proved in principle by this Association at the Seattle Convention in 1929. As soon as it is possible to do so, it is planned to send you copies of the preliminary report for criticisms and suggestions.

7. *Bibliography*

A. An annotated bibliography for articulation and overlapping of high school and college education has been prepared during the year by the Bureau of Educational Reference and Research of the University of Michigan. This bibliography is to appear in the Journal of the Michigan Schoolmasters' Club, 1932. By permission of the author, Dr. Clifford Woody, Director of the Bureau, this Association is authorized to reprint this report for its members.

ANNOTATED BIBLIOGRAPHY FOR ARTICULATION AND OVERLAPPING OF HIGH SCHOOL AND COLLEGE EDUCATION

(1) ANGELL, J. R.: *The Duplication of School Work in College.* School Review XXI (January, 1913), pp. 1-10. Wide range of identical subjects in both high school and college. College is inconsistent, for if a student takes a language in high school he can continue with advanced work, but if he has had botany he must repeat it in college. Not true that work taken in high school is incomplete. The college should handle only collegiate work; those who want secondary subjects should be referred to the high schools. An education made up wholly of beginnings is a poor thing. One student had *Evangeline six* times while going through the schools and colleges. First courses in English in college are essentially high school work. The college accepts the "poorly done English as fulfilling the entrance requirements," and then proceeds to re-teach the student. Those who have had two years of history are put in the same classes with those who have had no history.

(2) BEATLEY, BANCROFT: *The Relative Standing of Students in Secondary Schools on Comprehensive Entrance Examinations and in College.* School Review XXX (February, 1922), pp. 141-147.
The high school record and records on the comprehensive examinations given to the Harvard classes of 1920, 1921, and 1922 were compared with the records they made in Harvard. The high school record proved to be a very good index of

BRIGGS, T. H.: *Articulation: Some Fundamental Purposes and Its Ideals.* Department of Secondary School Principals Bulletin XXX (March, 1930), pp. 176-184.
An article on colleges being too independent of the problems of the high school.

(4) COFFMAN, L. D.: *What Part Shall the Colleges and Universities Play in the American Program of Education?* National Education Association (1921), pp. 99-103; School and Home Education XLI (September, 1921), pp. 1-5.
High school courses should not be offered in the university. Credit toward a degree might be given for advanced work done in high school. The first two years of college could be done in high school.

(5) COFFMAN, L. D.: *Problems of College Education.* Minneapolis: University Press (1928), pp. 3-14.
The attitude of the college teacher should be one of sympathy toward those who have recently graduated from high school and entered as freshmen. They should not try to eliminate as many as possible.

(6) COFFMAN, L. D.: *Responsibilities of Higher Institutions of Learning for the Development of American Education.* Teachers College Record XXX (November, 1928), pp. 89-100.
Colleges and universities should not stand aloof in their attitude toward the secondary schools. They should not emphasize their superiority. They should not look upon the lower schools as simply feeders for their classes. There is a need for closer articulation between high schools and colleges.

(7) CORNOG, J., AND STODDARD, G. D.: *The Chemical Training* of *High School and College Students.* Journal of Chemical Education VI, No. 1 (January, 1929), pp. 85-92.
Gave a test in chemistry to 583 incoming freshmen in five colleges. Gave the same test to 474 students who were just completing their first-year chemistry in four other colleges. "The best scores made by college freshmen are virtually the same as the best scores made by high school students, while the poorest scores made by freshmen are but slightly better than the poorest scores made by high school students. The range and general form of the distributions

of scores are very similar in both cases." It is to be remembered that the summer months intervened for the high school pupils. (8) Cox PHILIP W. L.: *Problems of College Entrance.* Journal of Education 108 (July 2, 1928), *pp.* 11-14.

Junior high school prepares for life and therefore for college. It is more important to the continuance and improvement of our social institutions than is the college.

(9) CUFF, NOEL B.: *The Problem of Elimination from College.* School and Society XXX (October 19, 1929), pp. 550-552.

Studied in regard to eliminations from the Eastern Kentucky State Teachers College the following factors: lack of intelligence, scholastic ratings, social and economic conditions, rural versus city freshmen, sex, and time spent in studying.

(10) EDITORIAL: *College Admission Requirements.* School Review XXXIV (December, 1926), *pp.* 726-728.

Reviews of the history of college entrance requirements from 1800 to the present date. Makes this statement, "If less than fourteen units are required by a college from candidates for its freshman class, a strong presumption is thereby raised that the college is devoting part of the time of its college classes to instruction in subjects which, in any well-organized educational system, are now left to high schools."

