

INTERNATIONAL SURVEY OF THE
EDUCATION OF TEACHERS
AND SELECTED BIBLIOGRAPHY

ISSUED BY THE
BUREAU OF EDUCATION

UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

NATIONAL SURVEY OF THE EDUCATION OF TEACHERS

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NATIONAL SURVEY
OF THE
EDUCATION OF TEACHERS

Bulletin 1933, No. 10

Volume I

SELECTED BIBLIOGRAPHY
ON THE
EDUCATION OF TEACHERS

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., October, 1932.

SIR: I transmit herewith, another bibliographical manuscript and recommend that it be published as a bulletin of the Office of Education. This has been prepared in connection with the work of the National Survey of the Education of Teachers. Each specialist working on the survey was, at the outset, confronted with the task of reviewing the available literature for his section of the study. In order to assist these staff members, to avoid duplication of effort, and to make pooled results available to interested workers in the field at as early a date as possible, Gilbert L. Betts of the survey staff was assigned the task of preparing and compiling a selected and annotated bibliography on the education of teachers. He has been assisted in this task from time to time by Benjamin W. Frazier, senior specialist in the education of teachers, Office of Education; Dr. Guy C. Gamble, senior specialist in educational surveys, of the survey staff; and Martha R. McCabe, assistant librarian of the Office of Education, and other library assistants.

Because of its general interest to school people and librarians at this time it seems desirable that it be published as one of the Office of Education bulletins for 1933.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

THE SECRETARY OF THE INTERIOR.

VII

FOREWORD

One of the largest and most important public undertakings in the United States is education. It is largest in point of persons directly concerned and next to war and protection in annual expenditures. It is most important because it makes possible the literate and informed citizenship which is fundamental to a democracy. The teacher is the most important single element in determining the success of our public-school systems. The preparation of teachers and provision for their continued development while teaching are, therefore, of very great national concern.

From the beginning of our country's history there has been a certain, though at times irregular, progress in the thoroughness with which teachers have been prepared and in the development of scientific and professional techniques for preparing them. Despite this development, there is to-day a wide variety of practices in the education of teachers among the States and even within individual States. These variations exist in types of agencies that prepare teachers; length and diversity of curricula; content and arrangement of courses; amount and kind of practice teaching; preparation and experience of the faculties; provisions for student welfare; standards of certification and in practically all other phases of the programs for educating teachers. A number of recent developments in education have brought these variations into sharp relief and subjected the divergent practices to discussion and investigation. Some of these developments are: Growth in secondary education; rise and more general acceptance of the junior high school; spread of the junior college; recent increased interest in higher education; change from normal schools to teachers colleges; emergence and growth of standardizing and accrediting agencies; increasing costs of education; and improvement of scientific methods for measurement and evaluation.

As the results of these and other educational developments became apparent, they increased the sensitiveness of educational leaders to the existing variations in practice and to the problems caused by the frequent migration of teachers to States having different standards. The need for more accurate and comparable data became apparent if some of the more pressing of the problems were to be solved.

A number of very helpful studies of some of the problems in the preparation of teachers had been made by individuals and by separate State departments of education. The data collected in these studies, however, were not comparable; nor were they on a nation-wide scale.

The logical place to turn for such information was the United States Office of Education. Consequently, in 1930, a number of organizations interested in teacher preparation asked for a survey by the Federal Government in order to secure for the country as a whole, usable information applicable to the larger problems of teacher education. Among these organizations were the National Council of State Superintendents and Commissioners of Education, the American Association of Teachers Colleges, and the Association of Deans of Education.

In accordance with these requests, and in conformity with the present policy of the Office of Education, Congress appropriated \$180,000 for this investigation, which constitutes the third great national survey that the Office of Education has been asked to make in recent years. The Department of the Interior, through its Office of Education, was authorized in this investigation "to make a study of the qualifications of teachers in public schools, the supply of available teachers, the facilities available and needed for teacher-training, including courses of study and methods of teaching." The survey extended from July 1, 1930, to June 30, 1933.

