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The NATIONAL ELEMENTARY
PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

ANNOTATED BIBLIOGRAPHY
of the
FIRST FIFTEEN YEARBOOKS
of the
Department of
Elementary School Principals

NOVEMBER, 1937
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THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

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All elementary principals—administrative, supervisory, and teaching—are eligible to active membership in this department. The payment of \$3 dues entitles active members to attend all meetings of the department, to hold office, to vote, and to receive the Bulletins.

Associate membership may be had by all members of the National Education Association who are actively engaged in any phase of school work by paying the regular membership fee of \$3. They are entitled to all privileges except the right to vote and hold office.

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See space below for a special notice.

The Department of Elementary School Principals is indebted to Dr. Ralph B. Owen, Temple University, Philadelphia, Pennsylvania, for the guidance and direction he gave to Mr. Robert Alexander in preparing the first copy of this annotated index covering the first fourteen yearbooks of the Department. This study was presented to the Faculty of Teachers College, Temple University by Mr. Alexander in partial satisfaction of the requirement for the Master's degree in education, January 1937. We found the study so valuable that we added the Fifteenth Yearbook and enlarged some of the annotations which Mr. Alexander first made.

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Department of Elementary School Principals
National Education Association

*This Book Is a Guide to Professional Problems
and Educational Responsibilities*



Department of Elementary School Principals
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Washington, D. C.

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Introduction

At the Des Moines meeting of the Department of Elementary School Principals in 1921, it was voted that the Department should publish a yearbook. The First Yearbook was published in 1922 and others have followed each year. A complete reference to each of these yearbooks is given below:

National Education Association, Department of Elementary School Principals. Yearbooks. Washington, D. C.: the Department, 1922-1936.

- 1st—THE TECHNIQUE OF SUPERVISION BY THE ELEMENTARY SCHOOL PRINCIPAL. 1922. 143 p. (Out of print.)
- 2nd—THE PROBLEM OF THE ELEMENTARY SCHOOL PRINCIPAL IN THE LIGHT OF THE TESTING MOVEMENT. 1923. 335 p. (Out of print.)
- 3rd—THE STATUS AND PROFESSIONAL ACTIVITIES OF THE ELEMENTARY SCHOOL PRINCIPAL. 1924. 440 p. (Out of print.)
- 4th—THE ELEMENTARY SCHOOL PRINCIPALSHIP—A STUDY OF ITS INSTRUCTIONAL AND ADMINISTRATIVE ASPECTS. 1925. 283 p. (Out of print.)
- 5th—STUDIES IN THE ELEMENTARY SCHOOL PRINCIPALSHIP. 1926. 296 p. \$1.50.
- 6th—PROJECTS IN SUPERVISION. 1927. 256 p. \$1.50.
- 7th—THE ELEMENTARY SCHOOL PRINCIPALSHIP. Report of the Committee on Standards and Training for the Elementary School Principalship. W. T. Longshore, chairman. 1928. 507 p. \$1.50.
- 8th—ACTIVITIES OF THE PRINCIPAL. 1929. 397 p. \$1.50. (Includes reprint of the First Yearbook.)
- 9th—THE PRINCIPAL AND ADMINISTRATION. 1930. 600 p. \$1.50.
- 10th—THE PRINCIPAL AND SUPERVISION. 1931. 521 p. \$1.50.
- 11th—THE PRINCIPAL AND HIS COMMUNITY. 1932. 490 p. \$1.50.
- 12th—ELEMENTARY SCHOOL LIBRARIES. 1933. 460 p. \$2.00.
- 13th—AIDS TO TEACHING IN THE ELEMENTARY SCHOOL. 1934. 412 p. \$2.00.
- 14th—SOCIALIZING EXPERIENCES IN THE ELEMENTARY SCHOOL. 1935. 412 p. \$2.00.
- 15th—PERSONALITY ADJUSTMENT OF THE ELEMENTARY-SCHOOL CHILD. 1936. 446 p. \$2.00.

The articles in these yearbooks, for the most part, have been contributed by elementary-school principals from all sections of the United States. In an attempt to facilitate reference to these articles, the Department is publishing this index to the first fifteen yearbooks. The articles are classified under thirty-one main headings, and under each heading will be found a reference to all articles relating to that subject. Each reference is set up as follows: (1) name of author, (2) title of article, (3) number of yearbook in which the article appears, and (4) the page or pages of the yearbook containing the article.

A Short History of The Department

The Department of Elementary School Principals has come to occupy a definite place as one of the wholesome, aggressive, constructive agencies working for the better things in American education. It was organized in 1921 (16 years ago) to meet the problems in elementary education with a united mind and purpose, to study the problems in the elementary school with a broad and sympathetic outlook, to enlist the aid of educational forces everywhere, and in general to give to the elementary school child the advantages of combined efforts. It provides for two conventions a year; one at the meeting of the American Association of School Administrators and the other at the meeting of the National Education Association. Each meeting consists of a breakfast, a banquet and two afternoon sessions.

In the 16 years of the life of the Department there have been held 32 national convention meetings. There have been published 92 bulletins and 16 yearbooks, and many articles and addresses of the members have been sent to professional and state magazines.

At the time the first survey was made in 1928 with regard to training, 11 states had a special certificate for the elementary school principalship. Since then, 13 additional states have established special certificates and 15 states issue special certificates which are mandatory. The trend today is toward securing persons for this position who have had teaching and administrative experience.

This professional organization is composed of men and women who are dedicating their lives to the millions of boys and girls in the elementary school. It is an organization through which principals may voice their opinion and exert their influence for better schools.

This Department has made great progress because the principals of the nation took literally to heart, the statement made by the late beloved Dr. A. E. Winship, when he said, "The way to improve the elementary schools of America is to first improve the elementary principals." Great progress and achievement in carrying out its policies and purposes have been made by the Department within these 16 years.

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Annotated Bibliography

1. ACTIVITY PROGRAM

1. EDITORIAL COMMITTEE. "Preliminary Issues," and "Selected References." Fourteenth Yearbook, Pages 503-6.
An introductory statement to Chapter X, "The Activity Program," defining and explaining the activity program. Twenty selected references.
2. HOWARD, MAUDE. "General Aspects of the Activity Program." Fourteenth Yearbook, Pages 507-11.
An activity program makes it possible for children to work, not merely listen.
3. McCLOSKEY, KATHRYN F. "A First-Grade Activity." Fourteenth Yearbook, Pages 512-15.
A first-grade group visited a candy store, thereby gaining knowledge for building its own store. Summary of outcomes.
4. ANDERSON, MABEL T., and HEBELER, AMANDA K. "A Third Grade Conducts a Post Office." Fourteenth Yearbook, Pages 516-20.
Thru a post-office activity, the pupils of a third grade learned a wide range of subject-matter and enlarged their horizon of interests and achievements.
5. DUFFY, FRED H. "Developing a Unit of Work." Fourteenth Yearbook, Pages 521-26.
Points out the importance of the unit of work and outlines a typical unit on Colonial life.
6. MICKEL, RAYMOND A. "School Activities in Theory and Practise." Fourteenth Yearbook, Pages 527-31.
A program of activities in a private secondary school for boys.

2. ADJUSTMENT OF PUPILS

7. KRAUSKOPF, CHARLES C. "The Individual Case—An Administrative Problem." First Yearbook, Pages 59-63; reprint Eighth Yearbook, Pages 407-11.
Presents some of the difficulties encountered by the principal in handling atypical pupils who are unable to take part fully in the work of the group.
8. SMITH, MARGARET H. "Finding the Individual." First Yearbook, Pages 64-69; reprint Eighth Yearbook, Pages 412-17.
Deals with the method used in the 61st Street School, Los Angeles, to permit the pupils to develop the full range of abilities possessed by each individual.
9. BARTELS, ALMA. "The Principal and the Delinquent Boy." Fourth Yearbook, Pages 245-49.
Points out many of the factors to be considered in dealing with the delinquent boy.
10. HARTMAN, HARRY C. "Eyes in Education." Fourth Yearbook, Pages 250-56.
Describes the work done by sight-saving classes, and shows that certain individuals are held back by low vision and not subnormality.

11. GARY, T. J. "A Special Room for Portland Schools." Sixth Yearbook, Pages 261-63.
Presents a plan which provides that the maladjusted pupils shall remain in and be a part of the class in all home-roomwork, thus maintaining their identity as members of the class, sharing the class spirit.
12. SCHLENKER, CHRISTINE. "Morally Handicapped Children." Eighth Yearbook, Pages 281-84.
Considers morally handicapped children as to types, causes, and suggested remedies.
13. REMICK, NELLIE A. "School Morale and Individual Case Studies." Ninth Yearbook, Pages 454-66.
Some of the undesirable attitudes encountered with individual pupils and ways in which they can be met.
14. KNOX, MARGARET. "The Visiting Teacher and the Problem Child." Ninth Yearbook, Pages 467-71.
Tells how the visiting teacher can do much to prevent juvenile delinquency.
15. BRENNAN, KATHERINE A. "Cooperation in Pupil Adjustment Problems." Ninth Yearbook, Pages 472-74.
The principal should have the cooperation of teachers, parents, psychologists, and physicians in pupil adjustment problems.
16. EDITORIAL COMMITTEE. "Introduction to Chapter V," and "Selected References." Tenth Yearbook, Pages 318, 372.
Says that Chapter V, "Influencing the Pupil," brings out many of the implications to instruction of certain pupil personnel procedures. Bibliography of 11 references.
17. FLEMMING, CECILE WHITE. "The Cooperative Efforts of Principal and Psychologist." Tenth Yearbook, Pages 326-33.
Emphasizes the values of integrating the activities of principal, teachers, and the director of pupil adjustment to obtain a more adequate knowledge of the pupils of a given group.
18. EDITORIAL COMMITTEE. "Introduction." Fifteenth Yearbook, Pages 233-36.
Brief discussion of prevalence of mental and social maladjustments in connection with 15th Yearbook, *Personality Adjustment of the Elementary-School Child*. Gives definition of "personality" and "adjustment," and discusses the relationship between mental hygiene and character education.
19. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fifteenth Yearbook, Pages 237, 292.
Comment on 7 articles included in Chapter I, "The Nature and Needs of the Child." Reviews some essential facts about child nature and indicates their general significance. Twenty selected references.
20. SYMONDS, PERCIVAL M. "Fundamental Drives to Action." Fifteenth Yearbook, Pages 238-43.
Discusses the basic drives which furnish the motive power for all behavior. Says that all personality maladjustments can be traced wholly or in part to the frustration of one or more of these drives.
21. ANDERSON, HAROLD H. "The Dynamic Nature of Personality." Fifteenth Yearbook, Pages 244-53.

Describes the dynamic nature of personality and concludes that maximum personal growth requires conditions of spontaneity in the individual and of harmony in the group.

22. GESELL, ARNOLD. "The Growth Factor in Child Personality." *Fifteenth Yearbook*, Pages 254-58.

Growth is a basic concept in education. The teacher's influence will actually be increased if the inborn growth characteristics of the child are fully recognized and respected.

23. ZACHRY, CAROLINE B. "Emotional Needs and Social Development." *Fifteenth Yearbook*, Pages 259-64.

Says that the child has two basic emotional needs: (1) the need of achievement, and (2) the need of affection and social security. Discusses emotional and social development during infancy and the nursery-school age, and during the elementary-school age.

24. LUCKEY, BERTHA M. "Individual Differences in Relation to Personality Development." *Fifteenth Yearbook*, Pages 265-71.

Reviews types of individual differences, including both the extreme variations and those found among so-called "normal children." Points out that effects of such differences upon personality adjustment depend largely upon the environment.

25. HOLLINGWORTH, LETA S. "The Development of Personality in Highly Intelligent Children." *Fifteenth Yearbook*, Pages 272-81.

Discusses special problems of adjustment which confront children of extremely high intelligence who often suffer from lack of understanding and appreciation.

26. KNIGHT, F. B. "The Kind of School Environment Needed." *Fifteenth Yearbook*, Pages 282-91.

Outlines conception of school environment necessary to meet the physical, intellectual, and emotional needs of every child.

27. DRISCOLL, GERTRUDE PORTER, and MEEK, LOIS HAYDEN. "The Influence of Early Childhood Experiences upon Personality Development." *Fifteenth Yearbook*, Pages 294-302.

Review of the child's development from birth until he enters school, showing how his natural growth affects his experiences and how his experiences in turn influence his physical, mental, social, and emotional growth.

28. MYERS, GARRY CLEVELAND. "How Home and Family Conditions Affect Child Personality." *Fifteenth Yearbook*, Pages 303-10.

Discusses home and family influences with special reference to children of elementary-school age. Attributes many personality difficulties to either excessive or insufficient restraint upon children in the home.

29. GRUENBERG, SIDONIE MATSNER. "The Influence of Teacher-Parent Relationships upon Child Adjustments." *Fifteenth Yearbook*, Pages 311-19.

Points out certain differences between the viewpoints of parents and teachers, and urges that each group strive for genuine appreciation of the other's contribution to child welfare, so that cooperation rather than conflict may prevail.

30. BURSCH, JAMES F. "Home and Community Conditions Related to Pupil Maladjustment." *Fifteenth Yearbook*, Pages 320-23.

- Summarizes a study of environmental factors associated with pupil maladjustment in a city school system. Concludes that community conditions are more in need of readjustment than are the children.
31. SMITH, F. B. "The Cooperation of Community Agencies in a Program of Child Guidance." *Fifteenth Yearbook*, Pages 324-27. Tells how schools and other agencies cooperated in improving or counteracting community conditions.
 32. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." *Fifteenth Yearbook*, Pages 329, 384.
In introduction to Chapter III, "Adapting the School to Children's Needs," points out that many schools have made great strides toward providing a successful and happy school life for every child. List of 20 selected references.
 33. O'REILLY, E. P. "Preventing Maladjustment by Providing for Individual Differences." *Fifteenth Yearbook*, Pages 340-47.
Describes the efforts of the schools in Sacramento to foster wholesome adjustment by providing for individual differences.
 34. MARSHALL, JESSICA. "Procedures for Developing Desirable Pupil Attitudes." *Fifteenth Yearbook*, Pages 348-54.
Outlines a plan used in the Newton School, Toledo, Ohio, for developing desirable attitudes thru emphasis on children's successes. Gives 16 suggestions for translating philosophy of success and encouragement into actual classroom procedure.
 35. SYMONDS, PERCIVAL M. "Marks and Examinations as Factors in Personality Adjustment." *Fifteenth Yearbook*, Pages 355-63.
Reviews arguments for and against school marks, and concludes that marks and examinations may contribute to pupil adjustment if properly prepared and wisely used.
 36. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." *Fifteenth Yearbook*, Pages 437, 459.
Raises questions for consideration in connection with Chapter V, "Types and Symptoms of Pupil Maladjustment." Twenty selected references.
 37. KANNER, LEO. "Types of Maladjustment in Children." *Fifteenth Yearbook*, Pages 438-44.
Reviews pupils' problems under the following headings: (1) undesirable habit formations, (2) undesirable relations to other people, and (3) unsatisfactory scholastic performances. Says that serious psychiatric disorders should be placed entirely in medical hands.
 38. FREDERIKSEN, ELSIE M. "Common Evidences of Pupil Maladjustment in a City School System." *Fifteenth Yearbook*, Pages 445-52.
Discusses common symptoms and types of poor adjustment, with contributing factors indicated in specific cases. Concludes that no more listing of a child's symptoms is sufficient; an investigation of his history and background must be made.
 39. INSKEEP, ANNIE DOLMAN. "Symptoms in Relation to Physical Causes of Poor Adjustment." *Fifteenth Yearbook*, Pages 453-58.
Describes symptoms often associated with child's physical condition.

Believes that the greatest seriousness of physical handicaps lies in their influence on the emotional and social reactions of the individual.

40. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fifteenth Yearbook, Pages 460, 500.

Emphasizes the fact, in connection with Chapter VI, "Discovering and Evaluating Causes of Behavior Problems," that a careful study of the individual child and his environment is essential if his difficulties are to be corrected. Twenty pertinent references.

41. KANNER, LEO. "Essential Steps in Studying the Maladjusted Child." Fifteenth Yearbook, Pages 461-67.

Suggests ways in which the teacher can become acquainted with the physical, emotional, intellectual, and environmental features that have entered into the development of a child.

42. EVERETT, EDITH M. "Information Needed in a Case Study." Fifteenth Yearbook, Pages 485-93.

Stresses the point that the only information essential for personality adjustment is that which can be immediately put into service in helping the child.

43. BAKER, HARRY J. "Evaluating Facts about the Maladjusted Child." Fifteenth Yearbook, Pages 494-99.

Describes a scale for evaluating the specific factors involved in individual cases of maladjustment. This method attempts to supplement opinion by measurement.

44. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fifteenth Yearbook, Pages 501, 552.

Says that Chapter VII, "Applying Specific Remedial Measures," describes methods which have been helpful in treating some of the common types of maladjustment. Twenty references.

45. KOCH, HELEN L. "Readjusting the Unsocial Child." Fifteenth Yearbook, Pages 502-11.

Reviews research on readjusting the unsocial child under the following headings: (1) factors associated with social responsiveness, (2) the objectives of socialization, and (3) technics for developing companionships.

46. HANNA, EDITH B. "Remedial Teaching as a Factor in Readjustment." Fifteenth Yearbook, Pages 521-26.

Deals with remedial instruction for pupils whose personality difficulties are associated with failure in school work. Gives 3 illustrative case reports.

47. LIVERIGHT, ALICE K. "The Adjustment Teacher in a City School System." Fifteenth Yearbook, Pages 527-33.

Describes work of the adjustment teacher in Philadelphia. Says that the requirements of the adjustment teacher are many and exacting as are the practises involved in her work, the wholesome adjustment of the child.

48. GILLETT, NORMA. "Improving Pupil Attitudes thru the Personal Conference." Fifteenth Yearbook, Pages 534-40.

Tells how the personal conference between teacher and pupil may be used effectively in the improvement of pupil attitudes. By way of

summary gives 5 suggestions based on the experience of successful teachers.

49. MATEER, FLORENCE. "The Correction of Special Difficulties thru Glandular Therapy." Fifteenth Yearbook, Pages 541-45.

Stresses the fact that not all special problems in individual children are due to mineral deficiencies or to malfunctioning glands, but that glandular therapy has great possibilities in the correction of such problems.

50. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fifteenth Yearbook, Pages 553, 587.

Points out, in connection with Chapter VIII, "The Service of Specialists in Child Care and Adjustment," that some behavior problems require so much time and technical skill that only qualified specialists can handle them properly. Twenty selected references.

51. BURLING, TEMPLE. "How Specialists in the School May Aid Principal and Teachers." Fifteenth Yearbook, Pages 554-60.

Describes the functions of the school physician and nurse, psychologist, visiting teacher or school counselor, and psychiatrist.

52. CORNELL, ETHEL L. "The School Psychologist's Contribution." Fifteenth Yearbook, Pages 561-66.

Detailed review of the qualifications, viewpoint, duties, and methods of the school psychologist.

53. EDITORIAL COMMITTEE. "Summary of Selected Research Studies." Fifteenth Yearbook, Pages 588-614.

Chapter X presents a summary of certain studies bearing upon the general subject of the 15th Yearbook, *Personality Adjustment of the Elementary-School Child*. These studies are grouped under the following headings: (1) frequency of maladjustments and readjustments among children, (2) relative seriousness of behavior problems, (3) factors related to personality growth and adjustment, and (4) the mental health of teachers. Presents 6 conclusions based on studies reviewed.

3. ASSEMBLIES

54. HAMILTON, JESSIE M. "The School Assembly as a Stimulus to the Academic Subjects." Fourth Yearbook, Pages 238-44.

Since no pupil has an opportunity to take all subjects offered in the curriculum, the assembly program may serve to explore many phases of school work which the pupil would not otherwise know.

55. GRAVES, MARY E. "School Assembly Practices." Ninth Yearbook, Pages 570-74.

The value of the morning assembly, the program assembly, and the special assembly.

56. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fourteenth Yearbook, Pages 245, 288.

Calls attention to the fact that Chapter II, "Assemblies," discusses a variety of principles and practises for making assemblies contribute to the personal and social development of children. Twenty selected references.

57. BALDWIN, J. W. "The Integration of Assemblies and Instruction." Fourteenth Yearbook, Pages 246-51.

A discussion of the integration of the assembly program with regular instructional activities so as to accomplish the purpose of the elementary school more effectively and economically.

58. PERKINS, HUGH V. "Functional Assemblies," Fourteenth Yearbook, Pages 252-57.

Stresses the importance of careful planning for effective assemblies.

