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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 were 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


2. Collins, B. A. The chartered schools in Missouri. Doctor's thesis, 1928, 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.


7. Good, Carter V. The social and individual values of the school analyzed in terms of an educational balance sheet. Education, September, 1926.


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.
BIBLIOGRAPHY OF SECONDARY EDUCATION


BIBLIOGRAPHIES


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.


ADMINISTRATION

GENERAL


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.


A summary of methods employed in investigations of the relation of size of class to efficiency of instruction. Includes bibliography of investigations.
BIBLIOGRAPHY OF SECONDARY EDUCATION


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 876 teachers in 46 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, 28.1.

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.


(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.


A discussion of efficient and economical methods and devices for administering a secondary school.


32. Stevenson, F. R. 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.


A development of formula 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.)
BIBLIOGRAPHY OF SECONDARY EDUCATION


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 800 has more in the way of curricular and extracurricular offerings, costs less than smaller schools, and approximately the same as schools with an enrollment up to 1,500.


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 accomplishents 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.


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. Results indicate a superiority of junior high school pupils in English, but an inferiority in all other subjects.


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, III. New Trier high school. Department of research and reference. Study of individual teachers' grades, with comparison of grades given boys and girls by departments.

PUPIL GROUPING

      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


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

      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.

      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.

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.


BUILDINGS AND EQUIPMENT

      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.

60. 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.

63. Counts, George B. 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.


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.


AGRICULTURE

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.

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?


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.


Outline of practical procedure in making the course of study.


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


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 E. 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.


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.


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. 56 and 59.

FINES ARTS


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.


91. O'Shea, M. V. Post-scholastic use of modern foreign languages. Prof. R. H. Fife, 661 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.


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.


99. O'Brien, F. P. An experiment in teaching mathematics. University of Kansas, Lawrence, Kans. (Not published.)


MORAL AND RELIGIOUS EDUCATION


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.


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.)


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


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

110. Swalwell, Belva L. Teaching health in high school. University of Iowa.

College of education series, no. 7.


SCIENCE


SOCIAL STUDIES


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


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


Schedule study of junior high school pupils' ideas about great personages. See also No. 271.
BIBLIOGRAPHY OF SECONDARY EDUCATION

VOCATIONAL


EXAMINATIONS


Values of examinations classified according to answers received from 1,362 high-school pupils.

EXTRA-CURRICULAR ACTIVITIES


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


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


Problem: To show the status of (1) the aim of the different nonathletic student activities conducted under the auspices of the secondary school; (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.


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.


INSTRUCTION


58296-27-8
128. Chastain, Loren. An experiment to determine relative values of different types of assignments in a first-year geometry class. Indiana University, Bloomington, Ind. Newsletter, Alpha chapter, Phi Delta Kappa, January, 1927, p. 5.

Comparison of (1) a carefully planned, analytical assignment in which pupil-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 utilised 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.


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).


Analysis of geography reading and study, determining the different reading problems presented. Steps in teaching several of the reading abilities are outlined.


Four high-school courses in religion were analyzed for: (a) content; (b) objectives; (c) method (1) of presentation, (2) of direct study.

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.)


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.


LEGISLATION


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


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


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 lends 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.


FAILURE


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.


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 freshman classes in Oklahoma city university for the past four years.


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 their group of 2,080 children in Champaign, Ill., in public schools and 14 points higher than Terman found for California children.

BIBLIOGRAPHY OF SECONDARY EDUCATION

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.)


172. Storkan, William. Rules and regulations that govern high-school students. Nebraska university, Lincoln, Nebr. (Summary to be published later.)

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. Evr...
BIBLIOGRAPHY OF SECONDARY EDUCATION

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


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


PHYSICAL TRAITS


PROGRESS


184. O'Brien, F. F. 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


BIBLIOGRAPHY OF SECONDARY EDUCATION


VOCATION


RELATIONS BETWEEN SECONDARY AND HIGHER SCHOOLS


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.