The organization of the survey will be described in more detail in a later volume. Its general plan and its relation to the Office of Education can be seen from the lists on the inside of the cover. Many educational leaders in addition to those listed have rendered valuable assistance. Many parts of the survey would have been impossible but for the cooperation of more than half a million administrators, teachers, and students in public schools and higher educational institutions. All specialists and administrative officers of the United States Office of Education have assisted whenever possible. Special recognition can not be given here to all of those to whom the survey is indebted. Particular mention will, however, be made in the appropriate sections of service or assistance which because of its amount or quality made those sections possible.

The first section in the survey which could be prepared for publication was the Selected Bibliography which constitutes this volume. This selected bibliography on the education of teachers has been prepared with the idea of making it as serviceable as possible to teachers and administrative officers of higher educational institutions as well as to graduate students and research workers in the field of the education of teachers. A brief explanation of the manner in which the bibliography has been prepared and the bases for selection will probably add to the ease and effectiveness with which it may be used.

It was decided to prepare a selected bibliography rather than a comprehensive one. The 4,000 references which were assembled by those working on the bibliography were therefore reduced to 1,298.

In making these selections preference was given to references in terms of completeness of treatment, availability of the reference in the ordinary library, recency, scientific treatment or supporting data, and the position of the author in the field.

A certain number of references were added because of their historical interest with no attempt to make this section comprehensive. Certain interesting high spots in the development of the education of teachers, particularly in the United States, were covered by the references which were included.

Textbooks used in college classes, manuals, and other material which would in almost every case be known to the people who are working in those special fields were not included.

The bibliography concerns itself with the education of teachers rather than with teaching. The distinction was at times difficult to make, since all of the activities of teachers and the problems which they face are not only of interest but are significant to those responsible for preparing teachers. The selected references give somewhat more emphasis to the problems and work of normal schools and teachers colleges than to the work of colleges and universities because the latter institutions have been adequately treated in other recent bibliographies.

The bibliography has been annotated, provided with an author index, a subject index, and a double system of cross referencing which, it is hoped, will make it of maximum usefulness to students in this field.

The bibliography in its present form may be regarded as a selection of references on the education of teachers up to June, 1932. An effort will be made to keep the bibliography up to date with the material which appears subsequent to the publishing of this selected bibliography. It is hoped that from time to time this bibliography may be revised and condensed. In the meantime a comprehensive bibliography will be maintained in connection with the work of the Office of Education under the direction of the senior specialist in teacher training. Various special bibliographical services growing out of this more complete list of references can therefore be made available to the workers in this field.

E. S. EVENDEN,
*Associate Director, National Survey
of the Education of Teachers.*

SELECTED BIBLIOGRAPHY ON THE EDUCATION OF TEACHERS

GENERAL REFERENCES ON THE EDUCATION OF TEACHERS

Bibliographies and Surveys of Literature

1. BARTLETT, L. W. Bibliography on the professional growth of faculty members. *Association of American colleges Bulletin*, 12: 275-300, November 1926.
Includes 157 references on the following topics of interest to college teachers: administrative factors affecting the security and freedom of faculty members; productive research and recognition of teaching ability; travel, sabbatical leave, exchange of professorships, fellowships for foreign study; supervision of the staff; and professional organizations and publications.
2. GOOD, CARTER V. Bibliography on college teaching with special emphasis on methods of teaching. In *The National society of college teachers of education. Studies in education. Yearbook 16*. p. 66-95. Chicago, Ill., *The University of Chicago press*, 1928. 117 p.
The effort was made to select the best references on college teaching from the educational literature of the past 10 years. Preference was given to: (1) Experimental investigations or factual reports, and (2) authoritative analyses or discussions of college teaching. There are 245 references.
3. ———. Methods in teacher training. *Journal of higher education*, 1: 391-95; 453-61, October-November 1930.
A review of recent books and magazine articles devoted to methods of instruction. Fifty-nine references are cited.
4. ———. Teaching in college and university. *Baltimore, Md., Warwick and York, inc.*, 1929. 558 p.
Based in part on an analysis of some 2,000 experiments, investigations, and authoritative discussions of problems of higher education. Bibliography.
5. MONROE, PAUL. *Cyclopedia of education*. New York, N. Y., *The Macmillan company*, 1911-1913. 5 vols.
Articles on a great variety of educational topics, some of which are on teacher preparation. Contains selected bibliographies to the time of publication.
6. NELSON, C. A. Bibliography of teachers' salaries and pensions. *Educational review*, 30: 24-35, January 1890.
Bibliography covering the field of teachers' salaries to 1890.