59. KARST, WALTER F. "Some Essentials for Successful Assemblies." Fourteenth Yearbook, Pages 258-61.

Believes that assemblies are more effective if presented regularly and frequently, with careful planning.

60. CHAMBERS, RAYMOND L. "A Three-Cycle Plan for Assemblies." Fourteenth Yearbook, Pages 262-65.

This three-cycle plan includes: (1) special days such as Thanksgiving, (2) special weeks, and (3) subjects of the curriculum. Each class presents at least one program in each cycle during the year.

61. KLAUSSEN, DORIS DAVIS. "Sharing Experiences thru the School Assembly." Fourteenth Yearbook, Pages 266-69.

The assembly program should not be scheduled regularly, but should be held when there is something worthwhile to be presented.

62. MACCONKEY, JUNE H. "Initiating a Program of Assemblies." Fourteenth Yearbook, Pages 270-72.

The steps followed to establish what is proving to be a valuable program of assemblies in the Falconer School, Chicago.

63. ARNSPIGER, V. C., and BRUNSTETTER, M. R. "The Talking Picture in the School Assembly." Fourteenth Yearbook, Pages 273-76.

Principles to guide the effective use of sound pictures in assemblies.

64. EDITORIAL COMMITTEE. "Present Status of Assemblies in One Hundred Elementary Schools." Fourteenth Yearbook, Pages 280-87.

Summary of 109 replies from elementary-school principals to an inquiry concerning assemblies in their schools. Offers certain tentative conclusions and suggestions.

4. CHARACTER EDUCATION

65. CARRIGAN, ROSE A. "The Principal's Part in Character Education." Third Yearbook, Pages 387-94.

The principal's paramount concern should be to direct the life in his school so that the pupils will gradually accept ideals which are higher than the prevailing standards.

66. KOONCE, B. E. "Character Building." Fifth Yearbook, Pages 384-92.

Since the formation of children's character is occurring partly in the schools, it is possible to influence it there in the following ways: (1) by direct instruction, (2) by training thru indirect means, and (3) by unconscious influence and example.

67. BOYSEN, AGNESS. "An Experiment in Character Training." Sixth Yearbook, Pages 303-11.

Character training cannot be taught in any special period during the day, but must be expressed every minute of the day.

68. VINCENT, P. M. "A Study of Character Education in Wisconsin Schools." Eighth Yearbook, Pages 278-80.

Very little formal work in character education is being done in the Wisconsin public schools and in teacher-training institutions. Feels that formal work should be given teachers in training.

69. McCLOSKEY, A. KATHERINE. "Building Character by Pupil Participation." Fourteenth Yearbook, Pages 431-34.

Sets forth a general plan for pupil participation as a means of character building. Results in an increased desire on the part of pupils to help solve problems in the home as well as in the school.

5. CLASSIFICATION OF PUPILS

70. KYTE, GEORGE C. "An Experiment in the Education of Gifted Children in the First Grade." First Yearbook, Pages 71-80; reprint, Eighth Yearbook, Pages 419-28.

Reports the results of an experiment in the education of a group of gifted children in the Emerson School, Berkeley, California. This school draws its pupils from homes where high levels of intelligence prevail.

71. ZIRKLE, H. W. "Taking Care of the Gifted Child." First Yearbook, Pages 81-86; reprint, Eighth Yearbook, Pages 429-34.

The super-normal pupils should be in a class by themselves and given a broader and richer course.

72. GREENWELL, W. M. "The Classification of Children in the Lincoln School, Oakland, California." Second Yearbook, Pages 189-93.

The work done and the results obtained with the special classes in the Lincoln School.

73. FLYNN, MARY C. "Classification According to the Promotion Age." Second Yearbook, Pages 194-209.

The work done in a Los Angeles elementary school in attempting to meet the needs of the individual.

74. DAVIS, HELEN. "Classification by Intelligence Tests in the Smaller Schools." Second Yearbook, Pages 210-19.

Certain simple administrative devices for making use of the results of standard tests even in small schools.

75. HARDWICK, F. T. "An Experimental Use of Intelligence Tests in Classification." Second Yearbook, Pages 219-29.

Outlines the procedure and the results of experiments made in the use of intelligence tests for arranging pupils in groups. Also the use of standardized tests in comparing the groups thus arranged.

76. SHELDON, VERA G. "Speed Grouping in the Primary Grades of Rockford, Illinois." Second Yearbook, Pages 229-39.

Lists a number of advantages of speed grouping in the primary grades.

77. LAYTON, WARREN K. "The Re-Classification of Pupils in One Elementary School." Second Yearbook, Pages 239-46.

The method employed to reclassify the students in a Detroit elementary school on the basis of intelligence ratings and teachers' marks.

78. POWER, LEONARD. "The Effects of Grouping According to Intelligence in the Franklin School, Port Arthur, Texas." Second Yearbook, Pages 249-67.

Some of the effects of grouping in the Franklin School. Also presents samples of tests and devices used in this school.

79. SANTEE, A. M. "Results of Classification of Pupils Based on Ability as Shown by Intelligence Tests, Tests of Achievement, and Teachers' Marks." Second Yearbook, Pages 276-83.

Describes how the percent of failures was reduced during a four-year period in the Washington Junior High School, Duluth, Minnesota.

80. KYTE, GEORGE C. "Two Types of Experimental Programs in the Education of Gifted Children and Their Ultimate Effects." Third Yearbook, Pages 395-430.

Presents data obtained thru investigation based on the following program: (1) selecting and intensively studying gifted children, (2) developing and exposing them to experimental programs planned to meet their needs, and (3) checking up the results of such programs over a period of years after the experiment.

81. PORTER, C. H. "What Is the Intermediate Problem and How Should It Be Met?" Third Yearbook, Pages 430-49.

Recommendations for the 45 percent who do not plan to continue thru high school, and for the 55 percent who do expect to go thru high school.

82. VINCENT, H. D. "The Principal and the Gifted Child—From the Standpoint of Scientific Measurements." Third Yearbook, Pages 450-58.

What to do about the child who has an I. Q. of from 120 upward.

83. BURDICK, W. H. "The Bright Pupil—An Enriched Course in Place of Acceleration." Fourth Yearbook, Pages 262-71.

An enriched course is more desirable than acceleration. Acceleration and enrichment may both be used for especially gifted children.

84. HARDWICK, F. T. "Classification by Chronological Age." Sixth Yearbook, Pages 211-16.

Hardwick explains how he came to the conclusion that in the junior high school, classes of approximately equal ability might be formed by grouping pupils in their grade according to their chronological age.

85. KALLOM, ARTHUR W. "Provisions in Large Cities for the Acceleration of Pupils." Eighth Yearbook, Pages 337-47.

Practises in acceleration of pupils in 39 cities replying to a questionnaire.

86. COLBURN, JESSIE B. "Organizing Classes for the Slow and Bright Pupils." Ninth Yearbook, Pages 278-86.

Discusses the problems of testing, grouping of pupils, differentiation of curriculum, adequately trained teachers, and equipment.

87. ADDICOTT, IRWIN O. "An Experimental Class for Bright Children." Ninth Yearbook, Pages 287-93.

What was done for the bright children in the Jackson Elementary School, Fresno, California.

88. BOWEN, ALICE DAY, and LATSHAW, HARRY F. "An Experiment in Ability Grouping." Ninth Yearbook, Pages 312-18.

Curriculum adjustment and selection of specially trained teachers are quite as important as identification of pupils for ability grouping.

89. RITOW, HERMAN. "Problems and Devices in Departmental Organization." Ninth Yearbook, Pages 319-29.

Some administrative problems involved in the installation of departmentalized organization.

90. IDE, GLADYS. "Reclassifying Pupils Who Are Misplaced in School." Fifteenth Yearbook, Pages 512-20.

Discusses the problem of reclassifying and guiding pupils whose abnormalities interfere with their satisfactory adjustment in the normal classroom environment.

6. COMMUNITY-SCHOOL RELATIONSHIPS

91. THOMAS, JOHN S. "Studying the Community." Ninth Yearbook, Pages 605-12.

Suggests possible sources of information that will serve to give a clear understanding of the community's peculiar problems and needs.

92. TAYLOR, GEORGE D. "Constructive Contacts between Parents and School." Ninth Yearbook, Pages 613-17.

The principal with the aid of the parent-teacher organization should build up a cooperative attitude between school and home.

93. CHASE, SARA E. "Facts and the Parent-Teacher Association." Ninth Yearbook, Pages 618-24.

Facts collected thru a study of out-of-school activities and interests of pupils, served as a basis for talks to the parent-teacher association on the following subjects: "Growth through Play;" "Free Reading of Children;" "Moving Pictures, Good and Bad;" and "Building Two Social Habits, Punctuality and Respect for Law and Property."

94. NYE, ELLEN S. "Uniting Home and School for the Welfare of Children." Ninth Yearbook, Pages 625-29.

Explains how an understanding relationship between school and home is secured in the Van Cleve School, Minneapolis. There are 64 American families and 261 foreign families in the district.

95. WEBLING, G. H., and others. "Adjusting the School to the Community." Ninth Yearbook, Pages 630-43.

A report of the work done in Hawaii to adapt the school to the community.

96. EDITORIAL COMMITTEE. "A National Survey of School-Community Contacts." Eleventh Yearbook, Pages 163-92.

Summarizes a questionnaire study of 1083 elementary schools. Reports on agencies working in the schools, usefulness of outside agencies, examples of how various agencies attempt to establish contacts with the schools, and various types of constructive and detrimental contacts.

97. LIPMAN, MAURICE C. "Some Unorganized Influences." Eleventh Yearbook, Pages 197-202.
Some elements which constantly influence the child in the many hours he is not under school control.
98. MOTT, DOROTHY C. "A Community Survey Technic." Eleventh Yearbook, Pages 203-11.
Summarizes the procedures and outcomes of a study to discover the shortages of and resources for local parent education in a community of about 7000.
99. GREGORY, ARNOLD C. "Community Contacts in Michigan." Eleventh Yearbook, Pages 218-22.
Summarizes a survey of nearly 200 representative elementary schools of Michigan regarding (1) membership of principals in various civic and school organizations, (2) specific measures of cooperation exchanged by the civic bodies and the school, and (3) the unique undertakings sponsored by the schools for the civic welfare of the community.
100. EDITORIAL COMMITTEE. "Editorial Comment on Chapter IV," and "Selected References." Eleventh Yearbook, Pages 226, 262.
Raises certain questions for consideration in connection with Chapter IV, "Home Contacts Sought by the School." Lists 13 helpful references.
101. PETERS, FLORENTINE. "Personal Letters Build Cordial Attitudes." Eleventh Yearbook, Pages 227-33.
Letters from the principal, the teachers, and the pupils, play an important part in establishing cordial relations between the school and the home.
102. HOLTBERG, MYRTLE H. "Preparation for Home Visits." Eleventh Yearbook, Pages 234-35.
A careful study of the child should be made before the visit to the home.
103. DONNER, ARVIN N. "A Method of Home Visitation." Eleventh Yearbook, Pages 236-40.
A program of faculty home visits worked out at the Franklin School, Port Arthur, Texas.
104. RYAN, DELLA. "The Rural Visiting Teacher." Eleventh Yearbook, Pages 241-47.
The activities of the visiting teacher in a rural section of northern Ohio.
105. DEXTER, ELIZABETH H. "The Visiting Teacher in Newark." Eleventh Yearbook, Pages 248-51.
Reports the activities of the visiting teacher in Newark, New Jersey.
106. DREW, JULIA K. "The Visiting Teacher in Minneapolis." Eleventh Yearbook, Pages 252-56.
Describes the development and organization of the work of the visiting teacher in Minneapolis.
107. WILLIAMS, A. J. "The Attendance Officer." Eleventh Yearbook, Pages 257-59.
How the attendance officer contributes in a positive way to the school's work. Gives guiding principles in the selection and work of an attendance officer.

108. ROBINSON, WEALTHY ANN. "Home Calls of the School Nurse." Eleventh Yearbook, Pages 260-61.
Two types of visits to the home by the school nurse: (1) those dealing with health problems, and (2) those dealing with social problems.
109. EDITORIAL COMMITTEE. "Editorial Comment on Chapter V," and "Selected References." Eleventh Yearbook, Pages 264, 310.
Points out that Chapter V, "The Parent-Teacher Movement," gives typical illustrations of the parent-teacher movement in action. A bibliography of 14 references offers suggestions for further study.
110. KELLAR, LAURA E. "An Integrating Force in Milwaukee." Eleventh Yearbook, Pages 272-79.
The activities of the parent-teacher association of the Atwater Elementary School, Milwaukee, Wisconsin.
111. BAXTER, BERNICE. "A Study Group in Oakland." Eleventh Yearbook, Pages 280-83.
How the Crocker Highlands School, Oakland, California, enlisted the cooperation of the home in educational matters.
112. TAYLOR, EDITH B. "Community Parenthood in Saint Paul." Eleventh Yearbook, Pages 284-90.
Explains how the home and school cooperated thru the P. T. A.
113. ROBINSON, ROY E. "Unique Plans in Highland Park." Eleventh Yearbook, Pages 291-96.
Presents evidence to show that parents are interested in the technical aspects of teaching.
114. MCFARLAND, ELLIS (MRS.). "Activities of a State Association." Eleventh Yearbook, Pages 297-99.
Presents the objectives of parent-teacher work.
115. DILLE, G. E. "Local, State, and National Relationships." Eleventh Yearbook, Pages 300-5.
Emphasizes the program of the National Congress of Parents and Teachers as an ever-increasing source of scientific information which is constantly being revised to meet the needs of the ever-changing educational program.
116. BAKER, W. ELWOOD. "The Place of the National Association." Eleventh Yearbook, Pages 306-9.
Presents the purpose of the National Congress of Parents and Teachers.
117. EDITORIAL COMMITTEE. "Editorial Comment on Chapter VI," and "Selected References." Eleventh Yearbook, Pages 312, 344.
Points out that Chapter VI, "Community Center Activities," describes ways in which communities are utilizing school buildings after school hours. Reading list of 13 references.
118. FINK, STANLEY F. "The School as a Recreational Center." Eleventh Yearbook, Pages 313-18.
Describes recreational activities centered in the Tyson-Schoener School, Reading, Pennsylvania.
119. MARTIN, MARY L. "Centering School Activities around Community Needs." Eleventh Yearbook, Pages 319-22.
States that the school can be more than a recreational center. It can

focus the whole thought of the community toward the conservation of human lives.

120. THIES, LILLIAN C. "The Social Center Serves Its School. Eleventh Yearbook, Pages 323-28.

The Milwaukee centers provide facilities and initiate activities for a life of self-development and community responsibility.

121. SAILEY, ALICE B. "A Township School Center." Eleventh Yearbook, Pages 332-33.

Shows the advantages of the after-school recreational center in a four-room rural consolidated school.

122. DE WINDT, RUTH DUNBAR. "Youth Movements in the School." Eleventh Yearbook, Pages 334-35.

The elementary school principal can enrich and supplement the life of the community by a sympathetic understanding of the Boy and Girl Scouts and the Camp Fire Girls.

123. RITOW, HERMAN. "The Logan Community Council." Eleventh Yearbook, Pages 340-43.

Shows how a principal can integrate many local activities thru a community council.

124. EDITORIAL COMMITTEE. "Editorial Comment on Chapter IX, and "Selected References." Eleventh Yearbook, Pages 424, 451.

Discusses school relief and welfare activities as treated in Chapter IX, "Social and Welfare Agencies." Presents 16 references on child welfare.

125. BORDEN, CLIFFORD S. "The School and the Social Agencies." Eleventh Yearbook, Pages 425-30.

Shows how the Minneapolis schools and social agencies cooperate to solve many problems.

126. MCHUGH, THOMAS F. "Coordination of Welfare Agencies." Eleventh Yearbook, Pages 431-33.

Stresses cooperation among all welfare agencies of the community. Lists outcomes of the organization of the Ironbound Council in Newark, New Jersey.

127. STOUT, GROVER. "Welfare Activities Are Necessary." Eleventh Yearbook, Pages 434-38.

Discusses some activities that seem to be most helpful and necessary for the well-being of the pupils and parents in the community.

128. MCCONKEY, JUNE H. "A School Children's Aid Society." Eleventh Yearbook, Pages 439-40.

An aid society in Chicago supported for the most part by the school children.

129. HERRON, JOHN S. "School Relief, an Opportunity." Eleventh Yearbook, Pages 445-50.

An account of the pupil-relief program carried out in the public school system of Newark, New Jersey, during 1930 and 1931.

130. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fourteenth Yearbook, Pages 533, 568.

Introduction to Chapter XI, "Cooperative Community Activities," stating that the articles in this chapter are based on community needs, and

involve the active cooperation of children, teachers, principals, and other responsible citizens. Lists 17 references.

131. KILPATRICK, WILLIAM H. "The Underlying Philosophy of Co-operative Community Activities." Fourteenth Yearbook, Pages 534-43.

Believes that an actual situation is the ideal unit of educative experience and that the most educative situation is one in which children and responsible adults in the community share real responsibility in an enterprise of value to all.

132. HANNA, PAUL R. "Children as Community Builders." Fourteenth Yearbook, Pages 544-52.

Two community projects in which children cooperated with adults. Lists other cooperative projects.

133. PHELAN, ANETTE M. "Trends in Home and School Relationship." Fourteenth Yearbook, Pages 553-57.

Traces the changes in relationship between home and school, and gives examples of recent successful programs of home and school cooperation.

134. LAWLOR, EDWARD A. "The Community Chest and the Schools." Fourteenth Yearbook, Pages 565-67.

How the school children gained appreciation of the opportunities for service thru participation in the Community Chest campaign in Lawrence, Kansas.

135. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fifteenth Yearbook, Pages 293-328.

Points out by way of introduction to Chapter II, "Out-of-School Factors Affecting Child Adjustment," that whoever guides a child must understand not only the nature of that child, but the setting in which he lives. List of 20 selected readings.

136. SNYDER, LOUISE MAY. "Modifying Unfavorable Influences in Home and Community." Fifteenth Yearbook, Pages 546-51.

Gives examples of how changes in home and community influences have contributed to pupil readjustment.

137. BASSETT, CLARA. "Utilizing Specialized Assistance Outside the School." Fifteenth Yearbook, Pages 581-86.

Reviews types of specialized resources available in many communities for the readjustment and enrichment of the lives of school children. Suggests ways in which principals and teachers may utilize them.

7. CURRICULUM BUILDING

138. FLOYD, MARY L. "Curriculum Making in Los Angeles." Third Yearbook, Pages 483-89.

Describes how the entire teaching force took part in making the curriculum in Los Angeles.

139. DAVIS, COURTLAND V. "The Principal and the Building of the Courses of Study." Third Yearbook, Pages 489-92.

The actual writing of the course of study may be done by others, but the principal should provide the trained technical skill and professional insight for the direction of the work.

140. HEDRICK, ETHEL D. "An Experiment in Group Activity." Fourth Yearbook, Pages 305-17.

An attempt to reorganize a program of education in a traditional elementary school on the basis of group activities.

141. CARSON, MARY G. "A Curriculum School as an Experiment." Fifth Yearbook, Pages 316-22.

Discussion of the program in a school which was organized to study curriculum problems.

142. HARWELL, C. A. "The Community and the Curriculum." Fifth Yearbook, Pages 364-67.

A study of the Emerson School, Berkeley, California, in which the parents play an important part in the school program.

143. EDITORIAL COMMITTEE. "Introduction to Chapter VI," and "Selected References." Tenth Yearbook, Pages 374, 438.

Introduction to Chapter VI, "Vitalizing the Curriculum," citing previous discussions of curriculum contents and methods. Twelve selected references.

144. GIST, ARTHUR S. "The Principal and Curriculum Installation." Tenth Yearbook, Pages 375-78.

Tells of the principal's important responsibility in installing a new curriculum.

145. SUFINSKY, STELLA. "How the Child Shapes the Curriculum." Tenth Yearbook, Pages 379-82.

If one of our aims is to develop the individual to his fullest capacity for rich and satisfying living, then the child's needs and abilities should guide us in the selection of objectives and experiences for the curriculum.

146. IRWIN, MANLEY E. "Discovering Community Needs through the Press." Tenth Yearbook, Pages 383-87.

Summarizes the findings of a survey of newspaper items. Says that the newspaper is an invaluable instrument for studying the social group and building a curriculum around its activities.

147. BLATTER, DOROTHY M. "Children and Curriculum's Change." Tenth Yearbook, Pages 388-92.

Illustrates how children and teachers in the classroom shape the course of study as they use it.