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


JUNIOR HIGH SCHOOLS

197. Bolton, Frederick E. Vocational training in the junior high school. (Not yet published.)


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.


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".


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.


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


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


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


213. Scott, F. D. The county high schools in Kentucky. University of Kentucky, Lexington, Ky. (Typewritten.)


SUMMER SCHOOLS


VOCATIONAL SCHOOLS


SOCieties AND FRATERNITIES


STATISTICS


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


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.


Analyzed study activities of pupils in grades 3-9 as determined from themes written on "What I do when I study."

SUPERVISION

228. Callixta, Sister M. Educational supervision in our Catholic schools. Catholic university of America, Washington, D. C.


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 in 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.


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.


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.
BIBLIOGRAPHY OF SECONDARY EDUCATION

233. Ganders, Harry S. School survey and educational program for Fort Lupton, Colo. Colorado State teachers college bulletin, series 26, 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.


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


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.


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.


244. Gogd, 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. Includes data on the number of classes taught by teachers, study periods supervised, and free periods; miscellaneous information on the length of period and the status of the foreign languages.


Teachers of history and social studies found to be inadequately trained in those subjects, as measured in terms of semester hours, and college and university practices found to be inadequate.


A study of the preparation of applicants available for teaching positions in the high school; a comparison with qualifications of those already employed.


Young men having a high-school education and more make the best teachers. Old tradesmen, with meager general education, are as a rule, poor teachers. Minimum general education for trade teachers should be high-school graduation. Reasonable trade experience should be required in addition to technical courses in college. Two years as a minimum for technical college graduates; three years beyond the apprenticeship period for tradesmen with only a high-school education.


Directions for the practice teacher and her critic.


Analyzes teaching programs of 1,478 teachers in Iowa high schools to show subject combinations required.


Summary of conclusions of leading veterinarians and teachers of vocational agriculture of three States. Shows men to be teaching veterinary phases without adequate training.


A summary of existing legislation.

256. Med, A. H., and others. Determining the qualities of the best teachers. Ohio Wesleyan university, Delaware, Ohio. (Three parts completed but unpublished.)

Covers study of secondary teachers.


Questionnaire study throwing light on (1) number of graduates of accredited colleges, unaccredited colleges, and nongraduates; (2) tendency of teachers to
remain in same position; (3) sources of supply; (4) tendency to teach subjects of major preference in college; and (5) subject combination.


270. Broom, Eustace. Concerning the Thorndike Intelligence examination. A report showing the correlations between the Thorndike Intelligence examination and the Terman group test of mental ability and between the Thorndike Intelligence examination and the Kohs block-design test. The correlation found between the Thorndike and Terman tests was 0.65 and between the Thorndike and Kohs test 0.45. The conclusion is reached that the Thorndike is a satisfactory measure of abstract intelligence.

271. Buchner, C. A., and Hughes, B. O. Testing results in the social studies. University of Pittsburgh. School of education journal, vol. 1, September-October, 1925, no. 1. Shows results of analysis of literature dealing with distinct objectives of the social studies; reproduces a battery of tests which were prepared and checked against objections; and analyses results of test for high-average and low-ability pupil groups.


Both objective and essay type questions used in Regents examinations in German, French, Spanish, and physics. No clear-cut conclusions.

274. Cushing, Mrs. Susanna Y. A vocabulary test for the one, two, or three year French student. (Obtainable in mimeographed form from Mrs. Susanna Y. Cushing, Hope street high school, Providence, R. I. To be printed in February or March, 1927.)
Two forms—100 words each—arranged in order of difficulty. Pupils to check all words which they know and write the English equivalent of the last ten.


Description of systems used by teachers in grading students and explanations of the data that were received.


279. Irina, Sister M. A study of language and grammar tests. Catholic sisters' college, Washington, D. C.


Study indicates that it is dangerous and faulty to rely too much on the ordinary rating scheme for the rating of traits.


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