

*Know your*  
**SCHOOL LAW**

*by*  
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## Contents

	<i>Page</i>
Foreword.....	IV
Purpose.....	1
Part I. Importance of Educational Law.....	2
Educational Law and Leadership.....	3
Basic Legal Principles.....	4
Federal-State Legal Relationship.....	5
Improving Your School Laws.....	6
Current Legislative Practice.....	6
Codification of School Laws.....	6
Substantive Changes.....	7
Appraisal of School Laws.....	8
Observations and Conclusions.....	8
Part II. Educational Law: Selected References.....	10
Introduction.....	10
Subject Index.....	26

III

## Foreword

**T**HIS PUBLICATION is designed to encourage and assist those who seek to improve our school systems through the improvement of their laws.

Some eulogize their State school laws as though worthy of universal admiration and imitation. Others denounce their laws as unworthy and feeble. Let us waste no time in composing these contrasting views. Where laws are good, let them be improved. Where laws are bad, let them be reformed. Few laws are so good that they cannot be made better. It is always helpful to compare the educational laws of a given State with those of other States, not merely to determine whether they are better, but also to contrast their provisions with our highest ideas of perfection. The pain of the contrast between an educational law as it is found and as it should be, according to our highest light, is to be assuaged by improving the law forthwith.

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*Know Your*

## SCHOOL LAW

**P**UBLIC-SPIRITED citizens who desire to improve their educational systems increasingly look to the law. The prerogative of a law-making body is to translate acceptable ideals and reforms into operating public policies.

In summarizing the common law nearly two centuries ago, the commentator, Sir William Blackstone, wrote:

The last duty of parents to their children is that of giving them an education suitable to their station in life: a duty pointed out by reason, and of far the greatest importance of any. \* \* \* Yet the municipal laws of most countries seem to be defective in this point, by not constraining the parent to bestow a proper education upon his children. Perhaps they thought it punishment enough to leave the parent, who neglects the instruction of his family, to labour under those griefs and inconveniences which his family, so uninstructed, will be sure to bring upon him.

Since the days of the great commentator, free public education of youth has shown a remarkable advance, especially in the United States where it has evolved into a vast enterprise established and maintained by a great body of law. Educational progress in this country has been vitally encouraged and supported by State constitutions, legislative enactments, and judicial decisions enhancing the educational rights of youth, and which constitute the legal basis and structure of our present vast and intricate State systems of public education.

### *Purpose*

The purpose of this publication is to stimulate interest in the further improvement of educational laws, to identify legislative need in the field of education, and to suggest guiding principles, procedures, and source material helpful to this end.

# PART I

2

## KNOW YOUR SCHOOL LAW

This bulletin falls into two main parts:

*Part I. Importance of Educational Law.*—Under this heading is a brief discussion of the significant relationship of educational laws to the quality and efficiency of education. Some suggestive principles and procedures for those who seek to improve the laws governing the administration and support of various phases of public education are also included.

*Part II. Educational Law, Selected References.*—This is a selected and annotated bibliography of literature in the field of schools law designed to provide source material related to the legal aspects of the principal phases of education.

### Part I

## IMPORTANCE OF EDUCATIONAL LAW

EDUCATORS should know the basic legal principles governing their profession. They should understand the constitutional provisions, statutory enactments, and significant court decisions which govern the organization, guidance, and maintenance of State systems of education. An understanding of this phase of education constitutes the working tools of a professionally qualified educator.

The importance of teachers knowing the law of their profession has been vividly stated by the Supreme Court of Texas as follows:

Teachers of the public schools being the important element of our population that they are, the sooner and more completely they are advised of their rights or lack of them, the better.—*Woods v. Reilly*, 218 S. W. (2d) 437.

Dr. Trusler in his book *ESSENTIALS OF SCHOOL LAW* states:

No argument is needed to establish the proposition that a knowledge of school law is of great practical advantage to every teacher \* \* \* Undoubtedly, \* \* \* some familiarity with school law will render a teacher more tactful and popular, for it will discover to him some instances of illegal conduct to be avoided. The general reputation of a teacher for tact, fairness, and just dealing is one of the greatest of his professional assets. \* \* \*

*Educational Law and Leadership*

The improvement of educational laws offers a challenging opportunity for constructive leadership in educational affairs. Experience in the development of State systems of education clearly indicates that the legal provisions and principles which govern State and local systems of education are vitally related to quality and efficiency in education. Improvements in the law affecting State and local systems of education constitute an important objective and function of the educator, legislator, and interested groups and citizens generally.

Dr. Horace Mann, the founder of our free public-school system, was a lawyer, legislator, educator, and statesman; and he was in the forefront of every major social reform of his time. As both legislator and educator, Dr. Mann clearly recognized the significant role of the lawmaker in the course of education and reform. On the subject he exclaimed:

How glorious is the prerogative of the legislator when he faithfully uses his privileges for the benefit of his race!

Teachers, principals, and superintendents often rise or fall as they counsel school boards on educational legislative matters. Educators need to understand the significant function of education in the scheme of State government and public affairs generally. Likewise, State legislators in the exercise of their broad powers over education will do well to bear in mind: (1) That the need for the exercise of legislative discretion is constant; (2) that certain of their restrictive powers should rarely if ever be exercised; (3) that they should be guided by the wisdom and experience accrued in the evolution of our present State systems of education; and (4) that education, perhaps more than any other State function, touches more vitally the lives and sentiments of more people than any other phase of legislative activity.

In view of the abundance of experience within and among the States in the development of educational laws new and current efforts to improve such laws need not proceed wholly on a trial and error method. Legislation on many phases of education may originally have been enacted years ago and

may now be materially amended in the light of experience. The study of such a law may prove of substantial benefit in a State which has had little or no legislative experience on the subject with which it deals. Hence, a new statute need not now be enacted haphazardly or for the want of the light of experience.

### *Basic Legal Principles*

Generally speaking, under our system of government State legislatures have plenary power in educational matters. According to the late Justice Brandeis:

It is one of the happy incidents of the Federal system that a single courageous State may, if its citizens choose, serve as a laboratory to try novel, social, and economic experiments without risk to the rest of the country.

This freedom of legislative experimentation continues as a basic principle of our constitutional system and constitutes a vital procedure for the improvement of our State systems of education.

The educational prerogative of a State legislature is a vital one. The legislative authority over education has been held by the courts to be not necessarily a distributive one to be exercised by local instrumentalities, but, on the contrary, is a central power residing in the legislature of the State. This principle has been aptly stated by the Supreme Court of Indiana in the following manner:

It is for the law making power to determine whether the authority (over education) shall be exercised by a State board of education, or distributed to county, township, or city organizations throughout the State. \* \* \* As the power over schools is a legislative one it is not exhausted by exercise. The legislature, having tried one plan, is not precluded from trying another. It has a choice of methods, and may change its plans as often as it deems necessary or expedient; and for mistakes or abuses it is answerable to the people. \* \* \*

To deny the power to change, is to affirm that progress is impossible, and that we must move forever "in the dim footsteps of antiquity." But the legislative power moves in a constant stream, and is not exhausted by its exercise in any number of instances, however great. \* \* \* (23 N. E. 946.)