148. WASSON, R. J. "Pupil Participation and the Curriculum." Tenth Yearbook, Pages 393-402.

Four definite schoolroom situations that may be used as evidence of the direct and indirect ways in which pupils affect the curriculum.

149. MCGILL, LAURA B. "Assisting Teachers to Formulate Units of Work." Tenth Yearbook, Pages 403-7.

The unit of work as a plan which provides a richer curriculum environment.

150. EDITORIAL COMMITTEE. "Résumé." Fourteenth Yearbook, Pages 217-26.

Says that the principles and procedures suggested in the 14th Yearbook, *Socializing Experiences in the Elementary School*, are offered as stimuli to additional thinking and more careful planning by prin-

cipals, teachers, and other curriculum builders. Brief summary of each article included in the Yearbook.

8. EXCURSIONS

151. TREADWELL, HARRIETTE TAYLOR. "The Influence of Trips to the Chicago Art Institute upon Our Children." Fourth Yearbook, Pages 289-91.

Reports from the eighth-grade children who have visited the Art Institute are most interesting.

152. EDITORIAL COMMITTEE. "Editorial Comment on Chapter X," and "Selected References." Eleventh Yearbook, Pages 454, 486.

Says that Chapter X, "Excursions and Exhibits," illustrates how the four walls of the schoolroom are being pushed back to include the community. Lists 14 references.

153. MCCALLUM, JESSIE. "All Aboard for Excursions." Eleventh Yearbook, Pages 455-60.

Summarizes types of excursions useful in nearly every community.

154. BORGESON, F. C. "Excursions in School Life." Eleventh Yearbook, Pages 461-66.

Points out values that have been realized from excursions, indicates the variety of school excursions that are possible, and reports current practises and trends.

155. POWELL, MARY. "Museum of Art Activities in Saint Louis." Eleventh Yearbook, Pages 467-70.

Discusses activities arranged for children who visit the museum of art on Saturdays.

156. BURKE, HARRY R. "Excursions into Music." Eleventh Yearbook, Pages 471-75.

Describes contacts made by the St. Louis school children with the Symphony Orchestra.

157. SHAW, ELLEN EDDY. "Visiting the Botanic Garden." Eleventh Yearbook, Pages 476-81.

An experiment in which the Brooklyn Botanic Garden conducts a weekly lesson for each grade of several schools for a period of from five to six weeks.

158. VIERHELLER, MARGUERITE. "Lessons from the Zoo." Eleventh Yearbook, Pages 482-85.

Points out the educational advantages of the zoo. In addition to being a source of information, the zoo promotes the child's interest in animals.

159. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Thirteenth Yearbook, Pages 273, 306.

Says that the excursion or field trip has great possibilities in the modern elementary school, as discussed in Chapter V, "Excursions and Field Trips." Lists 19 pertinent references.

160. LOBECK, ARMIN K. "The Organization of Field Excursions." Thirteenth Yearbook, Pages 274-77.

Factors which should be considered in connection with various types of excursions.

161. BRYAN, H. ELOISE. "Out of the Classroom into Life." Thirteenth Yearbook, Pages 278-83.
Describes several excursions to show the importance of first-hand contacts to the children.
162. ELLIOTT, BLANCHE. "Excursions in Appreciation in the Small Town School." Thirteenth Yearbook, Pages 284-88.
Some possibilities of excursions in a small town.
163. WEAVER, DAVID A. "Excursions in a Metropolitan Center." Thirteenth Yearbook, Pages 289-94.
Every metropolitan center has valuable educational material which may be the means of enlivening the traditional school of today and bringing it in closer harmony with dynamic social change.
164. DANIELS, SYBIL L. "A School Journey to the Beach." Thirteenth Yearbook, Pages 295-98.
A journey to the beach planned as a nature study lesson for an adjustment class of 18 pupils.
165. PRICE, R. H. "A Study of the Values of Field Trips." Thirteenth Yearbook, Pages 302-5.
Report of a survey of field trips in 268 public elementary schools, showing number, types, and value.

9. EXTRA-CURRICULAR ACTIVITIES

166. PETERSON, ALICE. "The Dundee School Improvement Club." First Yearbook, Pages 123-25.
An organization which did a great deal to improve school property and property near the school in Omaha, Nebraska.
167. TILTON, EDWIN B. "The Principal and Extra-Curricular Activities." Fourth Yearbook, Pages 401-3.
The club program carried out in the Memorial Junior High School, San Diego, California.
168. BURGER, I. VICTOR. "The Principal and the Boy Scouts." Ninth Yearbook, Pages 539-44.
The principal who appreciates the importance of projective interest in the scheme of education is the logical leader in Boy Scout work.
169. BROOKS, ROBERT P. "The School Club Develops Creative Power." Ninth Yearbook, Pages 551-54.
School clubs provide not only for the development of creative power in the individual, but also for the wise use of leisure and for worthy home membership.
170. NORRIS, FORBES H. "Clubs Enrich the Curriculum." Ninth Yearbook, Pages 555-58.
A club period each week gives enrichment without adding to the prescribed load.
171. HOWLETT, CORA M. "A 4-H Club in a Village School." Eleventh Yearbook, Pages 336-39.
The organization of a 4-H Club in a rural elementary school.
172. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fourteenth Yearbook, Pages 391, 413.

In connection with Chapter VI, "School Clubs," says that it behooves the school to utilize children's tendency to get together in guiding pupil interests and developing habits of cooperation and responsibility. Twenty selected references.

173. JOHNSTON, EDGAR G. "The Selection of Club Sponsors." Fourteenth Yearbook, Pages 392-96.

Presents 31 reasons for club failures and 12 tests of a good club sponsor.

174. MCCALLUM, JESSIE, and ROY, ESTELLA. "Every Child a Club Member." Fourteenth Yearbook, Pages 397-401.

A plan used in a Detroit school to include every child in some club activity.

175. BOWRING, HARTWELL F. "A Basis for Selection of Clubs." Fourteenth Yearbook, Pages 402-5.

Successful clubs must be educationally justifiable, satisfying to the children, and well adapted to the size, location, equipment, and teaching personnel of the school.

176. COHEN, IRVING L. "Time and Place of Club Meetings." Fourteenth Yearbook, Pages 406-8.

Clubs should meet during regular school hours on the school premises best suited to the various club activities.

177. HAMM, MAX. "Organizing and Conducting Club Activities." Fourteenth Yearbook, 409-12.

Discusses club membership, selection of sponsors, time of meetings, distribution of pupils, and place of meetings. Also reviews club activities.

10. GUIDANCE

178. TURNER, JENNIE McMULLIN. "A Guidance Program for a School System." Eighth Yearbook, Pages 268-77.

A guidance program which bases its primary emphasis on subject matter.

179. MASTERS, H. G. "Guidance in the Elementary School." Ninth Yearbook, Pages 475-79.

A description of the guidance program in the Allen School, Pittsburgh.

180. GUNN, H. M. "Guidance of Individual Pupils." Tenth Yearbook, Pages 319-25.

A guidance program planned for an elementary school of eight grades.

181. LOGUE, LEONA WHITWORTH. "Creative Guidance of Pupil Talents." Tenth Yearbook, Pages 334-39.

Points to supervision thru extra-curricula activities as the means for developing in the teachers and pupils independence, initiative, and originality.

182. ROBINSON, ROY E. "Individual Profiles of Percentile Ranks." Tenth Yearbook, Pages 340-49.

Suggests the use of individual profiles of percentile ranks as a way to improve instruction.

183. FENTON, NORMAN, and GRAVES, ALBERT D. "The Child-Guidance

Conference for Handling Problem Cases." Fifteenth Yearbook, Pages 567-74.

Describes and evaluates the child-guidance conference, a device for coordinating the school personnel in the study of problem cases.

184. BUCKLEY, LORENZO S. "The Coordinating Council as a Factor in Child Readjustment." Fifteenth Yearbook, Pages 575-80.

Describes the organization and activities of the Oakland Coordinating Council which brings together representatives of all child welfare and social agencies in a preventive and remedial program.

11. JUVENILE DELINQUENCY

185. KNOCH, E. H. "Juvenile Delinquency." Sixth Yearbook, Pages 318-24.

Offers suggestions as to how the school may help to prevent juvenile delinquency.

186. JOHNSON, FRED R. "The School and the Juvenile Court." Eleventh Yearbook, Pages 504-7.

Stresses the value of cooperation between schools and juvenile courts to prevent juvenile delinquency.

187. STULLKEN, EDW. H. "School-Juvenile Court Cooperation." Eleventh Yearbook, Pages 508-16.

Ways in which the principal of a special school cooperated with the Juvenile Court of Cook County, Illinois.

188. WAITE, EDWARD F. "Deal with Them Intelligently." Eleventh Yearbook, Pages 517-20.

A discussion of the relationship between the schools and juvenile courts in the field of delinquency.

189. BARTELME, MARY M. "Prevention, Not Punishment." Eleventh Yearbook, Pages 521-24.

Describes the organization and procedure of the Juvenile Court in Chicago. Emphasizes the importance of preventive and constructive measures rather than punishment.

190. WEAVER, DAVID A. "Juvenile Delinquency and the School." Eleventh Yearbook, Pages 525-33.

Points out the most common delinquency charges, causes of delinquency, and preventive measures.

191. BROWN, ANDREW W., and BROWN, RALPH R. "The Institute for Juvenile Research and the School System." Eleventh Yearbook, Pages 534-40.

A summary of the history and work of the Institute for Juvenile Research in Chicago.

12. LIBRARIES

192. HAMILTON, AYMER JAY. "The Elementary School Library." Third Yearbook, Pages 493-516.

Describes the library of the University Elementary School of Berkeley,

- California. Also presents some contributions of a library to modern school procedure.
193. MAYER, CLARA. "The Public Library in the School." Third Yearbook, Pages 517-22.
Describes a branch of a public library housed in a public school building.
194. CERTAIN, C. C., general chairman. "Report of the Joint Committee on Elementary School Library Standards." Fourth Yearbook, Pages 326-59.
The library from the standpoint of service, essentials, housing, administrative requirements, and instruction. Also presents a list of 212 books which might be purchased for approximately \$400.
195. EATON, ANNE T. "Classroom Activities and the School Library." Sixth Yearbook, Pages 264-70.
How the library can aid the classroom activities in any grade of the elementary school.
196. KENT, CHARLES A. "Organizing a Library in an Elementary School." Sixth Yearbook, Pages 271-81.
The library of today is the library of yesterday in name only. Presents the purpose and problem of the modern library.
197. MADISON, ELIZABETH. "The Principal and the School Library." Ninth Yearbook, Pages 575-79.
The elementary-school libraries of Oakland, California, are organized as an integral part of the schools in which they flourish, and are the direct responsibility of the principal of the school in his general program of supervision.
198. LOVIS, MARION. "Training for the Elementary School Librarian." Ninth Yearbook, Pages 580-85.
Presents the standards and special training for the teacher-librarian in the elementary school.
199. KING, WILLIAM A. "The Equipment of the Elementary School Library." Ninth Yearbook, Pages 586-92.
The items of furniture and equipment that the elementary-school libraries should have.
200. MERIAM, J. L. "Library and Textbook Service." Ninth Yearbook, Pages 593-601.
Some suggestions for the extension of library equipment in public school work.
201. HENDERSON, FRANK D. "A School-Community Library Project." Eleventh Yearbook, Pages 329-31.
How each child in the community might be supplied with suitable books and magazines so the opportunities of each child might be more nearly equal.
202. EDITORIAL COMMITTEE. "Résumé." Twelfth Yearbook, Pages 125-32.
Brief comment on growth of public-school libraries and a concise statement of the content of each article in the 12th Yearbook, *Elementary School Libraries*.
203. EDITORIAL COMMITTEE. "Editorial Comment on Chapter I," and "Selected References." Twelfth Yearbook, Pages 134, 148.

Points out that Chapter I, "Modern Education and the Library," sets forth the fundamental theory underlying modern education. Twenty selected references.

204. REED, CARROLL R. "Children Must Be Taught to Think." Twelfth Yearbook, Pages 135-36.

Thru use of the library children are taught to think and to form opinions on the basis of information from many sources.

205. MORGAN, JOY ELMER. "The Cultural Significance of the School Library." Twelfth Yearbook, Pages 137-45.

Says that the mind stuff of civilization is one of its most precious assets. Exposed to substantial things, it tends to extend culture; fed upon trivialities, it tends to invite chaos.

206. FARGO, LUCILE F. "Three P's and the Principal." Twelfth Yearbook, Pages 146-47.

The new educational program in the school library stands upon three P's: Personnel, programming, and participation. Behind all of these is the principal.

207. EDITORIAL COMMITTEE. "Editorial Comment on Chapter II," and "Selected References." Twelfth Yearbook, Pages 150, 174.

Introduction to Chapter II, "The Status of Libraries in Elementary Schools," raises questions as to causes of the "spotted" development of school libraries. Twenty selected references.

208. LATHROP, EDITH A. "Elementary-School Library Service as It Is and Should Be." Twelfth Yearbook, Pages 151-58.

Describes the many different types of library service for the elementary school.

209. EDITORIAL COMMITTEE. "Certain Characteristics and Problems of the Elementary-School Library." Twelfth Yearbook, Pages 159-73.

Facts as to the status of the elementary-school library, tabulated from 669 replies to a questionnaire.

210. EDITORIAL COMMITTEE. "Editorial Comment on Chapter III," and "Selected References." Twelfth Yearbook, Pages 176, 210.

Raises questions treated in Chapter III, "Organization and Administration of the School Library," and lists 22 pertinent references.

211. ROBERTS, BERTHA E., and BECKMAN, ANETA T. "Surveying Library Needs." Twelfth Yearbook, Pages 177-82.

Gives outcomes of a study made in San Francisco by five principals, five teachers, the deputy superintendent of elementary schools, an assistant supervisor, and the supervisor of the department of texts and libraries, regarding the more effective and more uniform use of school books.

212. ABBOTT, ROBERT B. "The Pupils Build a Library." Twelfth Yearbook, Pages 183-86.

Tells how a pupil committee with the aid of the principal built a school library.

213. TURNER, MARY; WILSON, CHRISTINE H., and DAVIS, EVA M. "A Library Organized and Managed by Parents." Twelfth Yearbook, Pages 187-91.

- Committees from a parent-teacher association organize and conduct an elementary-school library.
214. KELLAR, LAURA E.; BARNES, CLARA M., and PRATT, MARJORIE. "A Library in a Cooperative Group School." Twelfth Yearbook, Pages 192-98.
Describes the operation of the library in the Atwater Elementary School, Milwaukee, Wisconsin, where the fourth, fifth, and sixth grades are departmentalized.
215. STULLKEN, EDWARD H. "The Library in the Special School." Twelfth Yearbook, Pages 199-204.
The use of the library in a special school for problem boys. Believes that the success of the library in making self-respecting citizens might be even greater in regular schools.
216. NILES, MARY. "Our Citizens Use the School Library." Twelfth Yearbook, Pages 205-9.
A school planned by a group of progressive citizens providing a library to serve adults and children.
217. EDITORIAL COMMITTEE. "Editorial Comment on Chapter IV," and "Selected References." Twelfth Yearbook, Pages 212, 236.
Lists questions for further study in connection with Chapter IV, "Planning the School Library," and gives 13 references.
218. ROGERS, DON C. "The Century of Progress School." Twelfth Yearbook, Pages 213-16.
The plan for the library in the Century of Progress School, Chicago.
219. BAER, ALICE HOGGE. "School Library Decoration." Twelfth Yearbook, Pages 217-19.
Some suggestions for suitable decoration in the school library.
220. BOLMEIER, E. C. "Summary of Research and Opinion on Library Planning." Twelfth Yearbook, Pages 220-26.
Summarizes research and opinion on library planning under the headings: Location, floor plans, decorations, equipment, furniture, and standards. Based on 28 references.
221. EDITORIAL COMMITTEE. "Floor Plans for the Elementary-School Library." Twelfth Yearbook, Pages 227-36.
Three tentative floor plans with suggestions and criticisms by 28 elementary-school principals.
222. EDITORIAL COMMITTEE. "Editorial Comment on Chapter V," and "Selected References." Twelfth Yearbook, Pages 238, 266.
Comment on Chapter V, "Relationships between Schools and Public Libraries." Points out that the 20 selected references contain suggestions as to ways in which these two agencies may solve mutual problems.
223. SELBY, MIRIAM F. "Working with the Public Library." Twelfth Yearbook, Pages 239-41.
What one public library and one public school have been doing for six or seven years by way of working together.
224. BAKER, HAROLD V. "Public Library Aid to Schools." Twelfth Yearbook, Pages 242-45.
Several types of cooperative relationships between elementary schools and the public library.

225. THIES, LILLIAN C. "Public Library Service to the School." Twelfth Yearbook, Pages 246-50.
How the Milwaukee Public Library cooperates with the elementary schools.
226. SHAFER, PAUL F. "A Project in School and Public Library Cooperation." Twelfth Yearbook, Pages 251-57.
A plan for developing a greater interest in a local library on the part of the children in the community.
227. COUNTRYMAN, GRATIA A. "Library Cooperation in Minneapolis." Twelfth Yearbook, Pages 258-61.
The work being done in Minneapolis by the public library. It has already established 15 elementary-school libraries.
228. EDITORIAL COMMITTEE. "Official Contacts between Public Libraries and Centralized Libraries in City Elementary Schools." Twelfth Yearbook, Pages 262-65.
Elementary-school libraries and the help they receive from the public libraries in cities of over 50,000 population, as reported by 173 superintendents.
229. EDITORIAL COMMITTEE. "Editorial Comment on Chapter VI," and "Selected References." Twelfth Yearbook, Pages 268, 316.
Introduction to Chapter VI, "Integrating the School Library and the Classroom," and 20 references.
230. ZYVE, CLAIRE. "The Library; an Integral Part of Activities." Twelfth Yearbook, Pages 269-73.
Four activities which use abilities and foster interests and skills on a child's level, and develop these same abilities for use in adult life.
231. BEAN, ELEANOR. "Making and Using a Library." Twelfth Yearbook, Pages 274-78.
A library activity in a class made up of pupils ranging from interested readers to the retarded and rather discouraged.
232. STOKES, CAROLINE. "Integrating Library and Classroom Activities." Twelfth Yearbook, Pages 279-82.
How classes in each subject may use the library. In turn the library learns from the classroom how to improve its services.
233. BROWNING, NINA M. "The Library as a Background for Art Instruction." Twelfth Yearbook, Pages 283-84.
The elementary-school library should serve as a background from which art students can derive inspiration and information for class work.
234. VAN ANTWERP, BERYL. "Supplementing Mathematics through the Library." Twelfth Yearbook, Pages 285-87.
How the school library may be used in developing mathematics.
235. GREER, M. MARGARET. "World Cruise; a Book Week Project." Twelfth Yearbook, Pages 288-94.
Description of a "world cruise" in books. Although this activity was carried on in a high school, it is adaptable to elementary-school use.
236. GONNE, EDYTHE M. "The Magic Key; a Library Project." Twelfth Yearbook, Pages 295-99.
A unit of library investigation and experience by the pupils in an elementary school in Detroit.

237. CURREN, EDITH L. "Activities for the Elementary-School Library." Twelfth Yearbook, Pages 300-4.
Activities which can be carried on by the classroom teacher to achieve suggested general aims for the school library.
238. COUSINS, ESTHER J. "Correlation of Library and Homeroom Activities." Twelfth Yearbook, Pages 305-7.
An activity which correlates the homeroom and the library.
239. BRITTON, JASMINE. "Library Practises in Los Angeles." Twelfth Yearbook, Pages 308-11.
A review of the activities utilized by school libraries and classrooms in Los Angeles.
240. GORBUTT, CATHERINE. "Library Work with Mexican Pupils." Twelfth Yearbook, Pages 312-15.
Library work in a school where English is almost a foreign language.
241. EDITORIAL COMMITTEE. "Editorial Comment on Chapter VII," and "Selected References." Twelfth Yearbook, Pages 318, 363-64.
Raises questions in connection with Chapter VII, "The School Librarian," and lists 32 references.
242. CUTTER, ANNIE S. "The Librarian Muses upon Her Profession." Twelfth Yearbook, Pages 319-24.
Some of the school librarian's inner thoughts as she muses upon her profession.
243. KELLY, FRANCES H. "Professional Training of the Elementary-School Librarian." Twelfth Yearbook, Pages 325-30.
Presents the trained librarian's viewpoint as to what the preparation of the school librarian should be.
244. PRITCHARD, MARTHA CAROLINE. "Survey of Duties as a Basis of Training." Twelfth Yearbook, Pages 331-40.
Discusses the first essentials for librarians in all types of elementary schools.
245. EDITORIAL COMMITTEE. "A Symposium on the Preparation of School Librarians." Twelfth Yearbook, Pages 341-53.
Replies from 20 professors of library science, superintendents of schools, principals, and librarians, to the question "What training experience, and abilities do you think an elementary-school librarian should have?"
246. EDITORIAL COMMITTEE. "Training Opportunities in Accredited Library Schools." Twelfth Yearbook, Pages 354-62.
An analysis of the training offered by accredited library schools.
247. EDITORIAL COMMITTEE. "Editorial Comment on Chapter VIII," and "Selected References." Twelfth Yearbook, Pages 366, 392.
Points out that Chapter VIII, "Rural and State Library Practises," presents aspects of the rural-school library problem. Twenty selected references.
248. ETHERIDGE, MABEL WILKINSON. "Certain Rural-School Library Conditions." Twelfth Yearbook, Pages 367-72.
Describes library conditions in thinly populated frontier rural communities prevalent in the Dakotas, Montana, Wyoming, and Northeastern Colorado.