(11) FELLS, WALTER CROSBY: *The Junior College.* Boston: Houghton Mifflin Company (1931), *pp.* 201, 674, 688, 694-697

Believes a 4-4 high school-college plan would lessen overlapping. A certain amount of overlapping be believed to be not only permissible but desirable. He found it profitable to review high school mathematics in his freshman mathematics courses. French I would not be considered overlapping because the same pupil does not take it in high school and then again in college. The Sonnets of Shakespeare are taken up from a different point of view in high school, college, and graduate school, therefore they do not overlap.

(12) GAMBLE, JOSEPH N.: *The Place of Natural Science in Programs of High School Graduates. School* Review XXXIX (March, 1931), *pp.* 177-187.

An investigation to show existing curriculum practices with regard to requirement and election of natural science as revealed in pro

grams of high school graduates and to find the extent to which there is sequential coherence in the courses of natural science. Find that formal college preparation dominates the science situation in some high schools.

(13) GLASCOE, P. M.: *The Deadly Parallelism between High School and College Courses in Chemistry.* Journal of Chemical Education VI, No. 3 (March, 1929), *pp.* 505-509.

Study at St. Olaf College points out the parallelism between books published by the same author for both high school and college in the same subjects. The same chapter headings, drawings, and illustrations. Same experiments in the laboratory manuals. Is it any wonder that the student is bored by repeating the same subject matter?

(14) HENMON, V. A. C.: *Achievement Tests in Modern Foreign Languages.* New York: Macmillan Company (1929).

A presentation and discussion of the results obtained from the giving of various standardized tests in Romance languages to students in the secondary schools and colleges of the United States, Canada, and England. The question of achievement in high school and college and the bearing of. the amount of work taken in high school upon college achievement is discussed on pages 207-214.

(15) HUGHES, HELEN S.: *English Literature and the College Freshmen.* School Review XX (November, 1912), *pp.* 583-592.

Shows how little freshmen *in* college have learned in high school English literature. She insists that the high school course is not sufficient.

(16) HUNT, THELMA: *Overlapping in High School and College Again.* Journal of Educational Research XIII (March, 1926), *pp.* 197-207.

Thelma Hunt, of George Washington University, found the amounts of repetition between high school and college as follows: Chemistry textbooks..... 48% Chemistry laboratory..... 54%

Physics textbook..... 40%

Physics laboratory..... 48%
Economics..... 21% English literature (identical selections)..... 34%

English literature (authors studied) 62%

(17) HURD, A. W.: *High School Physics Makes Small Contribution to College Physics.* School and Society XXXI (April 5, 1930), *pp.* 468-470.

This research dealt with data showing that a high school course in physics has certain definite outcomes but these are not particularly operative in producing high achievements in the usual, college course in physics.

(18) JACOB, PEYTON: *The Reconstructed Junior College.* American Association of Junior Colleges, Seventh Annual Report (1926), pp. 9-13.

Reference is made to the fact that in the reorganization of the junior college the line between high school and college work will be more clear-cut.

(19) JENSON, GEORGE C.: *The Relation of Junior College and High Schools.* California Quarterly of Secondary Education IV (January, 1929), *pp.* 129-132.

Almost any high school student is admitted to a junior college. Range of abilities among the students is greater than in the average university.

(20) JOHNSON, P. A.: *Curricular Problems in Science at the College Level.* Minneapolis: University of Minnesota Press (1930), 188 *pp.*

A study of elementary and sequent courses in botany in college. Loss of 50 per cent retention of botanical information after an interval of six months. No significant difference between those who elected the course and those required to take it. No significant difference between those who had taken biological sciences and those who had taken physical sciences in high school.

(21) JOHNSTON, J. B.: *Higher Education in America.* Boston: Ginn and Company (1930), Chap. XIII.

History of entrance requirements since 1640. Shows trends since 1900. Decides that high school work plus psychological tests are the best prediction measures. A plan of admission which involves a knowledge of high school work, test ratings, and advice before entering college is set up.

JOHNSTON, J. B.: *The Articulation of Secondary Schools with Higher Education.* National Education Association Proceedings (1928), *pp.* 625-636.

General review of the development of co-operation between the high schools and colleges. One-half of the students in higher insti

99 tutions of learning from within a fifty-mile radius. The chief outstanding function of the high school is to study the traits and abilities of the individual students. Believes strongly in vocational guidance. Discusses failures and dropping out in college. They have been able to pick 98 per cent of the failures before the student started college work, at the University of Minnesota.

(23) JORDAN, A. M.: *Student Mortality.* School and Society XXII (December 26, 1925), pp. 821-824.