### *Federal-State Legal Relationship*

While education is primarily a State function, State educational legislation and administrative policies must conform to the Federal Constitution. A State must operate its educational system within the limits of the Federal Constitution and its principles as interpreted and applied by the Supreme Court. On this subject the Supreme Court itself has said:

The Fourteenth Amendment, as now applied to the States, protects the citizen against the State itself and all of its creatures—Boards of Education are not excepted. These have, of course, important delicate and highly discretionary functions, but none that they may not perform within the limits of the Bill of Rights. That they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our Government as mere platitudes.—(319 U. S. 624.)

Generally speaking, a State is free to formulate by legislation or administrative regulation its own educational policies, but the Supreme Court may, upon properly presented issues reverse these policies, if they, in the judgment of the Court, constitute an arbitrary interference with the rights and liberties of the people as guaranteed by the Federal Constitution.

In the recent case of *McCullum v. Board of Education*, Mr. Justice Jackson qualified his concurrence opinion with the following noteworthy reservations:

A Federal Court may interfere with local school authorities only when they invade either a personal liberty or a property right protected by the Federal Constitution. \* \* \*

\* \* \* We must leave some flexibility to meet local conditions, some chance to progress by trial and error.

Continuing, Mr. Justice Jackson said that for the Court to adopt "an unchanging standard for countless school boards \* \* \* is to allow zeal for our own ideas of what is good in public instruction to induce us to accept the role of a super board of education for every school district in the Nation."—(69 S. Ct. 461, 1948.)



### *Improving Your School Laws*

Those who seek to improve their school systems may frequently do so by improving their school laws. Policies and principles embodied in school legislation should be in conformity with generally accepted views of experienced and recognized authorities in education.

Educational authorities generally are of the opinion that it is sound legal procedure in education (1) to place in State constitutions only general statements of fundamental objectives of public education; (2) to vest by legislation sufficient discretionary authority and responsibility upon State school officials to formulate policies and enforce rules and standards deemed desirable of State-wide application; and (3) to vest by legislation in the governing boards of local school districts authority and responsibility for administering education in the various towns and political subdivisions of the State.

### *Current Legislative Practice*

Occasionally legislatures have been known to enact in a single law, or during a session, legislation which completely overhauled an antiquated and financially depleted school system and established it on a sound financial and efficient administrative basis. They are exceptions, however, rather than general rule. A single law usually cannot include all reforms.

Constructive school legislation may consist of a series of legislative changes or amendments of existing school laws along many different fronts.

*Codification of school laws.*—The practice of adding new school laws and amendments at each session of the legislature over a period of years usually results in illogical arrangement of school laws and duplications and inconsistencies in many cases. In view of this fact State superintendents and other authorities

in education have frequently urged upon their respective State legislatures the adoption of a complete new school code.

Current practice in the codification of school laws usually contemplates one or more of the following functions or objectives:

1. To secure a logical and systematic arrangement of the law.
2. To eliminate inconsistencies and duplications of law.
3. To repeal old or undesirable statutory provisions.
4. To embody in the new law (code) organic and substantive changes deemed essential to meet current and future needs.

*Substantive changes.*—In the codification of school laws, experience has shown that where attempts are made to include organic or substantive changes in a proposed school code, such attempts are often likely to endanger its acceptance by the legislature. Such undertakings are advisable only after careful and comprehensive study of the various problems involved. There is a noticeable tendency to inaugurate such undertakings by securing legislative authorization for the appointment of a school code commission with authority to study the whole State school system and laws and to recommend such school law changes as may be sound.

From the standpoint of securing legislative approval of a proposed school code which embodies substantive organic changes, it is usually advisable first to recommend such organic changes for legislative approval in separate bills in the early part of a legislative session. In this manner they are as a rule more likely to be considered on their merits and their approval may not thus be jeopardized by being coupled with numerous other matters which may be objected to by different members of the legislature. After the organic changes have thus been approved, the proposed school code embodying the said changes may then be submitted for general legislative approval.

### *Appraisal of School Laws*

In any event, attempts to improve school laws should be based upon a knowledge and appraisal of present laws. Among the questions or factors to be considered in the appraisal of the school laws of your State are:

1. Does the law provide reasonable equality of educational opportunity and suitable facilities for all who can profit from it?
2. Does the law provide sufficient State revenue so as to reasonably equalize the burden of school support?
3. Does the law provide adequate organization for effective State administration and supervision of schools?
4. Does the law provide a suitable local unit and organization for efficient local administration of schools?
5. Does the law governing local school boards stimulate local cooperation, initiative, and freedom of action?
6. Are school funds adequately protected by law against waste and inefficiency in school management, school business, and fiscal matters?
7. Do attendance and child-labor laws safeguard the educational interests of children by keeping them in school until desirable educational standards are acquired?
8. Are teachers required by law to be thoroughly qualified and are they assured adequate compensation and security?
9. Does the school law provide adequate safeguards for the health and physical safety of children attending school?
10. Does the law authorize a wide use of public-school facilities for evening adult education programs, public forums, extended school services, recreational activities, and so forth?

### *Observations and Conclusions*

A study of various types of State laws governing State systems of education emphasizes the importance of developing some scientific method for measuring the results or effects of different legal provisions. Actual experimentation in this area is inadequate. After many years of experience with various types of school laws and much theorizing, school administrators as well as legislators do not yet agree on what constitute the best legislative provisions, or what provisions produce the most desirable results.

School administration may not be an exact science, but its

procedures may be subject to objective appraisal in terms of results obtained. The science of education may yet work out the technique to determine with reasonable assurance that certain legislative provisions governing school administration are better than others.

From a study of educational-legislative principles and practices among the States a number of broad or general observations may be made which should be helpful to those who seek to improve their school laws. Among some of the more noteworthy observations are:

1. State legislatures have full power to control public schools unless limited by constitutional provisions. (State constitutions generally turn the subject over to the legislatures.)
2. The control of education is in no way inherent in the local self-government except as the legislatures have chosen to make it so.
3. Public education is principally a separate field distinct from local government.
4. The legislature having tried one method of school administration and maintenance is not precluded from trying another.
5. Education is a State function even though the legislature provides no State central control or State agency for its administration.
6. A State legislature has considerable freedom to go the way it chooses, but it should go with its eyes open.
7. Present conditions in education emphasizes the need for educational authorities to fully interpret school problems to legislators and for legislators to consult with educational authorities.
8. It is desirable that legislation affecting State and local school administration conform to the best opinion of authorities in education, and that it should follow carefully planned systems which have been found to produce good results.
9. Fewer statutory prescriptions and an extension of discretionary powers in State school officials would apparently enable the development of more flexible and efficient systems of State school administration.
10. Laws which require too much uniformity in administration may stifle the natural educational and administrative processes.
11. Legal provisions governing State school administration are not easily separable from provisions governing local administration, and the delineation of State and local functions is a constant problem in school administration.

# PART 2

10

KNOW YOUR SCHOOL LAW

12. Whatever the degree of State administrative control, it should secure local cooperation, mutual respect, and confidence, and promote local initiative and freedom of action.