249. LEAVITT, RUTH. "Book Truck Service for a County." Twelfth Yearbook, Pages 373-76.
The book truck library service in a Tennessee county. An example of cooperation between a city public library and a county board of education.
250. HENSHALL, MAY DEXTER. "County Library Service of California." Twelfth Yearbook, Pages 377-83.
The development and work of the county library in California.
251. MACKINNEY, GERTRUDE. "State Library Programs." Twelfth Yearbook, Pages 384-87.
Discusses the activities of a state library program. One activity—the county library—is the solution for the library needs of rural schools.
252. WOOD, HARRIET A. "State Library Extension Activities." Twelfth Yearbook, Pages 388-91.
Types of services which the state library may give individuals and communities.
253. EDITORIAL COMMITTEE. "Editorial Comment on Chapter IX," and "Selected References." Twelfth Yearbook, Pages 394, 450.
Raises questions on the principal's supervisory duties with regard to the use of library facilities for consideration in connection with Chapter IX, "Supervision and Appraisal." Lists 19 references.
254. STANLEY, EMMA M. "Developing a Taste for Better Books." Twelfth Yearbook, Pages 395-98.
Ways of creating in the children a taste for better literature.
255. GLOVER, PERCY FREDERIC (MRS.). "Effective Use of the Library." Twelfth Yearbook, Pages 399-404.
How a principal may guide, adjust, and appraise the school library in connection with the reading program.
256. RINGDAHL, N. ROBERT. "Creating an Interest in Poetry." Twelfth Yearbook, Pages 405-7.
Explains why the pupils in the Corcoran School, Minneapolis, were drawing from the library a great number of poetry books.
257. SCRIPTURE, ELIZABETH. "Improving the Library-Classroom Contact." Twelfth Yearbook, Pages 408-14.
Discusses library and classroom activities and tells how the principal may contribute constructively.
258. WATSON, ELLA B. "Calculating Profits." Twelfth Yearbook, Pages 415-17.
An account of an effort to determine whether or not fourth, fifth, and sixth grade pupils in a small-town elementary school were making a worthwhile use of their library reading periods.
259. SPERRY, EDRA. "Variety of Activities as Appraisal of Services." Twelfth Yearbook, Pages 418-20.
One way to appraise the elementary-school library is to list the variety of its activities.
260. FOSTER, MARY E. "Time Analysis of a Librarian's Duties." Twelfth Yearbook, Pages 421-23.
A study of the duties and activities of school librarians. Seventy-eight librarians indicated in a "diary type" list, the amount of time given to duties for 20 days.

261. CARROLL, MAE B. "Appraising Changes in Attitudes and Interests." Twelfth Yearbook, Pages 424-28.
An appraisal of changes in the pupils' attitudes and interests as a measure of the library's influence.
262. HARGER, LENA L. "An Evaluation of the Library Plans." Twelfth Yearbook, Pages 429-34.
Activities used to stimulate library reading and an evaluation of the results.
263. GLADDEN, THERON A. "Measuring Effectiveness with the Course of Study." Twelfth Yearbook, Pages 435-40.
How the course of study in library work may be used by the principal to estimate the effectiveness of the library program.
264. DAWSON, G. DOROTHA. "Measurement of Library Services." Twelfth Yearbook, Pages 441-49.
Summarizes a number of ways to appraise the school library.
265. EDITORIAL COMMITTEE. "Editorial Comment on Chapter X." Twelfth Yearbook, Page 452.
Says that Chapter X, "Research Studies of Booklists and Reading Interests," offers many suggestions for improving both teaching and supervision.
266. EDITORIAL COMMITTEE. "Booklists and Other Aids in Book Selection." Twelfth Yearbook, Pages 453-70.
Criteria for judging children's books and an annotated bibliography of booklists of children's books.
267. EDITORIAL COMMITTEE. "The Professional Library in the Elementary School." Twelfth Yearbook, Pages 471-84.
A list of 182 publications which should be in the professional library of the school.
268. EDITORIAL COMMITTEE. "Research Related to Children's Interests and Preferences in Reading." Twelfth Yearbook, Pages 485-518.
A summary of the important studies in children's reading interests and preferences.

13. MISCELLANEOUS

269. DIRIMPLE, BELLE. "Systematic Professional Study." First Yearbook, Page 130; reprint Eighth Yearbook, Page 463.
Brief note on system of reporting by teachers on professional study.
270. DEMANIGOLD, MARY L. G. "The Thrift Idea in Education." Fourth Yearbook, Pages 292-97.
The outline of a plan for saving time, thought, energy, and talent for beginning teachers.
271. RADER, L. W. "Scientific Selection of School Texts." Fourth Yearbook, Pages 298-304.
A selection of texts based upon knowledge or data correctly validated, rather than opinions of teachers or supervisors. Presents three score sheets for scoring arithmetic texts used in the elementary school.
272. TOWNE, LILLIAN M. "The Principal and His Physical Plant as an Aid to Pupils' Health." Fourth Yearbook, Pages 404-7.

- The principal must work cooperatively with all agents involved to lift his plant to the highest ideal standard that it may be a worthy home for hundreds of children each day.
273. WEST, ROSCOE L. "The Value of a Demonstration School." Fifth Yearbook, Pages 279-86.
Discusses the value, organization, management, and benefits of the demonstration school.
274. EVERSULL, FRANK L. "Week-Day Religious Education." Fifth Yearbook, Pages 287-303.
The history, aims, organization, and administration of religious education. Also a bibliography of 36 references.
275. STANTON, GEORGE A. "The Surfacing of Playgrounds." Fifth Yearbook, Pages 329-32.
Reasons why more attention is being given to size and surface of playgrounds. Also describes materials and processes used in surfacing playgrounds in some of the larger cities.
276. SUHRIE, AMBROSE L. "The Teachers College as Co-Worker with the Public School System." Fifth Yearbook, Pages 393-403.
A few illustrations of successful attempts of teacher-training colleges to carry their professional services to administrative officers, field supervisors, principals, and classroom teachers in their respective areas.
277. HILL, MAY. "The Nursery School and Parental Education." Sixth Yearbook, Pages 145-61.
Discusses the nursery-school movement and the parental education which goes hand-in-hand with the nursery school.
278. GALLUP, JACKSON. "Where Goes the Elementary School in America?" Sixth Yearbook, Pages 325-30.
Deals with the work that educators in the field of elementary education are doing, and what they consider to be ideal conditions.
279. BRIGGS, E. E., chairman. "Studies of Failures in the Sioux City Public Schools." Eighth Yearbook, Pages 240-44.
A local committee study made to find in what grades and subjects most failures occur, reasons for failures, and to provide teachers with an incentive to study failure problems.
280. DIX, WILLIAM L. "An Investigation of Vacation Loss." Eighth Yearbook, Pages 245-49.
Attempts to uncover the amount of loss by school children due to the summer vacation, and the possible time for recovery.
281. BARNHART, NAT G. "An Experience in Consolidation." Eighth Yearbook, Pages 285-94.
Progress of pupils, training of teachers, testing programs, and work in silent reading in a consolidated school.
282. LUNDBERG, L. D. "A Study on the Seating of the Kindergarten and the Primary Grades." Eighth Yearbook, Pages 295-306.
Considers educational and instructional factors in dealing with the problem of seating.
283. STERRY, NORA. "A Comprehensive Plan for Making a State Census of School Children." Eighth Yearbook, Pages 307-17.
A plan for making a state census prepared by the Elementary School Principals' Clubs of Los Angeles.

284. COURTIS, S. A. "Individualization." Ninth Yearbook, Pages 273-77.

Individualization is a new education with new ideals, new goals, new methods, and a new spirit.

285. MUNN, GERTRUDE E. "Demonstration Lessons." Tenth Yearbook, Pages 276-81.

Points out that as internes and nurses learn from observing the skilled physician, so classroom teachers profit from seeing the expert in their profession at work.

286. EDITORIAL COMMITTEE. "Editorial Comment on Chapter XI," and "Selected References." Eleventh Yearbook, Pages 488, 546.

Points out that Chapter XI, "Governmental Agencies," shows many opportunities for cooperation between the schools and these agencies. Thirteen references.

287. POSTEL, HAROLD H. "Utilizing Governmental Agencies." Eleventh Yearbook, Pages 489-92.

Uses Chicago as an example to indicate the extent to which the schools and governmental agencies may cooperate to promote child welfare.

288. ALMACK, JOHN C. "Planning the Schoolhouse to Meet Pupil Needs." Fifteenth Yearbook, Pages 373-77.

Discusses the kind of school building and equipment which children should have. Says that the school building not only affects instruction, but also has a marked effect upon physical and mental health, child safety, comfort, and happiness.

289. LANGDON, GRACE. "How the Nursery School Contributes to Personality Adjustment." Fifteenth Yearbook, Pages 378-83.

Discussion of the nursery school's contribution to personality education. Says that the provision of good nursery schools for all the children would prove a useful agency for social betterment.

14. PLATOON SCHOOLS

290. GIST, ARTHUR S. "Education in a Platoon School." Second Yearbook, Pages 445-51.

Attempts to show what pupils are receiving in scholastic and socialized training in a platoon school.

291. CHADWICK, R. D. "Auditorium Studies." Second Yearbook, Pages 451-62.

Presents a record of the sources of the contributions to the auditorium programs and the number of pupils who participated in these programs. Gives some evidence as to the range of grades that may be profitably assembled in an auditorium group.

292. PHILLIPS, ROSE. "Platoon Schools of Detroit." Third Yearbook, Pages 532-41.

A description of the organization of Detroit's first two platoon schools.

293. PATTERSON, M. J. "Objections to the Platoon School Answered." Third Yearbook, Pages 541-57.

Points out some of the common objections to the platoon schools and

answers these objections. Summary of the advantages of platoon schools.

294. MONTANYE, EDWIN Y. "Platoon and Duplicate Schools in Philadelphia." Third Yearbook, Pages 557-70.

The development and educational advantage of the duplicate plan and the platoon system in Philadelphia.

295. HATTON, OTIS C. "The Platoon School in Akron, Ohio." Third Yearbook, Pages 571-92.

A description of the work done in the platoon schools of Akron.

296. MANN, ADDA MAY. "The Platoon Schools in Pittsburgh." Third Yearbook, Pages 592-94.

Describes the rapid development of the platoon school in Pittsburgh.

297. NORTON, H. B. "Platoon Schools in Birmingham." Third Yearbook, Pages 595-603.

The platoon school was adopted in Birmingham partly thru faith in its superior merits and partly as an expedient to care for the rapidly increasing enrolment.

298. MERRILL, JOHN. "The Principal of a Platoon School and His Supervisory Duties." Fifth Yearbook, Pages 377-83.

How the principals of platoon schools in Detroit handle the instructional activities in these schools.

299. HOLLOWAY, C. R. "The Auditorium as a Socializing Factor in the Platoon School." Sixth Yearbook, Pages 312-17.

In the Lents School, Portland, Oregon, the auditorium is regarded as the focal point of the school's life. This article shows how the auditorium correlates the work of the various departments of the school.

300. DUVALL, RUFUS A. "Combining the Platoon and Non-Platoon Plans." Ninth Yearbook, Pages 330-32.

Advantages of the platoon school center above the third grade, and disadvantages below the third grade.

301. SWANZEY, LINAH, and GONSER, MARIE. "Celebrating Special Occasions in a Platoon School." Fourteenth Yearbook, Pages 320-25.

The types of activities carried on in connection with a variety of outstanding occasions during the year. Gives examples of good results.

15. PLAYS AND PAGEANTS

302. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fourteenth Yearbook, Pages 289, 318.

Includes a discussion, as an introduction to Chapter III, "Plays and Pageants," of the relatively new technic of informal dramatizations developed by children themselves. Twenty selected references.

303. FLORES, ZELLA K. "The Pageant and Play as All-School Projects." Fourteenth Yearbook, Pages 290-95.

Suggests procedures for making the pageant and play cooperative projects in which the whole school may have a part.

304. HEBELER, AMANDA K. "The Festival of Nations." Fourteenth Yearbook, Pages 296-302.

An all-school project based on the history, music, literature, and art of the various nations studied during the year.

305. SIGLER, LOU I. "The Production of Plays." Fourteenth Yearbook, Pages 303-5.

The procedure actually followed in the production of plays in a fifth and sixth grade.

306. VENOSS, MABEL P. "A Window Plays a Part." Fourteenth Yearbook, Pages 306-9.

Describes the presentation and production of a Christmas play with special emphasis on the construction of a stained-glass window.

307. HOWARD, STELLA. "Dramatics and the Regular School Subjects." Fourteenth Yearbook, Pages 310-12.

The contributions of dramatics to the school subjects.

308. HUGGETT, A. J. "Coordination of Plays and Pageants with Regular School Activities." Fourteenth Yearbook, Pages 313-17.

Suggestions on coordination of plays and pageants with school activities from the writer's experience.

16. PRINCIPALSHIP (ELEMENTARY SCHOOL)

(a) Administrative and Supervisory Duties

309. RUGG, GEORGE. "Visitation as a Means of Diagnosis." First Yearbook, Pages 7-11; reprint, Eighth Yearbook, Pages 355-59.

Points out the importance of frequent visits to the classroom by the principal. In this way he may diagnose the teacher's personal fitness and the quality of instruction.

310. POWER, LEONARD. "How to Make Visits Profitable to Teachers." First Yearbook, Pages 11-18; reprint, Eighth Yearbook, Pages 359-66.

A plan which can be used by the principal in visiting the classroom and in providing help to the teachers after visits have been made.

311. RUHNKE, REINHARD H. "The Improvement of Instruction and Creating Professional Attitude." First Yearbook, Page 121; reprint, Eighth Yearbook, Page 459.

Arrangements should be made for teachers to attend a demonstration lesson, after which they should meet to discuss the work from the standpoint of reaching a higher plane of teaching thru analysis.

312. BAISDEN, LEO B. "Keeping Teachers Notified of Meetings, Committee Assignments, and the Like." First Yearbook, Page 130.

Brief note on the use of the daily calendar pad.

313. MORRIS, MARY E. "The Principal as Supervisor of Instruction." Third Yearbook, Pages 347-56.

What the principal may do to help new teachers face the classroom problems.

314. MCKEEHAN, CHARLES F. "The Principal's Building Meetings." Third Yearbook, Pages 366-70.

Discusses meetings which will be helpful to the teachers, as well as popular.

315. RHODES, SARA L. "The Principal and a Democratic Regime." Third Yearbook, Pages 371-79.
A teacher must be given freedom and faith, and must be permitted initiative in developing her own ideals.
316. GILLIAM, M. J. "The Principal and a Democratic Regime." Third Yearbook, Pages 379-83.
The principal must work thru the children, the teachers, the parents, and the community.
317. MASON, EVA T. "The Principal and His Educational Program." Third Yearbook, Pages 525-31.
The principal should make his plans for the year, taking into consideration his successes and failures of the preceding year.
318. HUNTER, FREDERICK MAURICE. "The Principal and the Educational Expert." Fourth Yearbook, Pages 369-84.
Experts are needed in our larger systems to carry out numerous functions for which the principal is not specifically prepared.
319. BARLEY, IDA L. "The Principalship as an Administrative Office." Fourth Yearbook, Pages 385-88.
The importance of the principal in his relation to superintendent, board of education, supervisory force, teacher, pupil, and parent.
320. WIEDMAN, D. E. "The Principals' Teaching Load." Fifth Yearbook, Pages 304-5.
Presents conclusions drawn from the 82 responses to a questionnaire sent to about 114 superintendents in the United States.
321. UNDERWOOD, F. M. "Analysis and Evaluation of Supervisory Activities in St. Louis." Sixth Yearbook, Pages 162-67.
Deals chiefly with two lists formulated by the writer. These lists are: (1) activities and accomplishments of a supervisor in St. Louis and (2) principles underlying the problem of dealing with the teacher upon a democratic basis.
322. MONTGOMERY, RHODA. "The Principal's Supervision of the Special Subjects." Sixth Yearbook, Pages 168-77.
Since supervision is such an important phase of the principal's work, the successful principal must understand the general technic, underlying principles, and general background of elementary-school subjects.
323. COMMITTEE ON STANDARDS AND TRAINING. "The Functions and Duties of the Elementary School Principal According to Research Studies." Seventh Yearbook, Pages 182-203.
The findings of William O. Hampton's study, time-consuming duties of the principal, supervisory activities, and a composite list of principal's duties.
324. COMMITTEE ON STANDARDS AND TRAINING. "Distribution of the Principal's Time." Seventh Yearbook, Pages 204-9.
The median number of hours in the principal's working day is 8.68. The actual and the ideal distribution of the principal's time are presented.
325. COMMITTEE ON STANDARDS AND TRAINING. "Functions of Elementary School Principals as Set Forth in State Laws and Rules of State Boards of Education." Seventh Yearbook, Pages 210-14.
State laws affecting principals are concerned chiefly with school attendance, child labor, general administration, and health and sanitation.

tion, with a small percent of the principal's duties related to instructional work.

326. COMMITTEE ON STANDARDS AND TRAINING. "The Duties of Elementary School Principals According to the Rules of Ninety-Five Cities." Seventh Yearbook, Pages 215-27.

Rules and regulations of city boards of education are concerned chiefly with administrative and clerical duties for principals.

327. COMMITTEE ON STANDARDS AND TRAINING. "The Principal and the Superintendent." Seventh Yearbook, Pages 228-36.

The principal has authority to direct the janitor, make building rules, and place pupils. Usually he cooperates with the superintendent in the selection and assignment of teachers.

328. COMMITTEE ON STANDARDS AND TRAINING. "The Principal and the Supervisor." Seventh Yearbook, Pages 237-48.

Presents facts on the official relationship between principals and supervisors. Describes programs in several cities.

329. COMMITTEE ON STANDARDS AND TRAINING. "The Teaching Principal of Elementary Schools." Seventh Yearbook, Pages 285-92.

A study of principals who are free from teaching duties less than 75 percent of their time.

330. COMMITTEE ON STANDARDS AND TRAINING. "An Investigation of Successful Elementary School Principals." Seventh Yearbook, Pages 293-309.

A comparative study between 27 selected principals and 600 unselected principals.

331. "Valentine's List of Desirable Supervisory Procedures." Seventh Yearbook, Pages 561-62.

Outline quoted from study by P. F. Valentine, briefly cited as study No. 28 in Chapter 25.

332. "Dyer's List of Activities of Principals in the Improvement of Instruction." Seventh Yearbook, Pages 562-66.

Outline quoted from study by William P. Dyer, cited as study No. 21 in Chapter 25.

333. BRISCOE, WILLIAM S. "Recent Development of Supervision in the Oakland Public Schools." Eighth Yearbook, Pages 141-50.

Describes supervision under the direction of Rudolph D. Lindquist, Assistant Superintendent of Schools, Oakland, California.

334. CRANDELL, C. W. "The Relationship between Principals and Supervisors." Eighth Yearbook, Pages 169-78.

Deals with the dual responsibilities of principals, general supervisors, and special supervisors.

335. GIST, ARTHUR S. "Next Steps in Supervision from the Standpoint of the Elementary School Principal." Eighth Yearbook, Pages 179-86.

Discusses the coordination of all plans, purposes, and functions in one administrative department as an important tendency in supervision.