Biographical Directories

7. CATTELL, J. McKEEN. *Leaders in Education*. Lancaster, Pa., *Science press*, 1932.
This is a biographical directory of leaders in education along the lines of the "Biographical directory of American men of science." It includes about 10,000 of those who have done the most to advance education whether by teaching, administration, or research.
8. COOK, PAUL M., *Executive secretary*. *Phi delta kappa directory*. Chicago, Ill., *Phi delta kappa*, 1931. 409 p.
This is a directory of about 9,000 of the 12,000 members of the Phi Delta Kappa, a national professional fraternity of educators and students of education.
9. COOK, ROBERT C. *Who's who in American education*. New York, N. Y., *Robert C. Cook company*, 1931. 564 p.
Biographical sketches concerning more than 500 prominent educators in the United States. The editor says, however: "This volume does not include the names of ALL of the prominent educators in the United States."

Objectives and Aims in the Education of Teachers

10. CHARTERS, W. W. The objectives of teacher-training. *Educational administration and supervision*, 6: 301-8, September 1920.
Under the caption "The analysis of practice," the author says: "If this process of analysis is carried on through enough cases with good teachers, we shall then have a very clear picture of what is needed to make a successful teacher."
11. CREAGER, J. O. Varying policies in schools of education in State universities. *Educational administration and supervision*, 14: 123-30, February 1928.
The display of aims fall into three fairly distinct sets: (1) Education for participation in social and civic life, (2) preparatory and pre-professional, (3) professional—service in public schools and for research. Out of 20 forms of service, in only five is there any significant agreement of opinion so far as specific objectives is concerned. There seems to be little more than a chance relationship between training offered by education departments of state universities and teacher training institutions.
12. FENTON, NORMAN. Cultural paternalism in teachers colleges. *Educational administration and supervision*, 16: 63-68, January 1930.
The author says: "By way of summary of this (questionnaire) study, one fact stands out of great significance. It is that the function of teacher-training institutions must be enlarged to include in their perspective of service the total personality of the prospective teacher." p. 67.