## Part II

### EDUCATIONAL LAW: SELECTED BIBLIOGRAPHY

THIS BIBLIOGRAPHY contains annotated references to important literature on the law relating to education. With few exceptions, studies published prior to 1930 are not included. The references listed comprise published theses, major studies made by educational associations or individuals, and other noteworthy studies reported in educational periodicals. The studies referred to relate to one or more outstanding legal phases or problems of contemporary education. The references listed here represent only a fractional part of the legal literature pertaining to various phases of education; and they are included without prejudice to many worthy studies which had to be omitted because of the limits placed upon a publication of this nature.

In selecting the references contained herein several factors were considered, namely: (1) The relative importance of, or current interest in, the subject matter; (2) the nature and scope of the study; (3) availability for reference use; (4) the date of publication. It was first intended to limit this study to publications issued since 1930. However, because of the character of the subject matter and the sustaining interest and validity of the legal principles involved, a few exceptions have been made. It was also considered desirable to make the list sufficient in scope to include references to legal information on practically all the important phases of education.

The literature on educational law is difficult to classify. The subjects dealt with are interrelated, and many of the studies listed deal with a variety of subjects.

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1. ALLEN, IRA MADISON. The Teacher's Contractual Status; as Revealed by an Analysis of American Court Decisions. *New York, Teachers College, Columbia University, 1928. 147 p. (Contributions to Education, No. 304.)*

Among the topics treated are: The eligibility of teachers; The selection and appointment of teachers; Contracts of employment; Removal and dismissal of teachers; Compensation of the teacher; Classification of guiding legal principles; Comparison of certain legal and professional standards.

2. AMERICAN BOOK CO. Schools and School Districts. *In Corpus Juris, 56: 139-861. New York, American Law Book Co., 1932.*

A comprehensive and systematic review of the common law of the United States on all the important phases of public and private education. Especially valuable as a source of material and for reference purposes.

3. BACHMAN, FRANK P. Education and Certification of Elementary Teachers. *Nashville, Tenn., George Peabody College for Teachers, 1933. 225 p. (Field Study No. 5.)*

Chapter II of this volume, pages 15-37, reviews the legal requirements in various States affecting the academic and professional training of elementary teachers. Shows the different standards and nature of training required.

4. ——— Training and Certification of High-School Teachers. *Nashville, Tenn., George Peabody College for Teachers, 1930. 175 p. (Field Study No. 2.)*

Chapter II of this volume, pages 15-37, reviews the legal requirements in various States affecting the academic and professional training of high-school teachers. Shows the different standards and nature of training required.

5. BARTLETT, LESTER WM. State Control of Private Incorporated Institutions of Higher Education. *New York, Teachers College, Columbia University, 1926. 95 p. (Contributions to Education, No. 207.)*

A study of court decisions and statutes affecting the legal status of private higher educational institutions. Includes an analysis of State laws governing the incorporation of higher institutions; also a summary of control through charters in 39 institutions.

6. BOLMEIER, E. C. The Law Governing the Corporal Punishment of Pupils. *Elementary School Journal, 33: 527-36, March 1933.*

Discusses the legal relationship of teachers and pupils, limits of permissible punishment, punishment for misdemeanors outside the school, legislative restrictions, and trends.

7. BROTHERS, E. Q. Legal Status of the Publicly Supported Junior College. *School Review, 38: 737-49, December 1930.*

Review of State legislation governing the establishment and maintenance of public junior colleges. Contains tabular and comparative digests of the laws on the subject.

8. BRUBACHER, JOHN S. State Education Departments as Administrative Judicial Tribunals. *American School Board Journal, 77: 33-35, 78, 81, 82, December 1928.*

<sup>1</sup> See page 26 for Subject Index.

This article deals with authority of State school superintendents and State boards of education to determine legal controversies arising in the administration of education. Discusses the limits of these officials as judicial tribunals.

9. BUTSCH, RUSSELL L. C. The Law of Libel and Slander as it Affects the Teacher. *Elementary School Journal*, 31: 44-51, September 1930.

Contains definitions of libel and slander and descriptions of types of situations in which action may be brought by or against teachers and communications by or concerning teachers. Cites cases and judicial opinions.

10. CAMPBELL, RAYMOND GUY. State Supervision and Regulation of Budgetary Procedure in Public School Systems. *New York, Teachers College, Columbia University*, 1935. 111 p. (*Contributions to Education*, No. 637.)

Contains an analysis of legal and regulatory provisions relating to budget making in local school systems.

11. CHAMBERS, M. M. The Position of the University Governing Board in the Total Scheme of the State Government. Proceedings, 1931. *Washington, D. C., Association of Governing Boards of State Universities and Allied Institutions*, 1931. p. 63-76.

This article deals with the relationship of State universities to the legislative, executive, and judiciary branches of the State government and also with other State educational authorities. Discusses universities as public corporations.

12. ——— Colleges and Universities in the Federal Courts. *Educational Law and Administration*, 2: 77-91, October 1933.

A review of Federal court decisions pertaining to public and private higher institutions.

13. ——— The Structure and Legal Status of the Governing Boards of State Institutions of Higher Education in the United States. Abstract of Doctor's Thesis, No. 6. *Columbus, Ohio State University Press*, 1931. p. 39-47.

Reviews the legal organization and status of boards which control higher education in the United States.

14. ——— Constitutional Provisions Regarding State Universities. *Educational Law and Administration*, 2: 30-39, April 1933.

A summary of legislative power over State universities and of the relationship of said universities to the State.

15. ——— The Colleges and the Courts, 1936-40; Recent Judicial Decisions Regarding Higher Education in the United States. *New York, The Carnegie Foundation for the Advancement of Teaching*, 1941. 126 p. (Similar to work by Elliott and Chambers listed below.)

16. ——— The Colleges and the Courts, 1941-45; Recent Judicial Decisions Regarding Higher Education in the United States. *New York, The Carnegie Foundation for the Advancement of Teaching*, 1946. 156 p. (Similar to work by Elliott and Chambers listed below.)

17. ——— The First Yearbook of School Law, 1933. (Also annual editions for each subsequent year to and including 1942.) *Washington, D. C., American Council on Education*.

These publications contain annual reviews by different educational authorities of court decisions in the various States on principal phases of education.

18. CLEMENTS, JOHN ADDISON and SMITH, VIVIAN THOMAS. Public Junior College Legislation in the United States. *Urbana, Ill., College of Education, University of Illinois, 1932. 61 p. (Bureau of Educational Research Bulletin No. 61, March 18, 1932.)*

19. COFFEY, W. L. Legislative Agencies for Textbook Selection; Judicial Opinion on Textbook Selection; Standards for Evaluating Proposed Textbook Legislation. *In National Society for the Study of Education, Thirteenth Yearbook, Part II, The Textbook in American Education, p. 249-308. Bloomington, Ill., Public School Publishing Co., 1931.*

An analytical discussion of some of the most important problems involved in writing; publishing, marketing, selecting, and using textbooks. Contains much valuable information on laws pertaining to textbooks. Should be helpful to publishers as well as to the teaching profession. Includes extensive bibliographies.

