications. Contributions to education no. 236.
An intensive study of a limited number of high schools. Means taken to get at a large number of facts. Fourteen tests and scales used in measuring achievement of pupils enrolled. The study represents a serious attempt to compare the value of the work done in the large and the small high schools. Its findings are adverse to the small schools.
213. Scott, F. D. The county high schools in Kentucky. University of Kentucky, Lexington, Ky. (Typewritten.)
214. Stone, H. E. Consolidated schools in Iowa. Des Moines, Iowa. Department of public instruction.
Statistical survey made from annual reports of consolidated schools to Department of public instruction. Includes every consolidated school in Iowa. Practically all have high schools.

SUMMER SCHOOLS

215. Bentley, Grace L. A two-year comparative study of work done in one senior high school by summer-school pupils. Thesis, Temple university, Philadelphia, Pa. (Typewritten.)
216. Jones, John W. High-school summer work in Indiana, Illinois, Ohio, and in 23 cities in nine other States. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 19-20.
Questionnaire study. Seven phases of organization and administration are covered: The organizing agency, time elements in organization, financial factors of organization and administration, credit granted for summer work, selection and qualification of teachers, extracurricular activities, and community attitudes.

VOCATIONAL SCHOOLS

217. Diamond, Thomas. Do our vocational schools prepare for vocations? School review, vol. 33, October, 1925, no. 8.

SOCIETIES AND FRATERNITIES

218. Brown, E. E. Honor societies in Oklahoma high schools. High-school quarterly, 14: 140-46, April, 1926.

STATISTICS

219. Phillips, Frank M. Statistics of city school systems, 1923-24. Washington. Government printing office, 1925. (U. S. Bureau of education. Bulletin, 1925, no. 41.)
220. ——— Statistics of private high schools and academies. Washington, Government printing office, 1925. (U. S. Bureau of education. Bulletin, 1925, no. 23.)
221. ——— Statistics of State school systems. Washington, Government printing office, 1925. (U. S. Bureau of education. Bulletin, 1925, no. 42.)

222. State and city reports. A number of reports of State departments of education and of city-school systems present and analyze secondary school statistics in a way that is useful to administrators, supervisors, and research workers.

PUPIL STUDY

223. Butterweck, Joseph Selbert. The problem of teaching high-school pupils how to study. Dissertation, Teachers college, Columbia university, New York.
224. Edmonson, J. B., and Goodrich, C. L. An experiment in training high-school students in habits of study. Michigan education journal, January, 1926.
225. Hughes, W. Hardin. Where and how much do they study? Pasadena, Calif., city schools, vol. 4, 1926, nos. 5, 6.
226. Symonds, Percival M. Study habits of high-school pupils, as shown by close observation of contrasted groups. Teachers college record, 27: 713-24, April, 1926.
227. Yoakam, Gerald Alan. What children do when they study. University of Pittsburgh, School of education journal, September-October, 1925, and subsequent issues.
Analyzes study activities of pupils in grades 3-9 as determined from themes written on "What I do when I study."

SUPERVISION

228. Callista, Sister M. Educational supervision in our Catholic schools. Catholic university of America, Washington, D. C.
229. Falls, J. D. A job analysis of the State high-school supervisor in the United States. Doctor's thesis, 1926, George Peabody college for teachers, Nashville, Tenn. Contributions to education, no. 25.
An intensive and comprehensive study of the job of the State high-school supervisor in the United States. It comprises a detailed study of the administrative practices regarding the personnel of the State office of high-school supervisor, the duties, and the methods used in performing these duties. The chief topics are: The qualifications, experience, salaries, legal status, and scope of major activities—such as number of high schools in the State, number visited annually, average time spent in the school, time spent in the field and in the office, supervising load, types of reports made and to whom and when, use made of collected data, inspection versus supervision, aim of office, and the extent of research made in this field. A study is made of all the current visitation forms, and a new form is proposed on the bases of weighted judgments of men in the field.
230. O'Brien, F. P. An experiment in supervision of English. Journal of rural education, January-February and March-April, 1926.
A definite statement of technique and results of application. (300 students, 5 months, grades 7-12.)

SURVEYS

231. Farrand, Wilson; O'Shea, M. V., and others. The all-year schools of Newark, N. J. Newark, N. J., Board of education.
Survey by a group of specialists of all-year high schools, as well as elementary schools.
232. French, Clifford C. A survey of the Gaston school, a township consolidated school, Gaston, Ind. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January, 1927. p. 9-11.
A study to analyze the various factors that enter into the school system; to determine their significance by a study of school reports by the county superintendent covering a number of years, and by a comparison with other school systems; to commend what is worthy and make constructive suggestions where they are needed.

233. Ganders, Harry S. School survey and educational program for Fort Lupton, Colo. Colorado State teachers college bulletin, *series* 25, no. 3.
234. Mills, Otto. A survey of Picadome school district. University of Kentucky, Lexington, Ky. (Typewritten.)
Includes a study of Picadome high school and the community which it serves. The study is based on data obtained from the pupils, former graduates, and patrons of the school.
235. O'Shea, M. V. A State educational system at work. Jackson, Miss.
Results of an extensive intelligence test and educational achievement study of the entire educational system of Mississippi.
236. ——— Public education in Mississippi. Jackson, Miss.
A survey of elementary, secondary, and higher institutions of Mississippi by a group of specialists.
237. Ryan, W. Carson, and others. Secondary education in Porto Rico. Teachers college, Columbia university, New York. (Chapter in the volume giving the full report of the survey, published by International Institute.)
Analyzes provision of secondary and industrial education in Porto Rico and recommends (a) more rural high school provision; (b) reorganization in terms of junior high school or something similar; (c) course of study adapted to real needs instead of college preparation.
238. Salm, Connor K. A survey of the high school of Brookville, Ind. Indiana university, Bloomington, Ind. News letter, Alpha chapter, Phi Delta Kappa, January 1927. p. 22-23.
A study to find out the kind of scheme of education needed, the financial ability of the community to meet the needs, to what extent the present school provisions satisfy these needs, and to make constructive proposals as to how to bring the school up to the best the community can afford.
See also Nos. 61, 194, 207.

TEACHERS

239. Barr, A. S. A study of the teaching performances of good and poor teachers of the social studies in the junior and senior high school. University of Wisconsin, Madison, Wis. Bureau of research. Bulletin.
240. Bowen, J. W. The salaries and qualifications of Kentucky teachers in the high schools of the independent graded districts. University of Kentucky, Lexington, Ky. (Typewritten.)
A comparison of the salary, qualifications, experience, and tenure of teachers and principals of schools in the independent school districts of Kentucky with those of similar positions in schools throughout the United States.
241. Davis, C. O. Our best teachers. School and society, 24: 608, August 21, 1926. Also in School review, 34: 8, October 1926.
Judgments of 76 college youths.
242. Davis, Frank G. Study of teacher training in Pennsylvania colleges. Educational administration and supervision, December, 1926.
A study of courses of study, practice teaching, arrangements, etc., in liberal arts and teachers colleges in Pennsylvania.
Also a similar study now in process to be completed before January 1, 1927.
243. Diefendorf, J. W. Trait and activity analysis of high-school teachers. Doctor's dissertation, University of Missouri.
244. Gould, George. The teaching load in high schools of the third-class districts of Pennsylvania. Journal of school of education, University of Pittsburgh, January-February, 1926.
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