336. EDITORIAL COMMITTEE. "Résumé." Ninth Yearbook, Pages 145-57.

A brief survey of articles in the 9th Yearbook, *The Principal and Ad-*

- ministration*. This Yearbook stresses the principle that good administration precedes good supervision.
337. JUDD, CHARLES H. "Good Administration Anticipates Educational Problems." Ninth Yearbook, Pages 161-73.
Emphasizes the need of foresight for effective administration and the importance of authority in furthering the principal's plans.
338. DORSEY, SUSAN M. "The School Reflects the Principal's Philosophy." Ninth Yearbook, Pages 174-86.
How the principal's philosophy influences practical life thru the teachers, the pupils, the course of study, extra-curriculum activities, and the community.
339. HAMILTON, A. J. "Philosophy Is the Working Basis of Administration." Ninth Yearbook, Pages 187-90.
Stresses the need for a philosophy of education built from the experience of the administrator.
340. ABBOTT, ROBERT B. "Plan Your Work and Work Your Plan." Ninth Yearbook, Pages 193-206.
The principal should plan his work with great care and then stay by that plan.
341. BENNETT, EARLE D. "Standard Record Forms Conserve the Principal's Time." Ninth Yearbook, Pages 207-12.
The many blank forms which may be used to save valuable time.
342. FLOWERS, IDA V. "Time Economies in the Principal's Duties." Ninth Yearbook, Pages 213-16.
A number of ways in which the principal may save time and promote ease of work.
343. TAYLOR, GEORGE D. "Organizing the Work of the Office Staff." Ninth Yearbook, Pages 217-29.
In a large school where a principal is provided with assistants, the principal must function thru these assistants.
344. HENDRICKS, JAKE J. "Administrative Organization and Duties in a Small School System." Ninth Yearbook, Pages 237-43.
The administrative organization and duties of the officers in the public schools of Kerens, Texas.
345. STANTON, EDGAR A. "The Delegation of Extra-Classroom Responsibilities." Ninth Yearbook, Pages 343-46.
Many principals in progressive schools are performing duties that in other buildings are successfully carried on by teachers or pupils.
346. RIGGS, F. B. "The Principal's Place in Personnel Work." Ninth Yearbook, Pages 437-43.
The principal as the leader in pupil personnel work.
347. EDITORIAL COMMITTEE. "Résumé." Tenth Yearbook, Pages 141-51.
Summary of articles in the 10th Yearbook, *The Principal and Supervision*. This Yearbook shows that good supervisory practises should follow sound administration.
348. EDITORIAL COMMITTEE. "Introduction to Chapter I," and "Selected References." Tenth Yearbook, Pages 154, 162.
The introduction to Chapter I, "The Principalship Develops Supervisory Status," points out that as in the past, the recognition given the

present-day principalship depends much upon the vision and the professional skill of each headmaster. Nine selected references.

349. MORRISON, J. CAYCE. "The Principalship Develops Supervisory Status." Tenth Yearbook, Pages 155-61.

Discusses the growth of the principalship and presents the qualifications of the principal of the future.

350. EDITORIAL COMMITTEE. "Introduction to Chapter II," and "Selected References." Tenth Yearbook, Pages 164, 188.

Points out that in Chapter II, "Viewpoints on Supervision," the "why" is emphasized more than the specific details as to how to supervise. Ten selected references.

351. HILLEGAS, MILO B. "Supervision and the Principal." Tenth Yearbook, Pages 165-74.

The supervisor may be expected to contribute to the making and revision of courses of study, to investigate and experiment with ways of learning, and to diagnose and improve learning in the classroom itself.

352. GERLING, HENRY J. "A Superintendent's Viewpoint." Tenth Yearbook, Pages 175-77.

In larger cities supervision is delegated by the superintendent but whether exercised in person or thru delegated authority, it is an essential function.

353. THOMAS, JOHN S. "Supervision Is a Joint Enterprise." Tenth Yearbook, Pages 178-87.

Supervision must be based upon a close interrelationship among all those whom the activity concerns.

354. EDITORIAL COMMITTEE. "Introduction to Chapter III," and "Selected References." Tenth Yearbook, Pages 190, 220-21.

Brief introduction to Chapter III, "Supervisory Phases of Administration," citing previous discussions of certain phases of school organization and administration. Eighteen pertinent references.

355. ENGELHARDT, FRED. "Organization for Supervision." Tenth Yearbook, Pages 191-99.

Much of our administrative machinery has not been designed for ready adjustment to the ever-changing and improving order which is taking place within the classroom.

356. BROWN, E. A. "Some Administrative Aids." Tenth Yearbook, Pages 200-3.

Foresight in administration prevents many supervisory problems.

357. CURREN, EDITH L. "Better Teaching thru Reorganization." Tenth Yearbook, Pages 204-10.

How class reorganization can improve working conditions for children and use certain teacher abilities to greater advantage.

358. PIERCE, PAUL R. "The Principal's Professional Cabinet." Tenth Yearbook, Pages 211-16.

The organization and functioning of the principal's professional cabinet in a six-year elementary school.

359. EDITORIAL COMMITTEE. "Introduction to Chapter IV," and "Selected References." Tenth Yearbook, Pages 224, 314-15.

Points out that Chapter IV, "Influencing the Teacher," discusses some

of the technics used in enlisting teachers in supervision. Twenty-four selected references of special interest to supervising principals.

360. CONNER, JAY D. "Teachers' Difficulties as a Basis for Supervision." Tenth Yearbook, Pages 225-35.

A study to show problems of supervision in relation to teaching needs.

361. GINSBURG, MORRIS B. "A Cooperative Supervisory Program." Tenth Yearbook, Pages 236-42.

A study of problems with which the teachers felt they needed help.

362. CRAMER, ROSCOE V., and LONGSHORE, WILLIAM T. "Democratic and Cooperative Supervision." Tenth Yearbook, Pages 249-57.

Points out that the teacher must take an active part before effective supervision can be carried on. Presents 7 reports by principals regarding teacher participation in supervision.

363. SNYDER, LAURA G. "Classroom Visits and the Individual Conference." Tenth Yearbook, Pages 258-61.

Individual conference following classroom visits by the principal should be well planned.

364. ADDICOTT, IRWIN O. "Principles of Effective Teacher Conferences." Tenth Yearbook, Pages 262-66.

Nine basic principles for teacher conferences which the effective principal will observe.

365. MOTT, DOROTHY COLMAN. "A Chart for Use in Evaluating an Activity." Tenth Yearbook, Pages 267-71.

Presents a chart or checklist which may be used by the principal as he observes the lesson.

366. DRIGGS, JOSEPH B. "The Principal's Observation Record Form." Tenth Yearbook, Pages 272-75.

An observation record form planned to aid the teacher in his work, and at the same time help the principal put his supervision upon a more objective basis.

367. WILLIAMS, CLAUDE L. "Stenographic Reports of Lessons." Tenth Yearbook, Pages 290-98.

Sections of stenographic reports are introduced and discussed from the viewpoint of the principal's supervisory functions.

368. RICHARDSON, BERTHA; BOWKER, ROSA M.; and McCOMMONS, JOHN L. "Changes Resulting from Supervision." Tenth Yearbook, Pages 304-13.

The worthwhile effects of building meetings, classroom visits, and individual conferences between principal and teacher.

369. EDITORIAL COMMITTEE. "Introduction to Chapter VIII," and "Selected References." Tenth Yearbook, Pages 506, 550.

Points out that Chapter VIII, "Training the Principal thru Supervision," reports some typical means used by principals to improve the level of their supervisory skill. Presents 10 pertinent references.

370. SNAVELY, F. B. "Participation in Major Activities." Tenth Yearbook, Pages 507-11.

Insists that principals keep reasonably free from details, and in the free time thus obtained, give time to reflection on supervision.

371. MILLER, DOUGLAS B. "A Principals' Conference Plan." Tenth Yearbook, Pages 512-15.
Describes the principals' conference plan of Oakland, California.
372. PEEPLES, ELIZABETH K. "Planning the Supervision." Tenth Yearbook, Pages 521-24.
Contends that principals must "think thru" a supervisory program. Outlines a five-year program.
373. KARST, WALTER F. "An Apprenticeship for Future Principals." Tenth Yearbook, Pages 525-29.
An account of the manner in which a graduate student in education secured actual experience in administration and supervision thru serving an apprenticeship to a principal in one of Chicago's elementary schools.
374. WORCESTER, ELEANOR; McGRATH, MARGARET E., and O'NEIL, HELEN C. "Group Visits by Principals." Tenth Yearbook, Pages 535-39.
Describes school visits made by Spokane principals as a group.
375. CAMPBELL, BESS. "Establishing Supervisory Technics." Tenth Yearbook, Pages 540-43.
A plan whereby a group of principals visit classrooms together, make individual evaluations of the lesson, and then meet for a discussion.
376. DONDINEAU, ARTHUR. "Basic Criteria for the Supervisory Program." Tenth Yearbook, Pages 553-58.
Qualifications of the principal who carries on a successful efficient supervisory program.
377. MORT, PAUL R. "Administrative and Supervisory Policies Facilitating Pupil Adjustment." Fifteenth Yearbook, Pages 330-39.
Says that many maladjustments may be prevented by providing an adequate scope of school activities; an adequate understanding of children's needs; a continuous guidance of children; and the correction of administrative policies which carry maladjustment in their wake.

(b) The Assistant Principal

378. SCHROEDER, ESTHER L. "The Status of the Assistant Principal in the Elementary School." Fourth Yearbook, Pages 389-400.
The qualifications and duties of the assistant principal. Conclusions are based on the responses to questionnaires sent to 85 representative cities in the United States.
379. COMMITTEE ON STANDARDS AND TRAINING. "Assistants of the Supervising Principal." Seventh Yearbook, Pages 255-66.
Presents data relating to assistant principals and office clerks.
380. KATZ, SAMUEL. "Let Us Magnify the Assistant Principalship." Ninth Yearbook, Pages 230-36.
The principal's assistants as specialists. Where the expense is too great for the school, the principal must create these specialists.

(c) Clerical Help for Principals

381. MCGILL, EUNICE PARR. "A Study of Clerical Help for Elementary School Principals." Sixth Yearbook, Pages 229-34.
The principal must be released from too much clerical work in order

that he may spend the better part of his time in genuine educational direction. Reports results of questionnaire on clerical help sent to all cities over 75,000 population.

382. HENDERSON, LOUISE H. "Clerical Service in City School Systems." Eighth Yearbook, Pages 318-26.

An analysis of qualifications and remunerations of school clerks in 59 cities of the United States.

383. DONNER, ARVIN N. "How to Make the Office Efficient." Ninth Yearbook, Pages 244-49.

The efficiency of the elementary school depends mainly upon the office and its equipment, and the clerical personnel.

384. McCLURE, WORTH. "The Duties of Elementary School Clerks in Seattle." Ninth Yearbook, Pages 250-57.

Not only is clerical assistance for principals necessary, but the duties of the clerks must be organized for efficiency.

385. DUFFY, F. H. "The School Secretary as Related to Supervision." Ninth Yearbook, Pages 258-62.

The qualifications and duties of the principal's secretary.

386. COFFEY, JULIA C. "The Teacher-Secretary Plan." Ninth Yearbook, Pages 263-65.

A daily program for the teacher-secretary.

387. KEHOE, EDWARD J. "A Handbook for School Clerks." Ninth Yearbook, Pages 266-72.

A handbook for clerks should contain well-organized descriptions of clerical procedures.

(d) The Principal's Community Relationships

388. COMMITTEE ON STANDARDS AND TRAINING. "The Principal and the Community." Seventh Yearbook, Pages 249-54.

Deals with the community activities of about 614 supervising principals. Presents data on such activities both inside and outside of the schools.

389. EDITORIAL COMMITTEE. "Résumé." Eleventh Yearbook, Pages 141-48.

A concise review of the articles presented in the 11th Yearbook, *The Principal and His Community*. This Yearbook attempts to show how the principal can coordinate the varied community forces in the interest of childhood.

390. EDITORIAL COMMITTEE. "Introduction to Chapter I," and "Selected References." Eleventh Yearbook, Pages 150, 160.

Gives quotations from Charles H. Judd, Susan M. Dorsey, and J. W. Crabtree as an introduction to Chapter I, "Viewpoints on the Principal's Community Relationships." Fourteen pertinent references.

391. COOPER, WILLIAM JOHN. "The Principal as a Community Leader." Eleventh Yearbook, Pages 151-54.

How the principal may act as coordinator of his school and the community.

392. CODY, FRANK. "The Principal in His Community." Eleventh Yearbook, Pages 155-59.

The principal as a student of community needs, as an interpreter of the school, and as a participant in the life of the community.

393. EDITORIAL COMMITTEE. "Introduction to Chapter II," and "Selected References." Eleventh Yearbook, Pages 162, 193.
Gives as an introduction to Chapter II, "A National Survey of School-Community Contacts," an excerpt from the *Report of the Committee on Propaganda* of the National Education Association. Thirteen selected references.
394. EDITORIAL COMMITTEE. "Editorial Comment on Chapter III," and "Selected References." Eleventh Yearbook, Pages 196, 223.
Points out that Chapter III, "Surveys of the Community," suggests ways in which the principal may examine and understand his community. Lists 13 references.
395. MILLER, DOUGLAS B. "Community Analysis and Organization." Eleventh Yearbook, Pages 212-17.
How a principal obtained data which might influence constructively the administration of a school program.
396. LOMBARD, ELLEN C. "The Parent-Teacher Association and the Principal." Eleventh Yearbook, Pages 265-68.
Presents information on parent-teacher problems obtained thru personal interviews with many principals in different sections of the country.
397. HYMAN, BEATRICE COLBY. "The Principal's Role in a Chicago Unit." Eleventh Yearbook, Pages 269-71.
The principal as the leader of the parent-teacher group is in a position to create an informed public opinion for the ventures he plans to take.
398. LEACH, C. SIDNEY. "A Speakers' Bureau in Newark." Eleventh Yearbook, Pages 374-75.
The organization of a speakers' bureau composed of school principals by the Newark Principals' Association.
399. DUVAL, RUFUS A. "Some Outcomes of Public Events." Eleventh Yearbook, Pages 389-91.
How the principal, supported by his teachers, can select enough features from the regular school work to present interesting public entertainments and exhibitions.

(e) Development of the Principalship

400. GIST, ARTHUR S. "The Evolution of the Principalship." Third Yearbook, Pages 205-15.
How the "head teacher" in a school of two or more teachers, gradually came to be in a position with more and more duties other than teaching and finally became the principal of today.
401. CROUCH, ROY A. "The Status of the Elementary School Principal." Fifth Yearbook, Pages 207-76.
Presents a brief history of elementary-school principalship in the United States and discusses such topics as: (1) training and professional growth, (2) a job analysis of the work of the principal, and (3) the salary and tenure of the principal.
402. COMMITTEE ON STANDARDS AND TRAINING. "The Development of the Elementary School Principalship." Seventh Yearbook, Pages 160-67.

Traces the larger phases of the development of the elementary-school principalship from the time of the early colonial schoolmaster.

(f) The Principal

403. COBER, E. W. "The Principal and His Professional Growth." Third Yearbook. Pages 219-29.
Why and how the principal of today must continue to grow professionally.
404. LOCKWOOD, JESSIE M. "Principals' Professional Study Clubs." Third Yearbook, Pages 230-31.
Seattle principals have organized into study clubs so that they may meet to discuss educational problems and continue to grow professionally.
405. SARGEANT, IDE G. "The School Principal as a Citizen." Third Yearbook, Pages 232-42.
What the principal must do so that members of the profession will not be as H. G. Wells declared, "a shy and specialized people who keep together even on their holidays."
406. DIX, L. H. "The Principal and His Health." Fourth Yearbook, Pages 411-16.
In order for the principal to exhibit the energy and drive necessary to his profession, he must keep himself in good physical condition.
407. GIST, ARTHUR S. "Professional Study as Viewed by Those in Service." Fourth Yearbook, Pages 417-23.
Presents topics that should be studied by elementary-school principals along with relative importance of such topics as determined by superintendents and principals.
408. FRAZIER, RAYMOND R. "The Ideal Principal." Fifth Yearbook, Pages 205-6.
The ideal principal must possess all the qualifications necessary for success in any business such as initiative, power of analysis, executive ability, and a thorough knowledge of human nature.
409. COMMITTEE ON STANDARDS AND TRAINING. "Summary and Recommendations." Seventh Yearbook, Pages 141-54.
Brief review of the findings of the Committee, presented in detail in succeeding chapters of the 7th Yearbook, *The Elementary School Principalship*.
410. COMMITTEE ON STANDARDS AND TRAINING. "Introduction." Seventh Yearbook, Pages 155-59.
Outlines plan of work for preparation of 7th Yearbook, *The Elementary School Principalship*.
411. COMMITTEE ON STANDARDS AND TRAINING. "Certain Facts Concerning Supervising Principals." Seventh Yearbook, Pages 168-81.
Presents information on: (1) types and sizes of schools reporting, (2) practise as to the title given to the school head, and (3) age, sex, experience, and training of 614 principals replying to questionnaire.
412. COMMITTEE ON STANDARDS AND TRAINING. "The Elementary School Principal's Office." Seventh Yearbook, Pages 267-84.
Emphasizes adequate facilities for the principal's office. Many offices

lack the items of equipment long recognized as essential to economical work.

413. COMMITTEE ON STANDARDS AND TRAINING. "Case Studies of Outstanding Principals." Seventh Yearbook, Pages 310-18.

Studies of six principals who had been designated by their superintendents as successful. An effort has been made to set forth the distinctive quality, skill, or work of the one described.

414. COMMITTEE ON STANDARDS AND TRAINING. "Feature Work of Successful School Principals." Seventh Yearbook, Pages 319-41.

The methods of organization used by successful principals in special class activities, democratic school administration and supervision, school projects, teachers' meetings, and other problems.

415. COMMITTEE ON STANDARDS AND TRAINING. "The Improvement of Principals in Service." Seventh Yearbook, Pages 342-50.

Presents data to show what the principal may do for self-improvement.

416. COMMITTEE ON STANDARDS AND TRAINING. "Local Standards in the Selection of Elementary School Principals." Seventh Yearbook, Pages 367-90.

General data on local standards for the selection of principals in cities of all sizes. Describes 7 systems in detail.

417. COMMITTEE ON STANDARDS AND TRAINING. "State Certification of Elementary School Principals." Seventh Yearbook, Pages 391-401.

Data relating to states without special certificates affecting the principal, and to states with certificates affecting the principal.

418. COMMITTEE ON STANDARDS AND TRAINING. "The Availability of Professional Courses." Seventh Yearbook, Pages 402-16.

Presents material showing the opportunities for professional courses in 139 institutions of collegiate grade. The institutions include state universities, semi-public or private universities, and state colleges in different sections of the country.

419. COMMITTEE ON STANDARDS AND TRAINING. "Professional Training Programs." Seventh Yearbook, Pages 417-42.

Data on the organized training programs as set forth in the catalogs of 139 colleges and universities.

420. COMMITTEE ON STANDARDS AND TRAINING. "The Content of Professional Courses." Seventh Yearbook, Pages 443-67.

Data which may be valuable in the improvement of the content of professional courses in education.

421. COMMITTEE ON STANDARDS AND TRAINING. "The Economic Position of the Elementary School Principal." Seventh Yearbook, Pages 468-95.

The typical salary of the principals in rural schools, small cities, and large cities compared with the incomes received by professional workers.

422. COMMITTEE ON STANDARDS AND TRAINING. "Studies on the Principalship." Seventh Yearbook, Pages 496-522.

Thirty-one studies on the principalship grouped under the following headings: (1) Status of the Principalship, (2) Duties of the Principalship—General, (3) Supervisory Activities, and (4) Administrative Activities.

423. COMMITTEE ON STANDARDS AND TRAINING. "Bibliography." Seventh Yearbook, Pages 523-59.

Includes 446 briefly annotated references on the elementary-school principalship. Covers period from 1921 to 1928.

424. STULLKEN, E. H. "The School Principal as Revealed by School Surveys." Eighth Yearbook. Pages 151-61.

School surveys from 1911 to 1928 are valuable as a source of data relating to the status of the principalship.

425. SMITH, HERMAN F., chairman. "Uniform Files for Elementary School Principals and Teachers." Eighth Yearbook, Pages 327-36.

Report of a committee study on the need of filing systems in school-rooms and offices, and the importance of uniform systems. Gives an outline of the system now in use in the Seattle public schools.

426. ABBOTT, ROBERT B., and ADDICOTT, IRWIN O. "Conferences for Professional Study." Tenth Yearbook, Pages 516-20.

The functions and accomplishments of the elementary principals' group conference of Fresno, California.