20. DEFFENBAUGH, W. S. and COVERT, TIMON. School Administrative Units With Special Reference to the County Unit. *Washington, U. S. Government Printing Office, 1933. (U. S. Office of Education Pamphlet No. 34.)*

Summarizes the units established by law for the local administration and support of public education in the different States. Contains a tabular digest of the principal features of State laws relating to the establishment, organization, and powers of county boards of education.

21. EDDLEMAN, JAMES C. The Regulation of Pupil Transportation in the United States. *Lexington, College of Education, University of Kentucky, 1934. 81 p. (Bulletin of the Bureau of School Service, Vol. 6, No. 3, March 1934.)*

This bulletin contains summaries on the legal and administrative control of the transportation of school children, including information showing the qualifications and duties of school bus drivers, transportation equipment, etc.

22. EDWARDS, I. NEWTON. State Educational Policy and the Supreme Court of the United States. *Elementary School Journal, 26: 22-29, September 1925.*

Points out the recently increasing power of the Supreme Court of the United States to control State educational policies. Asserts that this power is derived mainly by interpretation of the Fourteenth Amendment in the light of recent discoveries of social and economic facts.

23. ——— Legal Authority of Boards of Education. *Elementary School Journals, 30: 291-99, 372-86, 431-39, December 1929-February 1930.*

Reviews and illustrates the principles of common law which define the powers of school boards. Cites numerous cases which illustrate their authority with respect to various functions.

24. ——— The Legal Relation Between School Districts and Municipalities. *Elementary School Journal, 30: 734-45, June 1930.*

Discusses the common-law principles affecting the relationship of the State to education. Cites cases to illustrate the functions which school districts may exercise independently from municipal control. Summarizes fiscal relationships.



25. ——— The Courts and the Public Schools; The Legal Basis of School Organization and Administration. *Chicago, The University of Chicago Press, 1933. 591 p.*

This is a comprehensive and systematic review of common-law principles governing the principal phases of public-school administration in the American States. Reviews practically all court decisions bearing on the numerous subjects. A ready-reference volume on numerous questions of good school law.

26. ELLIOTT, EDWARD C. and CHAMBERS, M. M. Charters and Basic Laws of Selected American Universities. *New York, The Carnegie Foundation for the Advancement of Teaching, 1934. 640 p.*

A compilation of the charters and fundamental laws of 51 institutions of higher education. Contains a tabular summary of the governing boards of the said institutions.

27. ——— The College and the Courts; Judicial Decisions Regarding Institutions of Higher Education in the United States. *New York, Carnegie Foundation for the Advancement of Teaching, 1936. 563 p.*

A comprehensive compilation of court philosophy concerning the legal status of higher education, including the status of students, constitutional and corporate status of both public and private higher institutions and matters affecting their support.

28. FLANDERS, JESSE KNOWLTON. Legislative Control of the Elementary Curriculum. *New York, Teachers College, Columbia University, 1925. 242 p. (Contributions to Education, No. 195.)*

Includes summaries on legislation concerning the teaching of: Nationalism, health and prohibition, conservation of life and property, practical and cultural subjects, humaneness, fundamental subjects, religious and ethical subjects, etc.

29. GARBER, LEE ORVILLE. The Legal Implications of the Concept of Education as a Function of the State. Part of a doctor's dissertation; Department of Education, University of Chicago. *Chicago, The University of Chicago Libraries, 1934. 98 p.*

A review of the relationship of the State to education as defined by the courts. Points out the applications which the courts have made of the concept of education as a State function in practical problems of school administration.

30. ——— The Yearbook of School Law. Published by the author. *Philadelphia, School of Education, University of Pennsylvania, 1930. 88 p. (A similar edition for the year 1931.)*

These publications are a resumption of the first series of Yearbooks of School Law under the editorship of Dr. M. M. Chambers (published annually 1933-42 and numbered First to Tenth, inclusive. See Chambers in this bibliography). Dr. Garber's Yearbooks include decisions rendered by higher courts on important issues in education.

31. HAMILTON, OTTO TEMPLAR. The Courts and the Curriculum. *New York, Teachers College, Columbia University, 1927. 168 p. (Contributions to Education, No. 250.)*

A comprehensive review of court decisions pertaining to the control of the public-school curriculum by legislative action and by local agencies, subject matter of instruction, textbooks, etc.

32. HAMILTON, ROBERT R. and MORT, PAUL R. *The Law and Public Education; With Cases.* Chicago, *The Foundation Press, Inc.*, 1941. 579 p.

This volume is designed to make the principles of judicial decisions affecting education available to educators and teachers. It embraces the principal fields of law governing school administration, finance, liability of school districts, teachers' rights and liabilities, rights and duties of parents and pupils, etc.

33. ——— Selected Legal Problems in Providing Federal Aid for Education. Prepared for the Advisory Committee on Education. Washington, U. S. Government Printing Office, 1938. 71 p.

Reviews the legal status of Federal appropriations to the States for educational purposes and the constitutionality of equalization statutes, the constitutionality of transportation statutes, and includes opinions of Comptroller General.

34. HUTCHINS, CLAYTON D. and KEELS, MYRTLE. Federal Government Funds for Education. Washington, U. S. Government Printing Office, 1951. 72 p. (*Federal Security Agency, Office of Education, Bulletin 1950, No. 3.*) 25 cents.

Summarizes Federal laws providing grants-in-aid to the States for various educational purposes and includes tabular summaries of amounts now expended under the provisions of the different acts.

35. JOHNSON, ALVIN W. *The Legal Status of Church-State Relationships in the United States, With Special Reference to the Public Schools.* Minneapolis, Minn., *The University of Minnesota Press*, 1934. 332 p.

Contains an extensive review of the laws and court decisions relating to Bible reading, religious instruction, and sectarian influences in public schools.

36. ——— and YOST, FRANK W. *Separation of Church and State in the United States.* Minneapolis, Minn., *University of Minnesota Press*, 1948. 279 p.

Deals with the legal status of religion in connection with public education. Reviews legal status of Bible reading and other religious and sectarian influences in education; also free transportation and textbooks for private schools.

37. KENNEDY, WARD W. Court Decisions and Legal Opinions Relative to Federal Legislation for Education. *Iowa Law Review*, Vol. 30, January 1945. (A Symposium in Federal Legislation Relating to Education.)

Summarizes Federal-State legal relationships established by the courts and administrative officers.

38. ——— Digest of Legislation Providing Federal Subsidies for Education. Washington, U. S. Government Printing Office, 1930. 52 p. (*U. S. Office of Education, Bulletin 1930, No. 8.*) 10 cents.

Summarizes Federal grants for: Common schools; universities, seminaries, and normal schools; colleges of agriculture and mechanic arts and agricultural experiment stations; reform schools and charitable educational institutions; and vocational education. Contains digest of literature on Federal subsidies for education.

39. ——— Duty of Teachers To Promote Ideals and Principles of American Democracy. *School Life*, 30: 31-33, February 1948.

Summarizes State laws which make it the legal responsibility of teachers to give instruction concerning the principles of American democracy, United States Constitution, American history, etc.