Reasons for student mortality are: failure to get the right start, finances, health, and moral difficulties. The students who leave have a slightly poorer high school record than those who stay. This group also score lower on intelligence tests, and have poorer scholarship records in college.

(24) JUDD, CHARLES HUBBARD: *Psychology of High School Subjects.* Boston: Ginn and Company (1915), *pp.* 503504.

A readjustment is needed between the high school and the college. He believes that this can best be done by the high school. He also believes that the period for secondary education is too short.

(25) KADESCH, J. S.: *Articulation between Senior High School and the College.* Department of Secondary School Principals Bulletin XXX (March, 1930), *pp.* 168-176.

If proper habits and techniques of study were employed in high schools, there would be fewer failures in college.

(26) KELLEY, ROBERT LINCOLN: *Better Adjustment between the High School and College.* School and Society XXVII (April 21, 1928), *pp.* 463-467.

Lists the failures of the high school graduate as:

(1) Many high school graduates do not know how to read or write properly (most aggravating).
(2) They do not know how to study. (3) They do not know how to think. (4) They are lacking in earnestness. They have no purpose. (5) They have to be driven to their tasks.
(6) The quality and content of the incoming freshman does not improve.

(27) KENT, R. A.: *Articulation of Colleges and Secondary Schools with Respect to College Admissions.* School and Society XIX (June 14, 1924), *pp.* 686-690.

Gives five reasons why both the high schools and colleges should be concerned over college admissions.

(28) KLEIN, ARTHUR J.: *Junior High Schools and College Entrance Requirements.* School Life XII (September, 1926), *pp.* 16-17.
How college authorities regard senior and junior high school records.

(29) KLEIN, ARTHUR J.: *Freshman Problems Are the Most Difficult That Colleges Must Meet.* School Life XII (October, 1926), *pp.* 21-23.
The problem of the freshman is the transition from being continually protected in high school to the freedom of the college. Freshman Week, sectioning of classes, and so forth, are devised to aid in the adjustment. Too many extracurricular activities often cause failure in college.

(30) Koos, L. V.: *Aspects of the Junior College Problem.* Proceedings and Addresses of Association of American Universities, Twenty-Third Annual Conference (1921), pp. 77-86.
The junior college should function as an extension of the high schools. They should"feed the universities. The latter should become professional schools only. Small colleges should become junior colleges and act as feeders for the universities.

(31) Koos, L. V.. *Co-ordinating the Work of the Senior High School and Junior College.* National Association of Secondary School Principals, Eighth Yearbook (1924), *pp.* 99-106.
Only one of 86 college catalogs selected at random announced that a student might be "excused from freshman rhetoric by passing an examination at the opening of the school year." Ninety per cent of the colleges admitted to second-year modern language courses any student who had two years in that language in high school, because the colleges felt that two years of a language in high school was equivalent to the first year in college. Less than thirty per cent reduced the number of hours in chemistry if the student had had chemistry in high school. "All too common disregard in the college of what the student has compassed in his period of high school training and, moreover, no notable tendency in the direction of proper recognition."

(32) Koos, L. V.: *Overlapping in High School and College.* Journal of Educational Research XI (March, 1925), pp. 322-336.
A study of the overlapping of textbooks, courses, and materials in high school and college.

01 (33) Koos, L. V.: *Progress and Problems of the Junior College.* American Association of Junior Colleges, Eighth Annual Report (1928), pp. 68-73.

Reference is made to the need for better articulation between the junior college and the high school.

(34) Koos, L. V.: *The Junior College.* Research Publications of the University of Minnesota, Educational Series No. 5, Volumes I and II. Minneapolis: University of Minnesota (1924).
In a study of the freshman and sophomore courses offered in 86 colleges he found that 20 per cent of the courses were of a secondary school nature; 25 per cent were partly secondary in nature; and 55 per cent were collegiate. Two hundred freshmen and sophomores of the University of Minnesota were asked to estimate the duplication in their college and high school courses. Overlapping was found in less than 1 per cent of the occupational subjects, ancient languages, and mathematics, up to 36.4 per cent in English courses. This made an average total overlapping of 14.9 per cent.

(35) Koos, L. V.: *Conditions Favor Integration of Junior Colleges with High Schools.* School Life XII (May, 1927), *pp.* 161-164.
Similar to his other articles on the articulation of high school and junior colleges.

(36) LINN, JAMES W.: *What the University Expects of High School Students in English.* School Review XIX (February, 1911), *pp.* 96-102.
He felt that if high school pupils learned in their high school courses in English the difference between a play and a novel, poems and prose, and a general idea of the history of English literature, they would be better equipped for college work in English.