427. LAUGHLIN, BUTLER. "The Principal as an Author." Tenth Yearbook, Pages 530-34.

A principal who can write enthusiastically about his program will be able to advance faster than one who keeps his ideas to himself and his own faculty.

(g) Principals' Organizations

428. LONGSHORE, W. T. "Local Principals' Organizations in Forty-Three Cities." Fifth Yearbook, Pages 333-43.

Information concerning time of meetings, membership attendance, relations with superintendent, professional studies, and other important activities.

429. FINK, JESSIE M. "Our Department." Sixth Yearbook, Pages 139-44.

Summary of the purposes and accomplishments of the Department of Elementary School Principals.

430. CHASE, LAWRENCE S. "The New Jersey Elementary School Principals Association." Sixth Yearbook, Pages 286-93.

The progress made by this association from about 1920 to 1927. Emphasis is placed on the great advance made from 1923 to 1926.

431. COMMITTEE ON STANDARDS AND TRAINING. "The Organizations of Elementary School Principals." Seventh Yearbook, Pages 351-66.

The local, state, and national organizations of elementary-school principals as factors in professional improvement.

(h) Rating Principals

432. BURRIS, W. P. "Proposed Scale for Rating School Principals and Assistant Principals." Second Yearbook, Pages 462-64.

This proposed scale is divided into the following parts: (1) personal qualifications, (2) social qualifications, (3) educational qualifications, and (4) professional qualifications.

433. MCCLURE, WORTH. "The Rating of Elementary School Principals in Service." Fourth Yearbook, Pages 424-46.
Statistics showing that principal rating is not a customary procedure in our large city schools. Also gives procedures and their value in those schools where principal rating is practised.
434. WILLARD, F. E. "Judging the Efficiency of Principals." Fifth Yearbook, Pages 412-20.
Such items as professional leadership, ability in management, supervision of instruction, cooperation in administrative policies, relation to teachers, and community leadership must be considered in judging the efficiency of principals.
435. EDITORIAL COMMITTEE. "Introduction to Chapter IX," and "Selected References." Tenth Yearbook, Pages 552, 576.
Says that Chapter IX, "Evaluating the Principal's Work," is simply a beginning on a problem which will merit considerable attention in the near future. Eleven selected references.
436. TAYLOR, GEORGE D. "Evaluating the Principal's Program." Tenth Yearbook, Pages 559-63.
Suggestions for evaluating the principal's supervisory program.
437. GEER, FLORENCE E., and RANKIN, PAUL T. "An Experiment in Measuring the Principal's Work." Tenth Yearbook, Pages 564-70.
Report of the activities of a committee to develop methods for measuring and evaluating the effectiveness of the work of an elementary-school principal.
438. LENTZ, CLARENCE A. "Rating of Principals in Chicago." Tenth Yearbook, Pages 571-75.
Activities in the development and evaluation of supervision in the Chicago public schools.

17. PUBLICITY FOR THE SCHOOL

439. WINSLOW, CHARLES S. "School Publicity." Sixth Yearbook, Pages 197-99.
The methods used to secure publicity for the schools of Chicago and Evanston, Illinois.
440. BENNETT, BIRDENIA. "The Importance of School Publicity." Ninth Yearbook, Pages 644-47.
The importance of a school publicity committee and a school paper in informing the public about the educational program of the modern school.
441. GRAGG, H. H. "Organizing Public Practices." Ninth Yearbook Pages 648-51.
A number of ways in which the Hubert School of Detroit secures favorable publicity.
442. BRADY, WILLIAM. "Some Mediums for School Publicity." Ninth Yearbook, Pages 652-56.
Seven mediums of school publicity for the schools of East Orange, New Jersey.

443. EDITORIAL COMMITTEE. "Editorial Comment on Chapter VII," and "Selected References." Eleventh Yearbook, Pages 346, 392. Says that educators must "re-educate" their constituents as to plans, purposes, and progress of the school. Chapter VII, "School Publicity," suggests ways in which this may be done. Thirteen selected references.
444. WINSLOW, CHARLES S. "We Told the Public." Eleventh Yearbook, Pages 347-49.
The use of the newspapers, radio, and yearbooks in Chicago. Gives recommendations based on experience.
445. DONNER, ARVIN N. "A Week for Visits from Parents." Eleventh Yearbook, Pages 376-78.
The program carried out in the Franklin School, Port Arthur, Texas, during a week set aside for parents to visit the school.
446. AREHART, IRA J. "An Activity in School Publicity." Eleventh Yearbook, Pages 382-85.
A school activity which helped to establish cordial relations with parents and inform the community of the educational work being done. Lists 8 ways in which the community benefits.
447. OUTCALT, ADELE M. "A Children's Fair." Eleventh Yearbook, Pages 386-88.
How a children's fair to exhibit articles made at home helped obtain publicity for the school and benefited the community.
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18. PUPIL PARTICIPATION

448. GRAHAM, J. W., "An Executive Council." First Yearbook, Page 131; reprint, Eighth Yearbook, Page 464.
Describes executive council composed of pupils, established to arouse a keener sense of their responsibility as citizens of the room and of the school in general.
449. BASH, E. H. "Pupil Participation through Civic Organizations in the Elementary School." Fifth Yearbook, Pages 366-76.
The child should be educated in, not trained for, citizenship. Pupils must be encouraged to carry on civic activities of their own making.
450. EDITORIAL COMMITTEE. "Editorial Comment." Fourteenth Yearbook, Page 227.
Raises questions to be considered in connection with Chapter I, "Socialization as a Function of the Elementary School."
451. MORRISON, J. CAYCE. "Science, Social Change, and the School." Fourteenth Yearbook, Pages 228-34.
Depicts the revolutionary changes which science and invention have wrought in modern life, and points out the effect of such changes on the schools.
452. SPAIN, CHARLES L. "Education thru Participation." Fourteenth Yearbook, Pages 235-37.
Discusses the principles of educating children thru participation from the time of primitive people, and explains how difficult this method is in our complex society.
453. EDITORIAL COMMITTEE. "A General Survey of Socializing Oppor-

tunities in Elementary Schools." Fourteenth Yearbook, Pages 238-44.

A survey carried on to determine the extent to which socializing opportunities are provided in the elementary schools of the country. Summarizes data from 509 schools.

454. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fourteenth Yearbook, Pages 414, 446.

Points out that Chapter VII, "Pupil Participation in School Management," describes plans which, while giving children responsibility and freedom for many of the subordinate duties of government, keep ultimate authority in the hands of administrators and teachers. Lists 19 references.

455. LEWIS, WILLIAM DODGE. "The School as a Democratic Institution." Fourteenth Yearbook, Pages 415-17.

Views student participation in school management as a laboratory of democracy, not as a convenient means of discipline.

456. RINGDAHL, N. ROBERT. "Outcomes of Pupil Participation." Fourteenth Yearbook, Pages 418-22.

Room organization, student council, and building patrols as activities which make the school a better place in which to live and work.

457. ELLER, LOLA S. "Some Results of Planned Pupil Participation." Fourteenth Yearbook, Pages 423-26.

The results of a unified plan of pupil participation in school management in the Jefferson School, Indianapolis.

458. HUDSON, J. S. "School Citizenship thru Pupil Participation." Fourteenth Yearbook, Pages 427-30.

The plan of pupil participation in school control used in the Springdale School of Tulsa, Oklahoma.

459. HUFF, MARGARET MITCHELL. "A Representative Student Council." Fourteenth Yearbook, Pages 435-38.

The organization of an elementary school student council and the procedure used in council meetings.

19. RADIO IN EDUCATION

460. HARRISS, ESTHER H. "The Radio an Aid in Education." Ninth Yearbook, Pages 376-77.

Harriss is not so much interested in the radio as an extra-curricular activity, but as an aid to all school subjects.

461. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Thirteenth Yearbook, Pages 379, 432.

Points out, in connection with Chapter IX, "Radio and Sound Equipment," that the phonograph record might be utilized to a much greater extent in the teaching, diagnosis, and correction of language habits. Lists 20 references.

462. KOON, CLINE M. "Should I Bring Radio into My School?" Thirteenth Yearbook, Pages 380-82.

Certain factors a principal must consider in deciding whether or not to bring the radio into the school.

463. BANKER, GILBERT M. "Planning for Efficient Use of the Radio." Thirteenth Yearbook, Pages 383-87.
Some procedures in using the radio in the Union Free School, Hilburn, New York.
464. MCCARTHY, JULIA M. "Integrating Radio Programs with School Schedules." Thirteenth Yearbook, Pages 388-90.
The radio as an integrating factor can be effective, but it is necessary to develop very definite technics for use before, during, and after the broadcasts.
465. STROHOFER, FRANCIS K. "Improving Our Judgment of Broadcasts." Thirteenth Yearbook, Pages 391-93.
A procedure for improving the ability of students to discriminate in choosing radio broadcasts.
466. BUCKLEY, H. M.; CONNOR, WILLIAM L., and HAWKINS, GERTRUDE CELESTIA. "Radio Instruction in Cleveland." Thirteenth Yearbook, Pages 394-402.
A brief summary of the nature and success of the Cleveland school radio program.
467. TYLER, TRACY F. "Educational Broadcasting Resources." Thirteenth Yearbook, Pages 403-6.
A list of available radio programs for general school use. Also a report of broadcasting activities of educational broadcasting stations.
468. LUMLEY, F. H. "Suitable Radio Programs for Schools." Thirteenth Yearbook, Pages 407-17.
Defects of school radio programs based on a study of 75 school broadcasts. Discusses different types of radio broadcasting which may be used effectively in connection with the schools.
469. LARAMY, WILLIAM J. "The Radio Assembly." Fourteenth Yearbook, Pages 277-79.
The use of the public-address system in an elementary school.

20. RECORD CARDS

470. BLAIR, WILLIAM A. "Examination of Pupils' Reports." First Yearbook, Page 131; reprint, Eighth Yearbook, Page 464.
Brief note on distribution of report cards.
471. HOMER, FRANCIS E. "A Survey of Elementary School Pupil Report Forms." Eighth Yearbook, Pages 218-34.
A survey of pupil report forms obtained from the principal cities of the country.
472. HERRON, JOHN S. "How Teachers Rate Their Pupils." Eighth Yearbook, Pages 235-39.
Gives reasons for marking, present-day methods by which elementary teachers arrive at school marks, and improvements made during the last decade in the technic of marking.
473. WRIGHTSTONE, J. WAYNE. "Cumulative School Record and Public Analysis." Ninth Yearbook, Pages 480-84.

The writer has experimented on a pupil record card that serves both an administrative and supervisory purpose.

474. ABBOTT, ROBERT B. "An Experiment with Reports to Parents." Tenth Yearbook, Pages 350-58.

An experiment in which letters to parents are used in place of the usual report cards.

475. WILLIAMS, OLIVE G. "The Pupil Report and Supervision." Tenth Yearbook, Pages 359-62.

Presents eight principles of report card marking.

476. HOLLAND, MARY N. "Creating Effective Pupil Reports." Tenth Yearbook, Pages 363-71.

Tells how report cards originated and gives recent trends. Describes an experimental card used in Detroit.

477. ROSSMAN, MABEL. "An Experiment in Reporting Pupil Progress to Parents." Fifteenth Yearbook, Pages 364-67.

Tells of successful experiment with the "conference system" of reporting children's progress to parents in the Washburn School, Duluth, Minnesota.

478. VAN ALSTYNE, DOROTHY. "Collecting and Organizing Information about the Child." Fifteenth Yearbook, Pages 468-78.

Describes a specific pupil record system, and discusses several fact-gathering technics, including classroom observations, questionnaires, rating scales, and objective tests.

479. CUTRIGHT, PRUDENCE. "A Cumulative Pupil Record Card." Fifteenth Yearbook, Pages 479-84.

Tells how a cumulative pupil record card was developed and introduced in the Minneapolis schools.

21. RED-LETTER DAYS

480. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fourteenth Yearbook, Pages 319, 341.

The Committee feels that Chapter IV, "Red-Letter Days," is unusually rich in the variety and significance of the activities presented. List of 17 selected references.

481. ELLIOTT, BLANCHE. "Birthright of the Small-Town Child." Fourteenth Yearbook, Pages 326-32.

Some outstanding occasions which develop spontaneously and informally from the interests of the pupils.

482. THOMAS, JOSEPHINE. "Red-Letter Days for School and Community." Fourteenth Yearbook, Pages 333-36.

Reviews the celebration of an annual red-letter day on which the children and teachers make a special effort to interest the public in a particular part of the school program.

483. WOLF, BERNICE, and TIDWELL, THELMA. "A Wild Animal Red-Letter Day." Fourteenth Yearbook, Pages 337-40.

A circus served as an inspiration for a study of wild animals which culminated in an exhibit of achievements for parents and friends.

22. SCHOOL MANAGEMENT PROBLEMS

434. ADAMS, A. VIRGINIA. "Self-Direction in an Elementary School." Ninth Yearbook, Pages 333-38.
Describes the East Avenue School, Vineland, New Jersey, in which the children, teachers, parents, specialists, and janitors have their responsibilities and carry their share of the load.
435. ENFIELD, O. D. "Maintaining Communications within the Building." Ninth Yearbook, Pages 339-42.
Some well-organized devices for keeping in touch with teachers and pupils.
436. KRETSINGER, R. W. "Yard Duty Assignments." Ninth Yearbook, Pages 347-51.
A description of various kinds of pupil and teacher control of playgrounds.
437. BRISCOE, WILLIAM S. "Managing the School Cafeteria." Ninth Yearbook, Pages 352-63.
Some of the responsibilities of the school principal in connection with the school cafeteria.
438. JACOBS, R. C. T. "Making the Lunchroom an Educating Factor." Ninth Yearbook, Pages 364-68.
The lunchroom as an influence in education has power far beyond that which is usually recognized.
439. VINCENT, H. D. "Stimulating Good Attendance." Ninth Yearbook., Pages 369-73.
Ways in which the percent of attendance might be increased.
440. RICH, LESTER H. "Accounting for Elementary School Funds." Ninth Yearbook, Pages 374-75.
A comparatively simple method of recording receipts and disbursements of school funds which might relieve the principal from criticism of carelessness or dishonesty.
441. DURGAN, GUY A. "Pupil Cooperation and the School's Objectives." Tenth Yearbook, Pages 217-19.
Organizing the pupils to develop powers of self-direction, self-control, and self-appraisal.

23. SCHOOL MORALE

442. COX, MARTIN L. "Applying Scientific Technics to the Individual Pupil." Ninth Yearbook, Pages 485-95.
Discusses the objectives, nature, and need of good school morale. Says that the best school morale will be found where the influences of good homes and of good communities unite in establishing a high standard of personal conduct in each child and points out methods of accomplishing this.
443. CURTISS, DALE. "A Step toward Better Citizenship." Ninth Yearbook, Pages 496-503.
The program followed in the George Washington School, Detroit.
444. HENDERSON, FRANK D. "Pupil Morale and the Service Point System." Ninth Yearbook, Pages 504-6.

The service point system used in the Maple School, Seattle, Washington, emphasizes "doing for others" as a school ideal.

495. PERKINS, JOSIE. "Our Knot Hole Gang." Ninth Yearbook, Pages 507-9.

How a destructive gang was changed to one with constructive activities.

496. KIRK, M. R. "Popularizing Good Citizenship." Ninth Yearbook, Pages 510-15.

Kirk's three principles of citizenship training are: (1) a receptive attitude on the part of the child, (2) actual practise of rules and precepts of good conduct, and (3) recognition by the teacher of the child's development.

497. FOULKS, FRANK M. "Morale and Pupil Government." Ninth Yearbook, Pages 516-23.

Stresses the approach by the principal thru the children by means of such activities as assemblies, pupil government, athletics, and monotorial assignments.

24. SCHOOL NEWSPAPERS

498. HAVEN, MABEL. "Publishing a School Paper in an Elementary School." Fifth Yearbook, Pages 361-63.

The important educational part played by the publication of a school paper in a school of about 1500 pupils with more than 98 percent of Italian birth.

499. MICHAEL, RAYMOND S. "Values of a School Newspaper." Ninth Yearbook, Pages 559-66.

The organization and management of a school paper, published monthly by pupils of the B. C. Gregory School, Trenton, New Jersey.

500. LOWMAN, HARMON LUTHER. "English Composition and the School Newspaper." Ninth Yearbook, Pages 567-69.

How an elementary school newspaper created an added interest in written compositions.

501. LACEY, GEORGIA HENSLEY. "Pupil Publications." Eleventh Yearbook, Pages 350-59.

Criteria for judging pupil publications based on a survey in which 217 schools cooperated. Offers 16 recommendations and gives 7 items on which the value of a pupil publication depend.

502. PUGSLEY, C. A. "School Aims as Reflected through School Publications." Eleventh Yearbook, Pages 360-63.

Presents evidence indicating that school publications do a fairly good job of reflecting school aims. Makes recommendations for improvement.

503. SELBY, KENNETH. "A New Type of School Paper." Eleventh Yearbook, Pages 364-67.

Describes a school paper which combines P. T. A. news with school news for pupils.

504. BARDARSON, OTTO W. "Editing the Village Weekly." Eleventh Yearbook, Pages 368-73.

The work done by pupils in editing an issue of a village weekly paper once each year.

505. EDITORIAL COMMITTEE. "The Elementary School Newspaper." Fourteenth Yearbook, Pages 473-502.

A report of a study of school newspapers collected from 55 principals, with 23 suggested standards for production. Twenty selected references.

25. SERVICE CLUBS AND SCHOOLS

506. EDITORIAL COMMITTEE. "Editorial Comment on Chapter VIII," and "Selected References." Eleventh Yearbook, Pages 394-422.

The articles in Chapter VIII, "Service Clubs," tell how these clubs and the schools cooperate to promote child welfare. Seven pertinent references are given.

507. O'BRIEN, J. L. "Principals and Service Clubs." Eleventh Yearbook, Pages 395-98.

The value of service clubs to the principal's work.

508. HARTER, HEROLD M. "Exchange Clubs Serve Children." Eleventh Yearbook, Pages 399-401.

Describes activities of exchange clubs to provide assistance to schools and school children in the provision of needs not offered by the school system itself.

509. PARKER, FRED C. W. "Kiwanis Clubs Promote Child Welfare." Eleventh Yearbook, Pages 402-3.

How many of approximately 1,900 Kiwanis Clubs assist elementary school pupils.

510. HILL, H. A. "Lions Clubs Cooperate with Schools." Eleventh Yearbook, Pages 404-6.

How the Lions Clubs afford opportunities for constructive work along educational lines thru cooperation with the school principal.

511. CHAPMAN, CHARLES M. "Boys Work Program of Optimist Clubs." Eleventh Yearbook, Pages 407-12.

The work of the Optimist Clubs and how this work contributes to the education and training of boys.

512. LOVEJOY, PHILIP. "Rotary Clubs Help Elementary Schools." Eleventh Yearbook, Pages 413-18.

Cites ways in which Rotary Clubs have cooperated with the schools.

513. BOWMAN, GELINE MACDONALD. "Participation of Principals in Women's Clubs." Eleventh Yearbook, Pages 419-21.

Why the woman principal should participate in business and professional women's clubs.

26. SPECIAL CLASSES

514. CHAPIN, ALMA L. "Day Schools for the Deaf." Third Yearbook, Pages 459-62.

Gives a brief history of day schools for the deaf since 1884. Describes the work of the Gough School for the Deaf in San Francisco, a public school solely for deaf children.

515. CHRISTIANAR, ALICE. "The Education of the Crippled Child." Fourth Yearbook, Pages 257-61.

A description of the work done in the Sunbeam School, Cleveland. This school was especially built for crippled children.

516. WRIGHT, EDITH D. "A Study of Small Mexican Groups." Fifth Yearbook, Pages 310-15.

A study of a group of 23 Mexican children who were taught in a room by themselves by an American teacher.

517. SHEDD, JESSIE M. "Classes for Orthopedic Children." Ninth Yearbook, Pages 294-97.

Describes a plan carried out because authorities believed that children with infirmities might overcome their feeling of inferiority if placed with normal children.

518. MATTHEWS, NORA A. "The Education of Pupils in Special Classes." Ninth Yearbook, Pages 298-306.

Description of special classes in Grand Rapids, Michigan. Says that such classes will bring about good results if well organized.

519. CORNISH, WILLIAM B., and STARK, JULIA F. "Organizing Opportunity Classes." Ninth Yearbook, Pages 307-11.

The purpose and advantages of opportunity classes in the Center School, Stamford, Connecticut.