40. — Education for Freedom as Provided by State Laws. *Washington, U. S. Government Printing Office, 1938. 38 p. (Federal Security Agency, Office of Education, Bulletin 1948, No. 11.)*

Embodies excerpts of State laws requiring the teaching of the United States Constitution, American history, ideals and principles of American democracy, etc. Contains tabular summaries on the subjects.

41. — International Exchange of Teachers—Legal Aspects. *School Life, 28: 11-14, December 1945.*

Reviews historical legal development of teacher exchanges. Summarizes State laws affecting the foreign teacher, as well as Federal statutes and treaties affecting international educational relations.

42. — Laws Relating to the Releasing of Pupils from Public Schools for Religious Instruction. *Washington, U. S. Government Printing Office, 1933. 17 p. (U. S. Office of Education, Pamphlet No. 39.) 5 cents.*

Includes texts of laws and summaries of court decisions on subject stated.

43. — Legal and Regulatory Provisions Affecting Secondary Education. [National Survey of Secondary Education.] *Washington, U. S. Government Printing Office, 1933. 114 p. (U. S. Office of Education, Bulletin 1932, No. 17, Monograph No. 9)*

A comprehensive review of the principal statutory and regulatory provisions which affect the organization and standards of secondary education in the United States. Among subjects dealt with are: Legal organizations for control; Grades of secondary instruction; Compulsory school attendance, tuition, and transportation; State administration and supervisory control; Regional accrediting associations.

44. — Legal Status of Bible Reading and Religious Instruction in Public Schools. *Washington, U. S. Government Printing Office, 1930. 29 p. (U. S. Office of Education, Bulletin 1930, No. 14.) 10 cents.*

Contains review and texts of State laws and digests of court decisions relating to Bible reading in public schools.

45. — Legal Status of Married Women Teachers. *Washington, U. S. Government Printing Office, 1934. 22 p. (U. S. Office of Education. Pamphlet No. 47.) 5 cents.*

Reviews the legal principles relating to dismissal of teachers generally, and of teachers on account of marriage; and includes summaries of State supreme court decisions and State rulings relating to dismissal of married women teachers.

46. — Legislation as it Affects State School Administration: Principles and Trends Across the Nation During the Past Decade. *School Life, 32; 122-24, May 1950.*

47. — Legislation Concerning Free Textbooks. *Washington, U. S. Government Printing Office, 1935. 16 p. (U. S. Office of Education, Pamphlet No. 59.) 5 cents.*

Reviews principal phases of legislation providing free textbooks and textbook adoption. Includes information on cost of free textbooks and arguments for and against free textbooks.

48. ——— Review of Educational Legislation, 1931 and 1932. Being Chapter VII, of the Biennial Survey of Education in the United States: 1930-1932. *Washington, U. S. Government Printing Office, 1933. 44 p. (U. S. Office of Education, Bulletin 1933, No. 2, Chapter VII.) Also Biennial Reviews for 1933-35, 1936-38, and 1938-40.*

These publications review important State and Federal educational legislation for the bienniums mentioned.

49. ——— State Boards of Education and Chief State School Officers: Their Status and Legal Powers. *Washington, U. S. Government Printing Office, 1950. 114 p. (Federal Security Agency, Office of Education, Bulletin 1950, No. 12.)*

Contains comprehensive review of laws governing the composition and organization of principal State agencies vested with the administration of public education. Shows principal legal characteristics of State organization (by State) for State administration of public elementary and secondary education.

50. ——— State Laws Permitting Wider Use of School Property. *School Life, 30: 3-7, 24, March 1948.*

Indicates important legal developments and guiding principles, and contains examples of specific legislation.

51. ——— Supreme Court Decisions Affecting Education. *School Life, 31: 4-7, February 1949.*

Shows important trends in Supreme Court decisions affecting education. Contains citations and annotations of leading decisions.

52. ——— Teacher-Retirement Systems: Principal Provisions of State Systems. *Washington, U. S. Government Printing Office, 1934. (U. S. Office of Education, Bulletin 1934, No. 6.) 5 cents.*

Includes discussions on following subjects: Inaugurating a State system, financing retirement systems, annuities or retirement benefits, fundamental principles of a retirement system, and tendencies in retirement legislation. Contains a tabular summary on principal phases of State teacher-retirement systems and the texts of two typical teacher-retirement laws.

53. ——— Free Textbook Trends Across the Nation. *School Life, 32: 44-45, December 1949.*

Indicates important trends in textbook legislation in the States. Summarizes present laws governing free textbooks and their adoption.

54. ——— and ALLEN, ALFRED C. Compulsory Education Requirements. *Washington, D. C., Office of Education, Federal Security Agency, 1950. (Office of Education, Circular No. 278) Mimeo. 11 p.*

Summarizes minimum and maximum school attendance ages; minimum education required for exemption from school attendance; and work permits. Summarized also by State.

55. ——— and COVERT, TIMON. Legislative Plans for Financing Public Education. *Washington, U. S. Government Printing Office, 1938. 43 p. (Federal Security Agency, Office of Education, Pamphlet No. 79.)*

Gives examples of State legislative plans for financing education and shows increasing State assumption of cost of public education.

56. ——— and DAVIS, MARY DABNEY. *Legislation Concerning Early Childhood Education. Washington, U. S. Government Printing Office, 1935. 47 p. (U. S. Office of Education, Pamphlet No. 47.)*

A guide to legislation to promote educational facilities for young children. Contains a complete summary of legislation relating to the establishment and maintenance of kindergartens.

57. ——— and DEFFENBAUGH, W. S. *Compulsory School Attendance Laws and Their Administration. Washington, U. S. Government Printing Office, 1935. 96 p. (U. S. Office of Education, Bulletin 1935, No. 4.)*

Contains an analysis of school attendance laws in the United States and also a digest of laws of each State. Discusses the problems of administering school attendance laws.

58. ——— and LATHROP, EDITH A. *Laws Affecting School Libraries. Washington, U. S. Government Printing Office, 1940. 136 p. (Federal Security Agency, Office of Education, Bulletin 1940, No. 17.)*

Summarizes comprehensively (by State) State laws governing the establishment, financial support, and administration of public-school libraries.

59. KELLY, FRED J. and McNEELY, JOHN H. *The State and Higher Education: Phases of Their Relationship. The Carnegie Foundation for the Advancement of Teaching in cooperation with the U. S. Office of Education, Department of the Interior. New York, The Foundation, 1933. 282 p.*

This volume deals with the legal and administrative relationships between the States and their higher educational institutions. Considerable attention is given to State control with respect to curricular offerings, and also to legal and administrative trends with respect to the unified control.

60. LAMBIE, MARGARET. *The Foreign Teacher: His Legal Status as shown in Treaties and Legislation—with Special Reference to the United States. New York, Institute of International Education, February 1, 1932. 103 p.*

Among the subjects reviewed are: Some international problems of the teaching profession; International conventions relating to alien teachers; Legislation relating to alien teachers; Treaty-making power of the United States; Customs in international education.