13. KELLY, F. J. A comparison of practices and purposes of liberal arts colleges. *Journal of educational research*, 10:49-60, June 1924.
Lists aims (from survey) and checks practices against aims.
14. WHITNEY, FREDERICK L. The teacher training service of state teachers colleges and state universities. *Educational administration and supervision*, 14: 485-89, October 1928.
Studies types and objectives of state teachers colleges and state universities.
- Principles and Issues in the Education of Teachers*
15. BAGLEY, W. C. Preparing teachers for the urban service. *Educational administration and supervision*, 8: 398-401, October 1922.
Summarizes the hypotheses which should govern the development of curricula for the professional education of teachers and points out the adjustments or variations the urban situation involves.
16. COUNTS, GEORGE S. Dare progressive education be progressive? *Progressive education*, 9:257-63, April 1932.
The author said: "The great weakness of progressive education lies in the fact that it has elaborated no theory of social welfare, unless it be that of anarchy of extreme individualism. If progressive education is to be genuinely progressive, it must . . . face squarely and courageously every social issue . . . and become less frightened than it is today at the bogeys of imposition and indoctrination . . . Progressive education cannot build its program out of the interests of the children: it cannot place its trust in the child-centered school."
17. EATON, THEODORE H. Agricultural teacher training. Principles of organization for the training of teachers of agriculture. *Washington, U. S. Government printing office*, December 1923. 45 p. (Federal board for vocational education bulletin no. 90. Agricultural series no. 18)
A tentative set of criteria to guide the development of departments of teacher training was amplified and a set of principles was evolved for use.
18. ECKELBERY, R. H. The need for unity in teacher-training courses. *Education*, 49:321-30, February 1929.
Historical resume of the conflict between liberal and vocational education. The solution of the present problem: (1) Get as teachers those who can relate their subjects to life fields; (2) we must "educate" the prospective teacher; (3) study subjects with the broadest and richest context.
19. EDMONSON, J. B. and WEBSTER, A. H. Policies and curricula of schools of education in state universities. *Washington, U. S. Government printing office*, 1925. 32 p. (Bureau of education, Higher education circular no. 30, August 1925)
Sets forth the most common prescriptions of 41 state universities regarding undergraduate training in education. Data are derived from bulletins of state universities and from replies to a questionnaire.
20. EVENDEN, E. S. Issues in teacher-training programs. *Educational administration and supervision*, 17: 530-34, October 1931.
A paper read before the National society of college teachers of education, Detroit, Mich., February 24, 1931, listing the principal issues which were considered in organizing the National survey of the education of teachers.
21. HALLECK, REUBEN POST, ch. The report of the Committee of seventeen on the professional preparation of high-school teachers. In *National education association journal of proceedings and addresses*. p. 523-41. *Chicago, Ill., University of Chicago press*, 1907. 1102 p.
This report represents the points upon which the committee concurred without a dissenting vote. It is followed by a special paper by each of the individual members of the committee.
22. HINES, L. N. The philosophy of Indiana state teachers college. *Teachers college journal*, 3:131-34, January 1932.
The philosophy of Indiana state teachers college in terms of legislative enactment.
23. IRWIN, FORREST A. The work of the teachers college in preparation for student teaching. *Educational administration and supervision*, 18:223-28, March 1932.
The philosophy of the Trenton state teachers college in preparation for student teaching.
24. KILPATRICK, WILLIAM H. A reconstructed theory of the educative process. *Teachers college record*, 32: 530-58, March 1931.
A discussion of points of view concerning the educative process which is fundamental to the work of preparing teachers.
25. ——— The training of teachers for a progressive educational program. *Bulletin of the National council of primary education*, 14: 16-22, April 1931.
An address given before the National council of childhood education, February 23-25, 1931, Detroit, Mich.
26. RAMSEY, E. E. The philosophy of the Indiana state teachers college. *Teachers college journal*, 3:139-44, January 1932.
The three backgrounds of philosophy are as follows: (1) To train the prospective teacher into the proper relationships with his professor and with his professional group; (2) to train the prospective teacher into the proper relationships with society and its institutions; (3) to train the prospective teacher into proper relationship with himself.
27. VALENTINE, PERCY FRIARS. Theories in teacher-training practices in the teachers colleges of California. Thesis. *Berkeley, Calif., University of California*. 160 p.
To determine the theoretical justifications underlying the curriculum for California teachers colleges as adopted by the state board of education.

28. WARNER, WILLIAM E. Policies in industrial arts education, their application to a program for preparing teachers. Doctor's thesis. Columbus, Ohio, Ohio State university press, 1928. 90 p.

Develops a State-wide policy for the training of industrial arts teachers in Ohio. Technical, professional, and academic program essentials are presented. Five methods of inquiry are utilized.

29. WASHINGTON, ALETHEA H. A reconstruction in teacher training that accords with modern educational ideals. Doctor's dissertation. Columbus, Ohio, Ohio State university, 1928. ms.

Indicates the need of adjusting teacher training to accord with modern educational ideals. Traces the historical influence of educational ideals on teacher training and exhibits the distressing lag between educational theory as represented by leading thinkers and professional training exemplified in the literature.

30. WITHERS, JOHN W. Opportunities in problems ahead. In American association of teachers colleges, yearbook, 1928. p. 100-9. Washington, D. C., American association of teachers colleges, National education association, 1928.

Discusses some of the difficulties to be found in meeting the then recently adopted standard for the education of elementary teachers.

ACCREDITING AND STANDARDIZING

Principles and Issues in Accrediting and Standardizing

31. BROWN, H. A. Some next steps in establishing standards for teachers colleges. *Elementary school journal*, 25:211-25, November 1924.

From replies to a questionnaire, the author determined the median number of students to each member of the faculty in 50 privately endowed colleges to be 13.4; for 75 teachers colleges, he found it to be 22.2. The median number of classes assigned to a teacher was higher in all lines of work in the teachers colleges than in the privately endowed colleges. The median number of pupils per practice teacher in the campus training schools of teachers colleges was 2.3. Data are also given regarding the number of student teachers per critic teacher.