520. PATTON, LEONARD M. "Studying Differences among School Children." Ninth Yearbook, Pages 444-53.

Tells of studies of differences among children in the Boston elementary schools. Believes that case study is becoming as necessary in the schools as instruction itself.

521. KUHN, ELIZABETH BAIRD. "United Efforts for Crippled Children." Eleventh Yearbook, Pages 441-44.

The work of the Illinois Elks Association in helping crippled children.

27. STUDY

522. BROWN, W. Q. "The Improvement of Instruction through Supervised Study." Third Yearbook, Pages 245-53.

Describes the efforts to improve instruction in the Kennedy School, Cincinnati, by emphasizing methods of study.

523. GIST, ARTHUR S. "Habits of Study." Third Yearbook, Pages 254-64.

Presents desirable habits of study, methods used by children when unsupervised, and suggestions for improving their habits.

524. BUDD, F. H. "Home Study." Fourth Yearbook, Pages 272-77.

The problem of home study from a number of angles.

28. SUBJECTS (ELEMENTARY SCHOOL)

(a) Arithmetic

525. MERTON, ELDA L. "Remedial Work in Arithmetic—The Elimination of Mechanical Difficulties." Second Yearbook, Pages 395-411.

- The abilities required for addition, subtraction, multiplication, and short division; followed by some of the most effective remedial measures.
526. BANTING, G. O. "Remedial Work in Arithmetic—The Elimination of Difficulties in Reasoning." Second Yearbook, Pages 411–21.
Lists the causes of failure to solve problems and presents a number of remedial suggestions.
527. BRUECKNER, LEO J., and SOUBA, AMY. "A Diagnosis Sheet in Arithmetic." Second Yearbook, Pages 421–29.
This sheet enables the principals and teachers to make a careful study of individual needs of pupils and to check methods of the teacher in establishing the basic skills.
528. WILDEMAN, EDWARD. "The Supervision of Drill Work in Arithmetic." Third Yearbook, Pages 265–85.
An account of the devices and materials used in second, third, fourth, and fifth grades in the James Shields School, Chicago.
529. MAXSON, WILLIAM S. "Supervision of Drill Work in Arithmetic." Third Yearbook, Pages 285–89.
Stresses the importance of close supervision to secure accuracy and rapidity in drill work.
530. BRUECKNER, L. J. "A Necessary Step in the Diagnosis of Pupil Difficulties in Arithmetic." Third Yearbook, Pages 290–300.
Individual studies will aid the teacher in discovering the peculiar methods of work and faulty habits of procedure in solving simple arithmetic problems.
531. PROBST, ELLA M. "Following Up a Survey of Instruction." Third Yearbook, Pages 300–9.
Many children who are apparently deficient in arithmetical ability have within them the power to improve if their difficulties are understood and if the instruction is adapted to their needs.
532. BURTON, CASSIE B. "Results of Definite Drill in the Four Fundamental Processes as Shown by the Woody-McCall Mixed Fundamentals." Fifth Yearbook, Pages 323–28.
A study of the effect of drill for ten minutes a day in the four fundamental processes in arithmetic over a period of six weeks.
533. COOPER, HARRY P. "Supervisory Projects." Fifth Yearbook, Pages 421–46.
Projects in reading, seat work, and drill work in fundamentals of arithmetic.
534. ROLKER, EDNA. "Arithmetic Problem Solving." Tenth Yearbook, Pages 471–75.
The procedure followed by Baltimore teachers in working out a plan to aid children in solving arithmetic problems.
535. MEYERS, EDNA R. "A Cooperative Study of Arithmetic." Tenth Yearbook, Pages 476–86.
A committee study of abilities in arithmetic of 3,400 second and third grade children in Chicago.

(b) English, Reading and Spelling

536. STANTIAL, ROBERT S., chairman. "Stimuli in Reading for Thought." First Yearbook, Pages 128–30.

A report of a committee appointed by District Superintendent William A. Boylan, the Bronx, New York City.

537. HORN, ERNEST. "The Objectives in Reading as a Guide to Remedial and Prophylactic Work." Second Yearbook, Pages 287-96. Sets up the objectives that should be reached by all pupils. For the most part, the attack on these objectives may be made by children working as a group.

538. BROWN, M. ETHEL. "A Mastery Vocabulary in Primary Reading." Second Yearbook, Pages 296-306.

How a list of 680 words was made up for mastery in the first three grades, plus 100 words whose root forms were included in the 680, but whose endings were different enough to require attention.

539. POTTER, CHARLES. "Increasing Speed and Comprehension of Silent Reading." Second Yearbook, Pages 306-13.

Directions for teachers and pupils, and materials to be used in silent reading.

540. CARSWELL, MARION, and BEATTY, WILLARD W. "Reading and Language in the Winnetka Public Schools." Second Yearbook, Pages 313-29.

The importance of reading and the work done in the teaching of reading and language in Winnetka, Illinois.

541. KELLER, HELEN BASS, and FERNALD, GRACE. "Remedial Work for Non-Readers." Second Yearbook, Pages 333-46.

Describes the work done in reading for those pupils of normal mentality who after one or more years of instruction, have practically no ability to recognize the printed word.

542. MERTON, ELDA L. "The Discovery and Correction of Reading Difficulties." Second Yearbook, Pages 346-63.

Remedial measures where there is an inability to summarize material read, draw valid conclusions, select the essential idea, and attack new and unfamiliar words.

543. SMITH, MARGARET H. "Teaching Language under the Individual Method." Second Yearbook, Pages 367-70.

Two distinct plans for language work; one for written expression, the other for oral expression.

544. WILSON, G. M. "After-Test Value of Language Error Tests." Second Yearbook, Pages 371-80.

Results of language error tests used in discovering the need of attention upon particular errors and the individual needing help.

545. BROWN, CLYDE A. "The Evaluation of Language Errors." Second Yearbook, Pages 380-85.

The work done by the teachers of the Corkery School, Chicago, in arranging language errors in rank of difficulty and in grade lists.

546. WOODY, CLIFFORD. "Chart of Language Aims with Suggestions and Activities for Realizing Them." Second Yearbook, Pages 385-92.

This chart is an outgrowth of work in Woody's classes in the "Psychology of the Common School Branches."

547. STONE, C. R. "Oral Reading in the Elementary School and Its Supervision." Third Yearbook, Pages 310-21.

The findings of a study to determine the relative emphasis that is being given to oral and to silent reading in the middle grades and the oral-reading methods in use. Discusses the functions of oral reading and its supervision.

548. DAVISON, GEORGE MILLARD. "What Do Boys Read?" Third Yearbook, Pages 322-25.

Discusses briefly the following topics: (1) boys are avid readers, (2) boys demand action in their literature, (3) how this requirement is being met, and (4) a recommendation.

549. KING, WILLIAM A. "Improving Some Fundamental Reading Habits in Grades Two and Three." Third Yearbook, Pages 326-37.

An experimental study in remedial reading in grades two and three.

550. LAMPREY, CHARLES M. "The Boston Plan for Teaching Spelling." Fourth Yearbook, Pages 318-25.

An attempt to motivate the study of spelling for teachers and pupils.

551. KING, WILLIAM A. "The Development of Outside Reading of Elementary School Pupils." Fourth Yearbook, Pages 360-66.

A review of three experimental studies in three elementary schools of Seattle.

552. STONE, CLARENCE R. "Improving Reading Instruction in the Light of Current Practices in Grades Four, Five, and Six." Fifth Yearbook, Pages 344-60.

An investigation to determine the present relative emphasis on silent and on oral reading and to make a detailed study of practises with reference to silent-reading methods.

553. POTTER, CHARLES. "The Testing and Correction of Language Errors." Sixth Yearbook, Pages 200-10.

The work done by a committee composed of Seattle elementary-school principals who devised a battery of tests in language to parallel the course of study.

554. NEWELL, BERNICE. "Analyses of Skills Involved in Work Reading Activities." Sixth Yearbook, Pages 294-302.

Test results showed that Minneapolis children ranked high in reading, but experienced difficulty in preparing lessons in the field of social studies. This article deals with a study leading to improvement in work reading skills.

555. BERMAN, SAMUEL. "Establishing Standards in Written Composition." Eighth Yearbook, Pages 187-206.

The complexity of rating written composition is related closely to three problems of importance to the elementary-school principal—the problems of general merit, teacher judgment, and diagnosis of written composition.

556. COTREL, EDNA. "Can We Improve Our American Speech?" Eighth Yearbook, Pages 207-17.

An experiment in speech work carried out in the San Francisco public schools.

557. SCHENK, OTTO. "A Demonstration School in Reading." Tenth Yearbook, Pages 282-89.

- An account of the organization of a series of demonstrations and a study of their reaction upon demonstration teachers and visitors.
558. BROWN, ROBERT. "Vocabularies of History and Reading Text-books." Tenth Yearbook, Pages 408-11.
Summarizes a comparative study of the vocabularies of ten sixth-grade textbooks.
559. KYTE, GEORGE C. "Principles of the Teaching of Spelling." Tenth Yearbook, Pages 412-15.
A summary of the principles derived from the research literature regarding the teaching of spelling.
560. CRONAN, MARY H. "Improving Language in the Upper Grades." Tenth Yearbook, Pages 416-26.
A program for teaching language in grades four thru six. Shows how supervision was applied to language at the Robinson and Valentine Schools in Chicopee, Massachusetts, to produce the best results.
561. STEWART, NETTIE B. "Differentiated Assignments." Tenth Yearbook, Pages 427-37.
Shows how differentiated assignments in reading and other subjects helped to make the pupils the center of education in one school.
562. HORRALL, A. H. "Selected vs. Unselected Groups in Reading." Tenth Yearbook, Pages 444-47.
Reports a study of reading accomplishments for selected and unselected groups. Shows some of the conditions under which grouping succeeds or fails.
563. CHANDLER, TURNER C., and WILLIAMS, CLAUDE L. "Evaluating Fourth Grade Reading." Tenth Yearbook, Pages 448-54.
How a district superintendent, principals, and teachers used standard tests in studying fourth-grade reading conditions in a Chicago district.
564. JACOBS, EMILIE V., and LIVERIGHT, ALICE K. "The Improvement of Study-Type Reading." Tenth Yearbook, Pages 455-59.
Description and results of a controlled experiment to show the value of definite attention to the teaching of study-type reading.
565. CLARK, HAZEL., and SHANK, SPENCER. "Supervising a Reading Readiness Program." Tenth Yearbook, Pages 460-70.
A program for discovering and eliminating failures in first-grade reading.
566. HERR, W. A. "Improving the Ability to Punctuate." Tenth Yearbook, Pages 487-92.
A study made to determine why there was so little improvement in punctuation in themes written by ninth-grade pupils in April as compared with those written in September.
567. TALLMAN, HAROLD C. "Group Cooperation in Reading Supervision." Tenth Yearbook, Pages 544-49.
A reading survey made by a group of nine elementary-school principals in Portland, Oregon.
568. FORESTER, JOHN J. "Differences between Typed and Handwritten Compositions." Thirteenth Yearbook, Pages 374-78.
Describes a study carried on in a Montclair, New Jersey, elementary school. The typed compositions surpassed handwritten ones in quality of content, neatness, and arrangement.

(c) Geography

569. BLOOD, BENITA R., and KAASA, ELIZABETH J. "Teaching Geography thru Pictures." Thirteenth Yearbook, Pages 204-8.
Specific examples of the use of pictures in teaching geography.

(d) Health and Safety Education

570. FITZ-GERALD, MARY M. "Health Teaching." Third Yearbook, Pages 463-71.
The health program carried out in the John Swett School, San Francisco.
571. DUTCHER, EDWARD H. "The Principal and His Relation to the Physical Welfare of His Pupils." Third Yearbook, Pages 471-76.
Some of the ways in which the principal may help the child secure a sound body.
572. MASSLICH, GEORGE B. "Safety Education in the Chicago Schools." Third Yearbook, Pages 477-80.
Does not mean that another subject should be added to the elementary-school curriculum, but that safety education, like honesty, thrift, courtesy, and the like, may best be taught by implication.
573. BURKARD, WILLIAM E. "Health Education in a City School." Sixth Yearbook, Pages 235-50.
An account of the health education program in the George W. Childs School of Philadelphia. The problems of congested population—small homes and large families, narrow unclean streets, and a general lack of facilities for health in the home.
574. WILKINSON, LORETTO DES. "Instructional Conditions and the Health Program." Ninth Yearbook, Pages 378-84.
A health program with emphasis on self improvement by pupils with the aid of their parents.
575. JACOBS, R. C. T. "An Effective Health Program." Ninth Yearbook, Pages 385-94.
An intensive educational campaign in which health was tied to every school subject in such a way as to react favorably on that subject as well as promote health and physical efficiency.
576. FLEMING, C. I. "A Question of Weight." Ninth Yearbook, Pages 395-400.
Says that changes in weight are a better index of health than the "ten percent (or more) underweight" criterion.
577. GRAHAM, G. C. "Accident Facts and Safety Education." Ninth Yearbook, Pages 401-9.
Tells of survey of all accidents to Detroit public-school children over a period of from two to five years. From information obtained, motor vehicle fatalities were reduced.
578. CONDON, ANNA A. "Launching a Safety Education Program." Ninth Yearbook, Pages 410-20.
An outline of the safety education program of the Waterside School of Stamford, Connecticut.

579. WOODS, ROY C. "Effective Organization of the Firedrill." Ninth Yearbook, Pages 421-24.

A number of suggestions to be used in conducting firedrills.

580. BUCKALEW, HARRY L. "Firedrills and Fire Prevention Instruction." Ninth Yearbook, Pages 425-36.

Places emphasis on certain basic points after studying information on firedrills from 51 cities.

581. BUNDESEN, HERMAN N. "Health Service in the Schools of Chicago." Eleventh Yearbook, Pages 493-503.

An outline of the part the Department of Health plays in guarding and promoting the health of school children.

582. GALLAGHER, MAY A. "The Safety Patrol in School Organization." Fourteenth Yearbook, Pages 439-45.

The organization and administration of a system of safety patrols in a Massachusetts junior high school.

583. EDITORIAL COMMITTEE. "Socializing Opportunities in Physical Education." Fourteenth Yearbook, Pages 447-72.

A review of modern principles and practises in physical education and a discussion of the selection and organization of activities. Twenty selected references.

584. BROGDON, NETTIE E. "A Cooperative Venture in Curriculum Building." Fourteenth Yearbook, Pages 558-64.

Describes a program in which parents, teachers, and children in a county school system cooperated to build a new course of study in health education.

(e) History

585. DEEVERS, ROLAND G. "Historic Pittsburgh—A Project." Fourth Yearbook, Pages 228-31.

Presents the steps in the development of the project from beginning to end.

586. MARTZ, VELORUS. "The Supervision of History." Fourth Yearbook, Pages 232-37.

One school of supervision emphasizes the technic of classroom management, the other attempts to appraise that intangible element of the situation that we ordinarily call "spirit."

(f) Music

587. BROWN, GEORGIA M. "An Experiment in the Fostering of Love for Music." Fifth Yearbook, Pages 306-9.

Work done in the Belknap School of Louisville, where the fifth grade was divided into two groups, one of greater, the other of less, musical capacity.

588. HERRON, JOHN S. "The School Provides Musical Opportunities." Ninth Yearbook, Pages 545-50.

Describes the following musical organizations: Rhythmic band of kindergarten and first grade; class in creative music; glee club; orchestra; harmonica band; and the bugle, fife, and drum corps.

589. SWEDINE, ELMER. "Publicity through Music." Eleventh Yearbook, Pages 379-81.

How a musical program can be used in enlisting community interest and support.

590. MORGAN, RUSSELL V. "Concert Music to Widen Experiences." Thirteenth Yearbook, Pages 299-301.

Contacts with great artists hold possibilities for enjoyment and growth which cannot be found thru ordinary music activities of the classroom.

591. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fourteenth Yearbook, Pages 342, 390.

Points out that Chapter V, "Music and Rhythms," shows how different types of musical activities can contribute to a modern educational program. Eighteen references.

592. DYKEMA, PETER W. "Reevaluating Music in the Curriculum." Fourteenth Yearbook, Pages 343-51.

A consideration of the larger place in normal education which thoughtful leaders are gradually assigning to music.

593. MCCONATHY, OSBOURNE. "School Choruses." Fourteenth Yearbook, Pages 352-58.

Special chorus opportunities which should be offered to pupils in the elementary school.

594. FULLERTON, C. A. "Music in the Rural Schools." Fourteenth Yearbook, Pages 359-63.

A generalized statement of the writer's efforts to place school music teaching in line with the best modern thinking in education.

595. HARGROVE, WILLIAM B. "A Spiritual Choir." Fourteenth Yearbook, Pages 364-66.

An account of the organization of a spiritual choir for the negro children in a school of 1600 pupils.

596. ENFIELD, GERTRUDE. "The Verse-Speaking Choir." Fourteenth Yearbook, Pages 367-69.

Describes the verse-speaking choir and points out its effectiveness in improving the speech and voice quality of children.

597. WHITWORTH, OLIVE. "Dancing—A Basic Human Need." Fourteenth Yearbook, Pages 370-72.

An experiment with folk dancing as a school and community project.

598. HYMAN, BEATRICE COLBY. "Primary Rhythm Bands and Eurythmics." Fourteenth Yearbook, Pages 373-77.

Outlines basic principles for teaching rhythmic activity and describes the development of rhythm bands in the primary grades.

599. HARRIS, RUBY C., and OTTO, HENRY J. "A Survey of Extra Curricular Music Activities in Elementary Schools." Fourteenth Yearbook, Pages 378-89.

The results of a survey of extra-curricular music activities in 209 elementary schools.

(g) Nature Study and Science

600. VAN CLEVE, M. R. "A General Outline Covering a Desirable and Practical Course in Nature Study for the Elementary Grades." Fourth Yearbook, Pages 205-14.

This outline is divided under three heads, as follows: (1) desirable objectives for nature study, (2) principles and considerations which

- should govern the selection of the content of a course of study, and (3) suggestions concerning content and treatment of content.
601. WELCH, L. W. "A Nature Study Theme: Birds in Long Beach." Fourth Yearbook, Pages 215-18.
Birds as a theme are stressed in the first four grades of the nature study course in the Long Beach, California, schools.
602. STINE, PERNA M. "The Study of Local Flora." Fourth Yearbook, Pages 219-27.
A six-grade outline for the study of flowers, vegetables, and trees.
603. BACHE, JOSEPH LLOYD. "The Work of the Field Museum of Natural History in Elementary Education." Fourth Yearbook, Pages 283-88.
The work in elementary education being done by the Field Museum of Natural History in Chicago.
604. DAUGHERTY, GRACE. "Elementary Science and the School Museum." Ninth Yearbook, Pages 602-4.
The school museum and its relation to the work in elementary science.
605. RAMSEY, GRACE FISHER. "Preparation of Habitat Groups for Science and the Social Studies." Thirteenth Yearbook, Pages 244-52.
An explanation of the intricacies of plaster of paris, cardboard, and other materials in the construction of exhibits.

29. TEACHERS (ELEMENTARY SCHOOL)

606. CARRIGAN, ROSE A. "The Rating of Temporary Teachers after a Single Supervisory Visit." First Yearbook, Pages 19-24; reprint, Eighth Yearbook, Pages 367-71.
Presents a score card to be used for rating temporary teachers who are in line for permanent appointments.
607. GIST, ARTHUR S. "Stimulating Professional Study among Teachers." First Yearbook, Pages 122-23; reprint, Eighth Yearbook, Pages 460-61.
Presents four means of arousing interest in professional study: (1) scientific study of pupils and standard tests, (2) professional reading, (3) extension work, and (4) professional meetings.
608. STEVENS, EUGENE. "Denver's Tentative Plan for Teacher-Rating." Third Yearbook, Pages 338-46.
A plan of teacher rating worked out by an elementary teacher, a junior high teacher, a supervisor of primary work, an elementary principal, and a high-school principal.
609. POTTS, FRANCES. "The Principal and the Professional Growth of His Corps." Third Yearbook, Pages 357-65.
How the principal can guide his teachers into such activities as will lead to their professional growth.
610. GERSON, ARMAND J. "The Superintendent and the Training of the Elementary Teacher." Fifth Yearbook, Pages 404-11.
Why the superintendent should have an interest in the training of the

elementary teachers, and why certain subjects should be included in the teacher-training curriculum.

611. RICH, FRANK M. "Analysis of Teachers' Work." Sixth Yearbook, Pages 178-96.

An attempt to present the best ideas available on the subject of the analysis of teachers' work, and to give a practical outline of the work in each subject, the management, and the school and professional service that teachers and principals need to discuss and evaluate.