61. LIDE, EDWIN C. *Constitutional Basis of Public Education. Washington, U. S. Government Printing Office, 1931. 11 p. (U. S. Office of Education, Leaflet No. 40.)*

Summarizes trends and present types of educational provisions in various State constitutions.

62. MARKE, DAVID TAYLOR. *Educational Law Simplified. New York City, 461 West 18th Street, Oceana Publications, 1949. 96 p.*

Summarizes principal phases of educational law in all the States as it affects teachers, pupils, and parents. Includes discussion of sectarian education in America.

63. MARTENS, ELIEN H. State Legislation for Education of Exceptional Children. *Washington, U. S. Government Printing Office, 1949. 61 p.* (*Federal Security Agency, Office of Education, Bulletin 1949, No. 2.*)

Summarizes State legislation providing special education for exceptional (or handicapped) children. Indicates the types of educational services authorized, sources of financial aid, supervision and certification, and suggests basic principles of State legislation.

64. MATZEN, JOHN M. State Constitutional Provisions for Education. *New York, Teachers College, Columbia University, 1931, 159 p.* (*Contributions to Education, No. 462.*)

A comprehensive review of principal organic laws affecting the organization of public education which reveals fundamental attitudes of American people from 1776 to 1929.

65. McLAUGHLIN, SISTER RAYMOND. A History of State Legislation Affecting Private Elementary and Secondary Schools in the United States, 1870-1945. *Washington, D. C., Catholic University of America, 1946. 348 p.* (*Pb. D. Dissertation.*)

Consists of general survey of legislation affecting private schools from 1870 to 1945; also surveys public-school legislation affecting private schools during the same period; and contains analysis of State-private school relationships.

66. McNEELY, JOHN H. Higher Educational Institutions in the Scheme of State Government. *Washington, U. S. Government Printing Office, 1939. 108 p.* (*Department of the Interior, U. S. Office of Education, Bulletin 1939, No. 3.*)

Reviews the constitutional status of State governing boards in control of higher education and contains a comparative analysis of the legal organization of higher education in the respective States.

67. ——— Supervision Exercised by States over Privately Controlled Institutions of Higher Education. *Washington, U. S. Government Printing Office, 1934. 64 p.* (*U. S. Office of Education, Bulletin 1934, No. 8.*)

Reviews the principal State laws governing privately controlled colleges. Among subjects treated are: Extent of State supervision; Methods of incorporating institutions; Restrictions with respect to conferring degrees; Supervision of teacher training. Summarizes aspects of supervision characteristic of the different States.

68. MOREHART, GROVER CLEVELAND. The Legal Status of City School Boards. *New York, Teachers College, Columbia University, 1927. 96 p.* (*Contributions to Education, No. 270.*)

A comprehensive review of the legal development of school districts, the powers and duties of local boards of education, legislative control over school districts. Summarizes the "fundamental legal principles pertaining to city school boards and established through research and expert opinion."

69. MORPHET, EDGAR L. and LINDMAN, ERICK L. Public School Finance Programs of the Forty-Eight States. *Washington, U. S. Government Printing Office, 1950. (Federal Security Agency, Office of Education, Circular No. 274.)*

Includes summaries, by State, of the general provisions established by law for the local and State support of education; analysis of State school finance practices; and tabular summaries of school revenue derived from Federal, State, and local sources, by State, and for the Nation as a whole, and how distributed.

70. MORT, PAUL R. State Support for Public Education. (The National Survey of School Finance, U. S. Department of the Interior, Office of Education. Published by the American Council on Education, 744 Jackson Place, Washington, D. C., 1933. 496 p.

A comprehensive review of major problems of school support in the United States. Includes summaries of State legislation affecting school revenue and expenditures.

71. NATIONAL ADVISORY COMMITTEE ON EDUCATION. Federal Relations to Education. Report of the National Advisory Committee on Education, Part II—Basic Facts. Prepared by David Spence Hill and William Alfred Fisher. American Council on Education, 744 Jackson Place, Washington, D. C., October 1931. 448 p.

A comprehensive report dealing with the principal phases of Federal relationship to education. Includes review of principal laws pertaining to the subject treated.

72. NATIONAL CATHOLIC WELFARE CONFERENCE, LEGAL DEPARTMENT. School Bus Transportation Laws in the United States. Washington, D. C., The Conference, 1946. 259 p.

A compilation of State laws and also a review of court decisions affecting the legal status of using public-school busses to transport children to private schools.

73. NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. The Legal Basis of Education. Prepared by the Committee on the Legal Basis on Education. *Review of Educational Research*, 3: 369-482, December 1933.

Reviews constitutional and statutory provisions and principles of common law relating to principal phases of education. Contains a bibliography on the various subjects reviewed.

74. ——— The Legal Status of the Public School-Pupil. Washington, D. C., *The Association*, 1948. 38 p. (*Research Bulletin*, February 1948.)

A documented study of legal rights of pupils regarding school admission, attendance, instruction, disciplinary matters, and school accidents, etc.

75. ——— The Legal Status of the Public-School Teacher. Washington, D. C., *The Association*. 70 p. (*Research Bulletin*, April 1947.)

A documented study of the legal status of public-school teachers regarding certification, employment, tenure, salary, retirement, etc. Deals also with the rights, privileges, and immunities, and duties of teachers.

76. ——— Recent Court Decisions on Teacher Tenure. Washington, D. C., *The Association*, 1935. 61 p.

Analytical review of court decisions affecting the tenure rights of teachers. Sixty-nine cases analyzed. Includes cases involving the tenure rights of teachers whether under permanent tenure or otherwise.

Several subsequent publications on same subject.

77. ——— School Legislation Affecting Young Children. Washington, *The Association*, 1935. 31 p.

Analyses principal legal provisions governing the education of children of nursery and kindergarten age.

78. ——— The State and Sectarian Education. *Washington, D. C., The Association, 1946. (Research Bulletin, 24: 1-44, February 1946.) 43 p.*

A documented summary of the legal status of sectarian relation of the State to instruction or influence in connection with public education.

79. ——— RESEARCH DIVISION. Statutory Bases of State Foundation Programs for Schools. *Washington, D. C., The Association, 1948. (Research Bulletin, 26: 43-99, April 1948.)*

Includes statutory definition, by State, of foundation programs in terms of educational content and also in terms of costs.

80. ——— ——— Who Is Liable for Pupil Injuries? *Washington, D. C., The Association, October 1950. 32 p. (Prepared by the Association's Research Division for the National Commission on Safety Education.)*

Discusses general principles of liability of school boards and teachers, insurance and compensation provisions. Contains annotations of court decisions involving injured pupils.

81. ——— ——— Public School Retirement at the Half Century. *Washington, D. C., The Association, 1950. 175 p. (Research Bulletin, December 1950.)*

Comprehensive summary of the various types of retirement benefits under State teacher retirement systems.

82. ——— ——— State Minimum-Salary Laws for Teachers, 1950-51. *Washington, D. C., The Association, November 1950. 33 p.*

Shows the State minimum-salary requirements for teachers, including summary of minimum salary laws.

83. ——— Committee on Academic Freedom. Essentials of a Proper School Board Hearing. *Washington, D. C., The Association, October 1945. 23 p.*

Summarizes legal aspects of a proper school board hearing of teachers in connection with their tenure rights.