(37) LOWELL, A. LAWRENCE: *The Relation of Secondary Schools to Colleges.* School and Society XXVII (March 3, 1928), *pp.* 247-250.
Decries the fact that the high schools do not finish their work, "with the result that the colleges devote one or two years-usually two-to instruction of a secondary nature before the student is prepared for the work of university grade." This slow progress, he states begins in the elementary grades. High schools attempt to cover too many subjects without a proper grasp of any. Advocates more careful attention to the problem of self-education.

(38) MOON, GEORGE R.: *The Student Who Drops Out of College.* School and Society XXVII (May 12, 1928), pp. 576-578.

Causes of dropping out of college: finances, health, low grades, married, home conditions, accepted other position, and entered another school.

(39) NEWLON, J. H.: *Integration of High School and Junior College Curriculum.* School Executives Magazine XLIX (July, 1930), *pp.* 499-501.

Tells of the experiment at Pasadena, California, where two new educational organizations were created, one composed of Grades 7, 8, 9, 10, and the other 11, 12, and the two junior college grades. This would bring about better adjustment.

(40) NYGAARD, P. H.: *Some Aspects of the Relationship between Freshman College Mathematics and High School Mathematics.* Master's Thesis, University of Minnesota (1923).

Intelligence correlated higher with high school mathematics than with college mathematics. The findings showed that there was no satisfactory prediction measure for success in college mathematics. Recommends dropping solid geometry as a special subject. Students taking higher algebra in college did better in college trigonometry than those taking higher algebra in high school.

O'BRIEN, E. P.: *Mental Ability with Reference to Selection and Retention of College Students.* Journal of Educational Research XVIII (September, 1928), *p.* 143.

Studied 4,000 students in 60 Kansas high schools. About 35 per cent of the high school graduates entered college. Sixty-one per cent of these were from the upper half of the graduating classes. The majority of students entering college withdrew before graduating.

(42) POWERS, S. R.: *A Comparison of the Achievement of High School and University Students in Certain Tasks in Chemistry.* Journal of Educational Research VI (November, 1922), *pp.* 332-343.

A test given to three groups of students: (1) to high school chemistry students; (2) to university students who had had one year of college chemistry but no high school chemistry; (3) to university students who had had both a year of high school and a year of college chemistry. Results: a small difference in favor of those

who took freshman chemistry over those who took chemistry in the larger high schools. Students in large schools did better than those in small high schools. Only in one high school did the pupils do better than the university classes.

(43) PROCTOR, WILLIAM M.: *The Junior College.* California: Stanford University Press, Stanford University (1927).

Brief statement concerning the overlapping in subjects such as mathematics, science, languages, and social science.

(44) SE%SON, JOHN A.: *The Organization and Administration of the Four-Year Junior College.* Department of Secondary School Principals Bulletin, Fourteenth Yearbook, No. 30 (March, 1930), pp. 223-224.

States that curriculum revision would be much easier if the high school and junior college were in a single building having the same faculty.

(45) STODDARD, GEORGE D.: *The Articulation of High School and College Subject Matter.* School Executives Magazine XLIX, pp. 355-357.

Reviews the work of O'Brien, Koos, Hunt, Glascoe, and Cornog. "As a high school senior, the student is coddled and deluded, but as a university freshman, he must face the cold world." The failure of work in high school may be due to the textbooks having been written and the high school teachers having been trained by the same men. "The situation for the student is this: he has been going through high school for four years with the chances of promotion increasingly high from year to year..... Almost unknown to himself, he has jumped into a situation in which failure is an ever-present probability, yet he is the same student surrounded by the same general type of students in the same educational system."

(46) STOWE, *A.* MONROE: *Junior College Aims and Curriculum.* School Review XXXIV (September, 1926), *pp.* 506-509.

A general article on the problems of the upper high school grades and the junior college.

(47) VAUGHAN, WILLIAM EUGENE: *Articulation in English between the High School and College.* Doctor's Thesis, New York: Teachers College, Columbia University (1929). Attempts to find some of the causes of the lack of articulation between fourth-year English in high school and freshmen college English. He finds the former is devoted mainly to literature, and

the latter to so-called fundamentals. Some overlapping of text-book material. More oral English and less written English in high school than in college. Little effort has been made to articulate the two.

(48) VOGT, PAUL L.: *Why Students Fail.* School and Society XXX (December 21, 1929), pp. 847-848.
Resume of the study made by Miss Mattie MacAddison at the University of Oklahoma. Poor training in English was not considered a conditioning factor. The size or rank of the high school from which they came was not a factor in failing. Lack of adjustment to college conditions seemed to be the greatest factor.