612. GRAF, LOUISE. "Improvement of Teachers in Service." Sixth Yearbook, Pages 282-85.

Points out that if the teacher is allowed freedom for self-expression, her work may be of greater service to the whole school as well as to the individual classroom.

613. JOHNSON, ORLANDO H. "The Adjustment of New Elementary School Teachers in City School Systems." Eighth Yearbook, Pages 162-68.

Considers the procedure for adjusting new elementary school teachers to their work in the city school systems of the United States and sets forth prevailing practises.

614. PARIS, FLORENCE. "The Self-Directed Faculty." Ninth Yearbook, Pages 524-26.

Teachers' committees may help the principal win the confidence of his faculty.

615. JONES, LENORE. "Setting Up Faculty Standards and Objectives." Ninth Yearbook, Pages 527-32.

Tells how a well-planned faculty meeting is of value in setting up standards and objectives.

616. HAMMOND, GERTRUDE B. "Teacher Rating as an Administrative Function." Ninth Yearbook, Pages 533-38.

A principal handicaps school morale by withholding from his teachers objective estimates of strengths and weaknesses found in their particular work.

617. STONE, VIRGINIA E. "The Individuality of the Classroom Teacher." Tenth Yearbook, Pages 243-48.

Ways in which the principal might lead teachers to a happy and intellectual life and a vision of the possibilities of growth.

618. BONNER, NETTIE. "Practical and Specific Teacher Aid." Tenth Yearbook, Pages 299-303.

Sets forth three projects that proved worthwhile in that they aided in the discovery and study of practical problems of teaching, and resulted in a great degree of confidence between the teacher and the principal.

619. ZYVE, CLAIRE. "The Teacher and Research." Tenth Yearbook, Pages 441-43.

How the principal can help his teachers become "research minded" insofar as classroom duties permit.

620. ALMACK, JOHN C. "The Teacher's Load as a Factor in Physical and Mental Hygiene." Fifteenth Yearbook, Pages 368-72.

The essentials in the improvement of conditions are to standardize the teacher's load as far as possible and to stabilize the work. By these two

measures loads will be equalized. A reasonable load for every teacher is necessary in any realistic program for improving pupil adjustment.

621. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Fifteenth Yearbook, Pages 385, 436.

In connection with Chapter IV, "The Teacher's Influence on Pupil Personality," says there are two major aspects of the teacher's influence upon children: (1) Her own personality adjustment, including her health, outlook on life, and attitude toward children; and (2) her training and skill, not merely in teaching subjectmatter, but in dealing with the social and emotional problems of pupils. Twenty selected references.

622. CARRINGTON, EVELYN M. "Teacher Personality as a Factor in Child Adjustment." Fifteenth Yearbook, Pages 386-94.

Reviews the following characteristics needed in teaching: Good health, pleasant voice, attractive personal appearance, sense of humor, promptness, industry and thrift, intelligence, fairness, interest in social problems, appreciation of individual differences, ability to evaluate, love of the beautiful, serenity, and reverence.

623. LARUE, DANIEL WOLFORD. "Emotional Differences between Superior and Inferior Teachers." Fifteenth Yearbook, Pages 395-401.

A study of the emotional tendencies of good and poor teachers, indicating that teachers who are generally rated "good" also tend to exhibit superior mental health.

624. ROGERS, JAMES FREDERICK. "Maintaining the Physical Welfare of Teachers." Fifteenth Yearbook, Pages 402-9.

Gives specific suggestions for maintaining and improving the teacher's physical health, from which the pupils, as well as the teacher herself, benefit.

625. PERKINS, HUGH V. "Teacher Growth thru Participation in School Control." Fifteenth Yearbook, Pages 410-16.

Tells how teacher participation in the administration of the Boulevard School, Cleveland Heights, Ohio, improved school morale. Points out that children cannot be trained in democratic social living if autocratic relations prevail between principal and teachers.

626. RIVLIN, HARRY N. "The Preparation of Teachers in Personality Adjustment." Fifteenth Yearbook, Pages 417-22.

Discusses pre-service training, placing major emphasis upon the entire training-school program, and only minor emphasis on special courses in abnormal behavior.

627. RETAN, GEORGE A. "Emotional Maladjustments of Prospective Teachers." Fifteenth Yearbook, Pages 423-27.

Describes the efforts of the Training School of the Mansfield State Teachers College, Mansfield, Pennsylvania, to study and treat the maladjustments of student teachers. Believes that every teachers college should undertake such a program.

628. KOCH, HELEN-L. "The In-Service Training of Teachers for Personality Guidance." Fifteenth Yearbook, Pages 428-35.

Discusses a variety of procedures and devices for educating teachers in service, including lectures, reading, study groups, case conferences, demonstration teaching, and the preparation of pupil record forms.

30. TESTING

629. JENKINS, ALBION U. "The Measurement of Teaching Efficiency by Means of Standardized Tests." First Yearbook, Pages 25-34; reprint, Eighth Yearbook, Pages 373-82.

The true success of the teacher can be estimated only thru the joint use of intelligence and achievement tests.

630. STEBBINS, RENA C. "The Accomplishment Quotients as an Aid in Diagnosis." First Yearbook, Pages 34-44; reprint, Eighth Yearbook, Pages 382-92.

Discusses accomplishment quotients in their relation to the teacher and why this quotient is the only one which takes into consideration the material with which the teacher is working.

631. CAMPBELL, CORA. "Intelligence Tests as a Basis for Classification." First Yearbook, Pages 45-49; reprint, Eighth Yearbook, Pages 393-97.

How intelligence quotients were used in classifying the first-grade pupils in an elementary school of Kansas City, Missouri.

632. MARSHALL, JESSICA. "Using the Results of Testing." First Yearbook, Pages 49-55; reprint, Eighth Yearbook, Pages 397-403. The relationship between intelligence and educational tests and the problems of individual differences and teacher efficiency.

633. GREENBERG, BENJAMIN B. "Intelligence Tests as a Basis for Reclassification." First Yearbook, Pages 55-58; reprint, Eighth Yearbook, Pages 403-6.

The method used in the William T. Harris School of New York City to give every boy the opportunity to develop in harmony with his powers and capacities.

634. WOODY, CLIFFORD. "Informal Tests as a Means for the Improvement of Instruction." First Yearbook, Pages 87-94; reprint, Eighth Yearbook, Pages 435-42.

The principles underlying the construction and use of informal tests.

635. BUTLER, WILLIAM F. "The Value of Informal Tests in Supervision." First Yearbook, Pages 94-95; reprint, Eighth Yearbook, 442-43.

Butler says that he knows of no better way to test the quality of teaching or the achievement of the class than by the informal test.

636. BUTLER, WILLIAM F., and others. "Samples of Informal Tests That Have Been Found Helpful in Diagnosis." First Yearbook, Pages 95-119; reprint in part, Eighth Yearbook, Pages 443-57.

Samples of informal tests in American history, arithmetic, civics, English, geography, and reading submitted from a number of schools.

637. MERRILL, JOHN. "Reducing the Percentage of Failures in the Detroit Elementary Schools without Lowering Standards." First Yearbook, Pages 126-28; reprint, Eighth Yearbook, Pages 461-63.

Tests showed that grade standards were not lowered, although the percentage of failures was reduced.

638. COURTIS, S. A. "The Contributions of Measurement to Teaching." Second Yearbook, Pages 155-65.

- Deals with the development of educational tests, individual tests for mental ability, and group tests.
639. HAMILTON, AYMER JAY. "Achievement Testing in the Elementary School." *Second Yearbook*, Pages 169-85.
Presents certain fundamental principles to be followed in selecting tests.
640. CHASE, LAWRENCE S. "The Need and Use of Testing in the Elementary School." *Second Yearbook*, Pages 267-75.
Intelligence tests help the teacher gain a better knowledge of the child, make more uniform grouping than the teacher's marks or her judgment, and make for better teaching of the dull as well as the more alert.
641. YOAKUM, G. A. "An Evaluation of After-Testing Work, with Bibliography." *Second Yearbook*, Pages 433-42.
A bibliography of books, articles, and reports which include explanatory material of measures to be taken after tests have been made.
642. JACOBS, RICHARD CARROLL T. "An Educational Diagnosis of Fifty Individual Pupils." *Sixth Yearbook*, Pages 217-28.
The results obtained and conclusions drawn from a study of the scores made by 50 seventh-grade pupils in four standardized tests which they took in the fall of 1924, and alternate forms of the tests which they took in the spring of 1925.
643. HAWLEY, P. LUCILE. "Using the Results of Standardized Tests." *Eighth Yearbook*, Pages 250-54.
The testing program carried out in the Washington Community School, Lynn, Massachusetts.
644. WILLIAMS, A. J. "Should Examinations Be Eliminated?" *Eighth Yearbook*, Pages 255-67.
In answering the objections to examinations, Williams reports an experiment carried out in School No. 9, Buffalo, New York.
645. EDITORIAL COMMITTEE. "Introduction to Chapter VII," and "Selected References." *Tenth Yearbook*, Pages 440, 503.
Introduction to Chapter VII, "Applications of Measurement and Research," points out that the work of the elementary school can be benefited by scientific technics. Ten selected references.
646. CHENAULT, R. N. "Improving Instruction through Tests." *Tenth Yearbook*, Pages 493-97.
Presents the beneficial influence of standard tests in the Hardy Memorial School, Richard City, Tennessee.
647. MATHIS, F. M. "Standard Tests in Small School Systems." *Tenth Yearbook*, Pages 498-502.
A study of the use of standardized tests in the elementary grades of the small city school systems of Texas.

31. VISUAL AND OTHER AIDS TO TEACHING

648. GREGORY, WILLIAM M. "Visual Aids in Education." *Fourth Yearbook*, Pages 278-82.
Describes the organization for visual instruction in Cleveland.

649. GREGORY, WILLIAM M. "Visual Aids in the Classroom." Sixth Yearbook, Pages 251-60.
Organization, results, and costs of visual education.
650. BOUTWELL, WILLIAM DOW. "What the Federal Government Has for the Elementary School." Eleventh Yearbook, Pages 541-45.
How the United States Government can be of assistance to elementary schools thru classroom aids such as charts, maps, and motion pictures, available free or for a nominal sum.
651. EDITORIAL COMMITTEE. "Résumé." Thirteenth Yearbook, Pages 123-34.
Points out that teaching aids may be integral parts of the learning process. Presents a brief summary of each article in the 13th Yearbook, *Aids to Teaching in the Elementary School*.
652. EDITORIAL COMMITTEE. "Editorial Comment." Thirteenth Yearbook, Page 135.
Discusses two extreme viewpoints toward teaching aids. Says that the contributors to Chapter I, "Aids in Modern Education," take a middle ground, believing that teaching moves forward partly because of greater utilization of better material aids in instruction.
653. FREEMAN, FRANK N. "Enrichment thru Aids to Teaching." Thirteenth Yearbook, Pages 136-39.
The importance of visual aids as a means of enriching the learning experiences of children.
654. CODY, FRANK. "Education Enlivened." Thirteenth Yearbook, Pages 140-43.
The value of various aids to our modern educational system.
655. HAYS, DUDLEY GRANT. "The New Deal and Visual Aids." Thirteenth Yearbook, Pages 144-48.
Films, properly used, are an active stimulant to better living, better service, and better citizenship.
656. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Thirteenth Yearbook, Pages 149, 192.
Points out that Chapter II, "Organization for the Use of Aids," discusses the extent of and need for administrative organization in connection with teaching aids. Twenty selected references.
657. EDITORIAL COMMITTEE. "A Survey of the Use of Teaching Aids." Thirteenth Yearbook, Pages 150-59.
A summary of the replies from 366 principals to an inquiry form on aids and devices in teaching used in their schools.
658. EDITORIAL COMMITTEE. "Supplying Aids in City School Systems." Thirteenth Yearbook, Pages 160-66.
A summary of the replies from 196 superintendents of schools to an inquiry form on the management and the use of teaching devices in cities over 30,000 population.
659. HOEK, FLOYD G. "Getting the Faculty Machine Minded." Thirteenth Yearbook, Pages 167-70.
How to guide the members of the staff in the task of learning the fundamentals of operating labor-saving machines.
660. GROSS, ELLA. "Making Aids Available within the School." Thirteenth Yearbook, Pages 171-74.

How the principal may make readily available visual and other aids in the school.

661. GREGORY, W. M. "The Services of a Central Department." Thirteenth Yearbook, Pages 175-84.

Summarizes the services of the Educational Museum of the Cleveland public schools.

662. WHITTINGHILL, W. W. "Functions of a Central Visual Education Department." Thirteenth Yearbook, Pages 185-91.

Some of the major functions of the Department of Visual Education of the Detroit public schools.

663. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Thirteenth Yearbook, Pages 193, 238.

As a part of an introduction to Chapter III, "Pictorial and Graphic Aids," says there are obviously 3 aims behind the use for pictures in the elementary school: (1) recreation, (2) the acquisition of knowledge, and (3) the development of appreciations and attitudes. Nineteen references.

664. ALEXANDER, MARIE E. "Preparing and Filing Mounted Materials." Thirteenth Yearbook, Pages 194-98.

Outlines methods of treating ephemeral and permanent materials which should be mounted and filed.

665. BROWN, E. A. "Albums as Teaching Aids." Thirteenth Yearbook, Pages 199-203.

Discusses the mounting of pictures in albums.

666. GRASSMUCK, ERNA. "Selection and Evaluation of Maps, Globes, and Charts." Thirteenth Yearbook, Pages 209-13.

Discusses the standards to be kept in mind in selecting and evaluating maps, globes, and charts.

667. SAUNDERS, NANILEE. "Using Maps with Young Pupils." Thirteenth Yearbook, Pages 214-18.

Some of the possibilities of using maps with young children.

668. CRAWFORD, E. WINIFRED. "Pupil-Made Maps." Thirteenth Yearbook, Pages 219-27.

Principles underlying map making, some technics for pupils, and some uses of and standards for evaluating pupil-made maps.

669. HARPER, R. A., and OTTO, HENRY J. "An Evaluation of Graphic Instruction Materials." Thirteenth Yearbook, Pages 228-37.

An experiment which attempted to measure by objective means the value of instruction in the interpretation of simple graphs.

670. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Thirteenth Yearbook, Pages 239, 272.

Points out that Chapter IV, "Objective Materials," deals with the use of such materials on a high instructional level. Lists 19 references.

671. COLEMAN, LAWRENCE VAIL. "Aid from Museums in Elementary Teaching." Thirteenth Yearbook, Pages 240-43.

Two major types of teaching procedures in connection with museum materials: (1) instruction from exhibits at the museum, and (2) the use of objects in the classroom.

672. WOLF, FLORENCE. "Instructional Value of School Exhibits." Thirteenth Yearbook, Pages 253-57.

Describes the curio exhibit, the summer activity exhibit, the planned activity exhibit, a district exhibit, single purpose exhibits, and exhibits of snapshots.

673. TRAVERS, C. E. "Housing a School Museum." Thirteenth Yearbook, Pages 258-60.

Tells about the establishment of a school museum.

674. WALKER, ROWENA SMITH. "How Schools Use the Children's Museum." Thirteenth Yearbook, Pages 261-66.

The value of the lending department and the permanent exhibits of the Children's Museum in Detroit.

675. HEATON, O. E. "Use of Blocks in Primary Grades." Thirteenth Yearbook, Pages 267-71.

Many visual aids are not useful in the lower elementary grades because of the necessity of reading and other skills, but blocks are relatively simple and seem to appeal to almost every child.

676. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Thirteenth Yearbook, Pages 307, 336.

Introduction to Chapter VI, "Slides, Still Films, and Opaque Projection," and 20 selected references.

677. BARR, W. F. "Types and Uses of Projectors." Thirteenth Yearbook, Pages 308-12.

Shows that each type of projector has important uses and definite limitations.

678. HART, GARDNER L. "The Stereopticon and Its Uses." Thirteenth Yearbook, Pages 313-18.

Discusses the value of the modern stereopticon which projects pictures so clear that a dark room is not necessary.

679. BONWELL, WILLIAM A. "Effective Slides Made by Teacher and Pupil." Thirteenth Yearbook, Pages 319-24.

Teacher- and pupil-made slides may serve as an excellent means of bringing the real experience and interests of the pupils directly into the classroom.

680. PRICE, W. T. R. "Pupil-Made Lantern Slides." Thirteenth Yearbook, Pages 325-29.

A number of suggestions in connection with pupil-made lantern slides.

681. ENGEL, ERMA L. "The Opaque Projector in the Schoolroom." Thirteenth Yearbook, Pages 330-35.

The varied possibilities for usefulness of the opaque projector.

682. EDITORIAL COMMITTEE. "Editorial Comment," and "Selected References." Thirteenth Yearbook, Pages 337, 364.

Discusses problems in connection with the use of classroom motion pictures as an introduction to Chapter VII, "Silent and Sound Motion Pictures." Lists 20 references.

683. AUGHINBAUGH, B. A. "The Motion Picture as a Basic Teaching Tool." Thirteenth Yearbook, Pages 338-43.

The motion picture as one of the two great tools at the command of the teacher—the other, the printed page.

684. DALE, EDGAR. "Standards for the Selection of Classroom Motion Pictures." Thirteenth Yearbook, Pages 344-48.

Standards to be used by the principal in selecting and purchasing motion pictures for the classroom.

685. HOLLINGER, JOHN A. "An Effective Learning Technic Using Motion Pictures." *Thirteenth Yearbook*, Pages 349-52.

The technic for using motion pictures in the Pittsburgh schools.

686. ARNSPIGER, V. C. "Using the Sound Film in the Elementary School." *Thirteenth Yearbook*, Pages 353-58.

Advantages and uses of the sound film.

687. HAYWARD, ORVILLE B. "Motion Pictures in the Assembly." *Thirteenth Yearbook*, Pages 359-63.

Certain specific aims of the school assembly, as indicated in the article, can be served by the use of motion pictures.

688. EDITORIAL COMMITTEE. "Editorial Comment." *Thirteenth Yearbook*, Page 365.

Discusses the unlimited possibilities for the use of duplicating machines, and warns against the wide adoption of the use of typewriters in elementary schools without further study of the problem, in an introduction to Chapter VIII, "Duplicating Machines and Typewriters."

689. SPACHT, CHARLES A., and LEWIS, LEONORE. "Teaching Materials Produced within the School." *Thirteenth Yearbook*, Pages 366-70.

Teaching materials produced within the school are discussed under three heads: (1) the mechanical set up, (2) the use of duplicating devices, and (3) the value of the devices to the teaching and general life of the school.

690. WRIGHT, EDITH D. "Aids Produced by Duplicating Devices." *Thirteenth Yearbook*, Pages 371-73.

A list of aids made on duplicating devices which can be used in reading, geography, and other school subjects.

691. BROCKWAY, DON C., and BROCKWAY, WILLIAM W. "Survey of the School Use of Sound Equipment." *Thirteenth Yearbook*, Pages 418-25.

A study of centralized sound systems and related sound devices as used in 111 schools.

692. HULTZ, HELEN L. "The Use of Phonographic Recording in Improving Children's Speech." *Thirteenth Yearbook*, Pages 426-31.

A report of a controlled study to determine the effectiveness of phonographic recording in the improvement of certain mechanical elements in children's oral use of English.

693. EDITORIAL COMMITTEE. "Summary of Research: Effectiveness of Aids as Shown by Research." *Thirteenth Yearbook*, Pages 434-54.

Editorial comment on Chapter X and summary of the nature and results of a number of experiments with aids to teaching. Reference to copies of the original studies reveals a wealth of helpful suggestions for the improvement of instruction.

694. EDITORIAL COMMITTEE. "Editorial Comment." *Thirteenth Yearbook*, Page 455.

Points out that Chapter XI, "Sources of Aids," offers a partial solution

to the problem raised by propaganda and advertising campaigns in connection with certain teaching aids.

695. BERMAN, SAMUEL. "Advertising in the Classroom." Thirteenth Yearbook, Pages 456-59.

A review of the types of teaching aids which may be obtained from various business and philanthropic organizations.

696. LATHROP, EDITH A. "Governmental Agencies Supplying Visual Aids." Thirteenth Yearbook, Pages 460-69.

Discusses visual materials supplied by state and federal agencies.

697. HORTON, ANN V. "Sources of Picture Materials." Thirteenth Yearbook, Pages 470-73.

Lists a number of agencies which supply picture materials.

698. PERSING, ELLIS C. "Sources of Teaching Aids." Thirteenth Yearbook, Pages 474-76.

Summarizes some of the sources of teaching aids and presents some of the well-known lists of available aids.

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