84. ——— Committee on Tenure and Academic Freedom. Teacher Tenure: Analysis and Appraisal. *Washington, D. C., The Association, October 1947. 71 p.*

Shows types of tenure laws; includes summary of types of teacher contracts. Contains appraisal of tenure laws, and a State-by-State abstract of such laws.

85. ——— ——— Teachers' Oaths and Related State Requirements. *Washington, D. C., The Association, June 1949. 22 p.*

Summarizes State laws and their types which require loyalty oaths of teachers.

86. NEWBOM, N. WILLIAM. The Legal Status of the County Superintendent. *Washington, U. S. Government Printing Office, 1932. 41 p. (U. S. Office of Education, Bulletin 1932, No. 7.)*



Deals with the historical development of the office of county superintendent and shows the legal status of the office in 1880, 1905, and 1930. Summarizes present duties, powers, and qualifications of county superintendents.

87. O'NEILL, JAMES M. *Religion and Education Under the Constitution.* New York, Harper and Brothers, 1949. 338 p.

Embodies an appraisal of recent supreme court interpretations of the 1st and 14th amendments of the United States Constitution affecting the relation of religion and education.

88. PATTY, WILLARD WALTER. *Legal Basis of Public Secondary Education Program of the United States.* Columbus, Ohio State University. (Printed in 1927) 259 p.

A detailed and comprehensive study of laws pertaining to public secondary schools. Gives special attention to legal provisions affecting secondary curricula and extracurricular activities, and the control of expenditures for public secondary schools. Includes noteworthy findings and conclusions.

89. POB, ARTHUR CLAYTON. *Legal Liability for Injury of Children in Public Schools.* *School Management*, 5: 178-180, March 1936.

A brief summary of conditions affecting the legal liability of school boards and teachers for injury to pupils. Cites 14 cases.

90. ———. *School Liability for Injuries to Pupils: A Study of the Legal Liability for Injury of Children in Public Schools.* New York, Teachers College, Columbia University, 1941. 108 p. (Contributions to Education, No. 828.)

An attempt to interpret under what conditions legal liability for injuries to public-school pupils arise and also to indicate the care that is expected of teachers and the pupils themselves.

91. PUNKE, HAROLD H. *The Law Governing the Transportation of Pupils to and from School.* *Elementary School Journal*, 29: 16-29, September 1928.

This study is an attempt to determine the nature and the extent of the legal regulations governing the transportation of pupils.

92. REMMLEIN, MADALINE KINTER. *School Law.* New York, McGraw-Hill Book Co., 1950. 376 p.

A case study in textbook style of typical cases on principal phases of the law affecting the teaching profession, including certification, teachers' contracts, tenure, retirement, teacher liabilities, curriculum, control over pupils, etc. Also a chapter on how to find school law.

93. RISEN, MAURICE L. *Legal Aspects of Separation of Races in the Public Schools.* Doctor's Dissertation. Philadelphia, Teachers College, Temple University. Majestic Press, Inc., 1210 Race Street, Philadelphia, Pa., 1935. 142 p.

Contains a compilation of constitutional and statutory provisions and court decisions on race separation in public schools.

94. ROGERS, J. F. *State-Wide Trends in School Hygiene and Physical Education.* Washington, U. S. Government Printing Office, 1930. 13 p. (U. S. Office of Education, Pamphlet No. 5).

A review of State legislation on physical and health education, and medical inspection in public schools. Contains a tabular comparative digest of laws on these subjects.

95. ROSENFELD, HARRY N. *Liability for School Accidents: A Manual for Educational Administrators and Teachers.* New York, Harper and Brothers, 1940. 220 p.

A rather comprehensive treatment in textbook style of the legal liability of school boards, teachers, and supervisors for injuries arising from school accidents.

96. ———. *Procedures on Appeal to State School Authorities.* (New York University School of Law. Contemporary Law Pamphlets, Series 1, No. 35.) New York City, Washington Square East, New York University School of Law, 1942. 57 p.

A documented review of the administrative and legal procedures governing the appeal of educational questions to State school authorities.

97. SCOTT, CECIL WINFIELD. *Indefinite Teacher Tenure—A Critical Study of the Historical, Legal, Operative, and Comparative Aspects.* Doctor's Thesis, 1934. New York, Teachers College, Columbia University. 166 p.

Contains a summary on the development of teacher-tenure legislation, an analysis and appraisal of existing tenure laws, and a recommendation for teacher-tenure legislation.

98. SMITH, JAMES H. *Legal Limitations on Bonds and Taxation for Public School Buildings.* New York, Teachers College, Columbia University, 1930. 177 p. (*Contributions to Education*, No. 452.)

Presents data relating to the various debt limitations in the different States. Shows factors affecting development of school building programs and the limits of school indebtedness reduced to a common denominator.

99. SOFER, WAYNE WELLINGTON. *Legal Limitations on the Rights and Powers of School Boards with Respect to Taxation.* Doctor's Thesis, 1928. New York, Teachers College, Columbia University, 1929. 124 p. (*Contributions to Education*, No. 349.)

A study of cases reaching the State Supreme Court and the United States Supreme Court, supplemented by a few unreversed decisions of inferior courts. About 2,000 cases were examined.

100. STREET, CLAUDE W. *State Control of Teacher Training in the United States.* Doctor's Thesis, 1932. Pittsburg, Kans., Bureau of Research, Kansas State Teachers College. (*Education Monograph* No. 2.)

Gives analyses of general features of the five types of State control over teacher training and the composition of administrative boards in control of teacher-training institutions. Discusses legal and professional aspects of the problem of State control.

101. SWIFT, FLETCHER HARPER and ZIMMERMAN, BRUCE LEWIS. *State School Taxes and School Funds and Their Apportionment.* Washington, U. S. Government Printing Office, 1929. 431 p. (*U. S. Bureau of Education, Bulletin* 1928, No. 29.)

Contains digests of the laws in each State showing types of taxes levied and the extent to which their proceeds are devoted to public schools. Shows what State school funds are provided in each State.

102. TIDWELL, CLYDE J. *State Control of Textbooks.* New York, Bureau of Publications, Teachers College, Columbia University, 1928. 78 p. (*Contributions to Education*, No. 299.)

An analysis of legislation in various States governing textbooks and their adoption. Contains arguments for and against free textbooks and textbook uniformity. Includes a proposed textbook law for Florida.

103. TORPEY, WILLIAM G. *Judicial Doctrines of Religious Rights in America.* Chapel Hill, N. C., The University of North Carolina Press, 1948. 376 p.

Chapter IX, pages 233 to 276, of this volume contains a review of educational practices involving the rights of religious freedom arising from religious teachings and influences in connection with public education.

104. TROXEL, OLIVER LEONARD. *State Control of Secondary Education.* Baltimore, Md., Warwick and York, Inc., 1928. 232 p. (*Research Monographs*, No. 4.)

Shows that State responsibility for secondary education is universally recognized and accepted and that State legislatures and departments of education consider it their function to provide for, direct, and regulate the public high schools. The study supports the view that State control is a fact, that it is desirable, and that it is effective. Contains summary and recommendations.