32. KEITH, JOHN A. H. Plans for studying, modifying, and enforcing these standards. In American association of teachers colleges. Yearbook, 1926. p. 107-12. Washington, D. C., American association of teachers colleges, National education association, 1926.

Says this whole matter of enforcing our standards does not seem to be anything like as important as the setting up of reasonable standards and finding out what things may with sanity be standardized.

33. MORGAN, W. P. Teacher-training institutions and the North central association of colleges and secondary

schools. *North central association quarterly*, 5:225-38, September 1930.

A discussion regarding the accrediting of teachers colleges by the North central association. Also discusses results of an inspection of the teachers colleges within the territory of the association.

34. O'REAR, FLOYD BARRETT. Bases for standardizing and accrediting colleges. *Teachers college record*, 30:788-93, May 1929.

Some factors to be considered in standardizing colleges are presented, designating agencies which have formulated certain standards concerning some of the factors. The author asks: "May it not be that standardization in a real sense is desirable merely with respect to measurement rather than with respect to either product or procedure?"

35. RUGG, EARLE U. The trend toward standardization in teachers colleges. In American association of teachers colleges. Yearbook, 1927. p. 84-99. Washington, D. C. American association of teachers colleges, National education association, 1927.

To indicate that tentative standards might be based somewhat on present practice and possible trends, an analysis of the catalogs of approximately 180 teachers colleges and normal schools was made and presented.

Standards Used or Proposed in Accrediting

36. EVENDEN, E. S. Report of the committee on standards and surveys. In American association of teachers colleges. Eighth yearbook, 1929. p. 84-91. Washington, D. C., American association of teachers colleges, National education association, 1929. 150 p.

Suggested revisions and additions were made.

37. ——— Report of the committee on surveys and standards. In American association of teachers colleges. Yearbook, 1928. p. 4-6. Washington, D. C., American association of teachers colleges, National education association, 1928. 148 p.

Some changes in the standards for accrediting teachers colleges were proposed. The standards as revised on February 25, 1928, are appended.

38. ——— ch. Standards for accrediting teachers colleges. In American association of teachers colleges. Yearbook, 1927. p. 15-21. Washington, D. C., American association of teachers colleges, National education association, 1927.

The standards as revised at Dallas, Tex., February 26, 1927.

39. HUNT, CHARLES W., Secretary-treasurer. Standards for accrediting teachers colleges. In Department of teachers colleges, Addresses and proceedings, 1929. p. 829-37. Washington, D. C., Department of teachers colleges, National education association, 1929. 1215 p.

Standards adopted by National education association with revisions. Contains definition of teachers college; sets requirements for admission; sets standards for graduation, size of faculties, training school, organization of curriculum, living condition of students, equipment, sanitation, financial support, classification of colleges.