(49) WHEELER, CARLETON, A., AND OTHERS: *Enrollment in the Foreign Languages in Secondary Schools and Colleges of the United States.* Macmillan Company (1928).
This is a volume of statistics showing trends in the enrollment in the classes electing the various languages in the secondary schools and colleges. Does not treat overlapping as such, but study of enrollment showing the amounts of language taken in the two types of institutions may be helpful in studying the problem.

B. *Additional Items*

(1) Bibliography on changes and experiments in Liberal-Arts Education as given in the Thirty-first Yearbook of the National Society for the study of Education, Part 11, page 257 ff. Public School Publishing Company, Bloomington, Illinois.
(2) *Record of Current Educational Publications.* October-December 1931. Bulletin, 1932, No. 4 issued by the Office of Education, Department of the Interior, Washington, D.C. Edited by Martha R. McCabe.
(3) *Bibliography on the Psychology of the School Subjects.* Page 403 ff. of Vol. 1, No. 5 (December 1931) Review of Educational Research published by the American Educational Research Association, 1201 Sixteenth Street, N.W., Washington, D.C.
(4) *Bibliography on Special Methods on High-School Level.* Page 81 *ff.* of Vol. II No. 1 (February 1932) of the Review of Educational Research published by the American Educational Research Association, 1201

5 (5) *Bibliography of Research Studies in Education:* 1929-30 (475 pages) Office of Education Bulletin (1931) No. 13 prepared in the Library Division of the Office of Education by Edith A. Wright, Department of the Interior, Washington, D.C.
(6) *Educational Books of 1981.* Prepared by Joseph L. Wheeler and Rea J. Steele, Enoch Pratt Free Library, Baltimore, Maryland and appearing in School and Society March 19, 1932, page 393 *ff.,* includes many titles on "Administration and Supervision" "Reports, Surveys, Statistics, and Legislation," "Educational Research," "Vocational Guidance," "Higher Education," "Adult Education" and "Visual and Radio Education." This list was compiled by checking the Cumulative Book Index, the Education Index and over a hundred current educational periodicals.
(7) *Scholarships and Fellowships.* Grants available in United States Colleges and Universities. Office of Education Bulletin No. 15, 1931. United States Department of the Interior, Washington, D.C.
(8) *Recent Theses in Education.* An annotated list of 242 theses deposited with the Office of Education, Department of the Interior, Washington, D.C. These theses are available for loan. Pamphlet No. 26, December, 1931.
) *Abstracts of Dissertations and Theses in Education, 19171931, University of Michigan.* Gives a bird's-eye view of 34 dissertations for the doctorate degrees during the period 1917-1931 and 39 theses for the Master's degree from June, 1929 to June, 1931. Published by the Bureau of Educational Reference and Research, University of Michigan, Ann Arbor, Michigan.
Trends in University Education. James G. Hodgson, Compiler. "The Reference Shelf" Vol. VII No. 4. The H. W. Wilson Co., 950 University Avenue, New York City.
(11) Abstracts of Unpublished Masters' Theses in the Field of Secondary-school Administration. Bulletin No. 39, Janu-

ary, 1932. Prepared under the Direction of D. H. Eikenberry of Ohio State University. Published by the Department of Secondary School Principals of the National Education Association. H.. V. Church, Secretary, 3129 Wenonah Ave., Berwyn, Illinois.

(12) *Study of the Relations of Secondary and Higher Education in Pennsylvania.* Progress Reports I, II, III, IV. 19291931. The Carnegie Foundation for the Advancement
of Teaching, 522 Fifth Avenue, New York City.

(13) *Research in Progress, July,* 1930-July, 1931. Graduate School Series No. 24. University of North Carolina Press, Chapel Hill, N.C.

8. Change of Committee Name.

Whereas, your committee now designated as the Committee on Educational Research, is not, as a committee, actually engaged in research projects, and

Whereas, invested in this title, your committee has arrived at a state of mind comparable only to a bachelor dressed up in a doctor's gown and hood, before an audience well acquainted with his academic status and intellectual attainments,

Be it resolved, That the American Association of Collegiate Registrars be respectfully petitioned to change the name of the Committee on Educational Research to "Committee on Special Projects."

9. *Special Studies.*

Your committee would like authority from the Association to initiate a series of special studies of significance to the Registrar's profession, which eventually may serve the same purpose, and in a more adequate manner, as the handbook which was suggested before the Association at Memphis. If this meets with your approval, it