105. TRUSLER, HARRY RAYMOND. *Essentials of School Law.* Milwaukee, Wis., The Bruce Publishing Co., 1927. 478 p.

This is a comprehensive and systematic review of common-law principles governing the principal phases of public-school administration in the American States. Reviews the court decisions bearing on the numerous subjects treated. A ready-reference volume on numerous questions of school law.

106. Turck, Charles J. *State Control of Public School Curriculum.* Kentucky Law Journal, 13: 277-98, May 1927.

A review of court decisions defining the legislative authority with respect to what shall and what shall not be taught in public schools. Interesting from standpoint of academic freedom.

107. United States Code, "Title 20—Education." Washington, U. S. Government Printing Office, 1946.

A complete compilation of Federal laws dealing with education, including those affecting the Office of Education.

108. ——— DEPARTMENT OF AGRICULTURE. *Federal Legislation, Rulings, and Regulations Affecting the State Agricultural Experiment Stations.* Washington, U. S. Government Printing Office, September 1946. 52 p. (Miscellaneous Publication No. 515.)

A compilation of the Federal Acts and regulations relating to the establishment and maintenance of the land-grant colleges and experiment stations in the various States.

109. ——— FEDERAL SECURITY AGENCY. OFFICE OF EDUCATION. *Federal Laws and Rulings Relating to Morrill and Supplementary Morrill Funds for Land-Grant Colleges and Universities.* Washington, U. S. Government Printing Office, 1940. 16 p. (U. S. Office of Education, Pamphlet No. 91.)

The laws referred to in this pamphlet are: First Morrill Act of July 2, 1862; Second Morrill Act of August 30, 1890; Nelson Amendment of March 4, 1907; Bankhead-Jones Act of June 29, 1935.

110. ——— School Transportation Insurance, Legal Bases and Current Practice. *Washington, U. S. Government Printing Office, 1948. 34 p. (Federal Security Agency, Office of Education, Pamphlet No. 101.)*

111. ——— Laws Relating to the Physically Handicapped. *Washington, U. S. Government Printing Office, 1946. 223 p. (Seventy-Ninth Congress, Second Session. House Documents No. 753.)*

Part I includes summary of Federal legislation, affecting the vocational rehabilitation of handicapped persons, and grants-in-aid to the States. Part II consists of a comprehensive tabular analysis of State laws relating to the physically handicapped, including provisions for their education and vocational rehabilitation.

112. ——— [Federal Laws] Laws Relating to Vocational Education and Agricultural Extension Work. Compiled by Elmer A. Lewis, Superintendent of House Document Room, U. S. House of Representatives. *Washington, U. S. Government Printing Office, 1951. 231 p.*

A compilation of all Federal laws on the subject mentioned beginning with the Smith-Lever Act of 1914 through and including Public Laws 815 and 874, 1950, of the 81st Congress.

113. WELTZIN, J. FREDERICK. The Legal Authority of the American Public School as Developed by a Study of Liability to Damages. *University, N. Dak., School of Education, University of North Dakota. 286 p. (Published by the Mid-West Book Concern, Grand Forks, N. Dak., 1931.)*

A comprehensive review of common-law principles affecting liabilities of public-school authorities. Highly useful as a guide to school administrators.

114. YAKEL, RALPH. The Legal Control of the Administration of Public School Expenditures. Doctor's thesis, 1929. 167 p. *New York, Teachers College, Columbia University. (Contributions to Education, No. 388.)*

A comprehensive review of court decisions and legal principles affecting State control over the use of public-school funds.

# Subject Index

[Numbers refer to items, not pages]

- Academic freedom: 2, 83, 84, 85, 106.
- Compulsory education: 2, 23, 32, 54, 105, 106.
- Constitutional provisions affecting education: 2, 11, 13, 14, 15, 17, 22, 25, 27, 28, 29, 30, 32, 33, 46, 51, 61, 64, 65, 66, 67, 71, 73, 87, 93, 103, 105, 114.
- Corporal punishment: 2, 6, 25, 32, 105.
- Curriculum: 2, 25, 28, 31, 32, 35, 36, 39, 40, 92, 94, 105.
- Elementary education: 2, 3, 25, 32, 56, 105.
- Exceptional children: 63, 111.
- Federal aid for education: 25, 32, 33, 34, 37, 38, 69, 70, 71, 107, 108, 109, 112.
- Federal-State educational relations: 2, 12, 15, 16, 17, 22, 25, 30, 32, 33, 34, 36, 37, 38, 51, 71, 103, 107, 108, 112.
- Higher education: 2, 5, 7, 11, 12, 13, 14, 15, 16, 18, 25, 26, 27, 30, 32, 51, 59, 66, 100, 107, 108, 112.
- International educational relations: 41, 60.
- Liabilities of school officials: 2, 17, 23, 25, 30, 32, 61, 80, 89, 90, 95, 105, 113.
- Local school officials: 2, 17, 23, 24, 25, 30, 32, 68, 86, 105, 113, 114.
- Parental control over education: 2, 25, 28, 31, 32, 105.
- Private education: 2, 5, 25, 26, 27, 32, 65, 67, 72, 105.
- Pupils: Their duties, rights, and privileges: 2, 6, 21, 25, 28, 31, 32, 39, 40, 42, 54, 56, 57, 61, 63, 72, 74, 89, 90, 92, 95, 105, 110.
- Race separation: 2, 25, 32, 51, 94, 105.
- Religious influences in public education: 2, 25, 28, 31, 32, 35, 36, 42, 44, 51, 61, 78, 87, 103, 105.
- School ages: 25, 54, 56, 57, 77, 105.
- School districts: 2, 17, 20, 23, 24, 25, 30, 32, 68, 80, 89, 90, 95, 98, 99, 105, 113.
- School libraries: 58.
- School revenue, expenditures, budgetary controls, etc.: 2, 10, 17, 25, 30, 32, 34, 55, 69, 70, 78, 98, 99, 101, 114.
- School transportation: 2, 21, 25, 32, 65, 72, 91, 109.
- Secondary education: 2, 4, 43, 88, 104.
- State boards of education: 2, 8, 11, 13, 25, 46, 49, 96.
- State relation to education: 2, 5, 7, 8, 11, 13, 25, 28, 29, 30, 32, 33, 35, 36, 37, 39, 40, 41, 43, 44, 46, 51, 59, 61, 65, 66, 67, 69, 70, 71, 75, 103, 105.
- Teachers:
- Authority and liability: 1, 2, 6, 9, 25, 32, 39, 40, 61, 75, 81, 92, 105, 113.
- Certification: 3, 4, 75, 92, 100.
- Employment and tenure: 2, 25, 32, 41, 45, 61, 75, 76, 82, 92, 97, 105.
- Retirement: 52, 75, 81, 92.
- Textbooks: 2, 19, 28, 31, 32, 39, 40, 47, 53, 102, 105.
- Use of public funds in aid of private schools: 2, 25, 36, 61, 78, 105.
- Use of school buildings: 2, 35, 36, 50, 105.