40. JUDD, CHARLES H. and PARKER, SAMUEL C. Problems involved in standardizing state normal schools. *Washington, U. S. Government printing office*, 1916. 141 p. (Bureau of education Bulletin, 1916, no. 12)
- A critical study of normal schools based on information secured from state normal schools and state departments of education in the fall of 1914. The first attempt to recognize the problems to be met in standardizing normal schools. It is comprehensive in the list of topics treated.
41. MCGINNIS HOWARD J. Outstanding state teachers colleges. *Peabody journal of education*, 5:99-101, September 1927.
- The author used a rather rigid set of criteria for selecting competent judges. By means of the votes of these judges, twenty-five "outstanding" state teachers colleges in the United States were selected and named.
42. MAXWELL, GUY E. Working conditions essential to highest efficiency and economy. In National education association. Addresses and proceedings. 1924. p. 614-24. *Washington, D. C., National education association*, 1924. 1085 p.
- The author traces the history of the movement toward the establishment of standards, using documentary evidence. The standards for accrediting teachers colleges and normal schools, adopted at Cleveland, Ohio, February 1923, by the American association of teachers colleges, are presented. The author says of them: "The first set of normal school standards was . . . finally adopted by an authoritative body of teacher-training workers just sixteen days before the one hundredth anniversary day of the opening by Samuel Read Hall at Concord Corner, Vt., on March 11, 1823, of the first teacher-training institution in America."
43. MORGAN, W. P. Final report of the committee on standards and surveys with respect to degrees granted by state teachers colleges. In American association of teachers colleges. Yearbook, 1925. p. 43-46. *Washington, D. C., American association of teachers colleges, National education association*, 1925.
- Only the conclusion to the whole report is printed. This gives the results of a study to determine the preferences of teachers colleges for the degrees to be granted.
44. PARSONS, LEMIAL DELOSS. A comparison of the states as to state teacher training. *Austin, Tex., University of Texas*, 1924.
- An attempt to find the rank of Texas in the training of teachers.
45. RATCLIFFE, ELLA B. Accredited higher institutions, 1929-30. *Washington, U. S. Government printing office*, 1930. 156 p. (Office of education. Bulletin, 1930, no. 19. See also Supplement to bulletin, 1930, no. 19, May 1932)
- This bulletin contains accredited lists of higher institutions accompanied by the standards which each agency uses in judging the institutions, if they were available.
46. SUHRIE, AMBROSE L., ed. Problems in teacher training. (Proceedings of the Eastern-states association of professional schools for teachers. v. 6. *New York, N. Y., New York university press book store*, 1931. 399 p. (Successor to the Normal-school and Teachers-college section of the New York society for the experimental study of education)
- Part I consists of papers and studies regarding the standards of the American association of teachers colleges. Part II relates to the curriculum in professional schools for teachers. Previous volumes in this series contain similar material.
47. ——— Standard provisions for equipping and staffing of laboratory school departments of normal schools and teachers colleges to assure adequate laboratory experience on the pre-service level in elementary grades. *Educational administration and supervision*, 16:345-51, May, 1930.
- Standards are suggested under the topics: types of facilities needed, kinds of experience to be gained and their sequence in the curriculum, the number of classroom groups or divisions needed and their locus . . . together with standards for professional staffing, and the costs of such laboratory schools and the proper allocation thereof.

ADMINISTRATION AND ORGANIZATION

General References

48. AGNEW, WALTER D. Administration of professional schools for teachers. *Baltimore, Md., Warwick and York*, 1924. 262 p.
- The development of the professional school is described. The administrative practices in 20 teachers colleges in 18 states is described and recommendations for improvement are made.
49. ALEXANDER, THOMAS. A plan for a demonstration teachers college. *Virginia teacher*, 12: 192-96, October 1931.
- Plan for establishment of demonstration and experimental teachers college in Teachers college, Columbia university. The purpose of this is to discover and develop new methods in the field of teacher education with no attempt to follow either traditional or radical patterns. Discussion of the curricula, plan of study, faculty, selection of students, method of study, and method of organization of this college to begin in fall of 1932.
50. CRABBE, J. S. I. Administrative control. In Colorado state teachers college bulletin, series 20, no. 5, August 1920. p. 9-12.
- This section of the report is presented under three topic headings; statutory definition of function, statutory provisions concerning control and direction, and the faculty in administrative control.

51. EUBANK, LOUIS ALLEN. The organization and administration of laboratory schools in state teachers colleges. *Kirkville, Mo., Northeast Missouri state teachers college*, 1931. 89 p. (Bulletin. v. 31, no. 4)
A picture and analysis of the operation of laboratory students in state teachers colleges.
52. JARMAN, ARTHUR M. A study of laboratory schools connected with departments, schools and colleges of education in state universities. Doctor's thesis. *Ann Arbor, Mich., University of Michigan*, 1932. 267 p.
Determines status of administrative practices in laboratory schools. Formulates tentative administrative guides which are evaluated by a selected jury of competent educators.
53. ORR, M. L. The administration of the training school and of student teaching. *Educational administration and supervision*, 16:147-51, February 1930.
In a survey of the administration of student teaching and of the training school in twenty-five teachers colleges (about equally divided as to the size of the student body into large, medium, and small colleges) it was found that four general plans (with many minor variations) were in operation. These plans are described, and recommendations are made.
54. PHELPS, SHELTON, ed. College and university education; including both fiscal and instructional administration. *Nashville, Tenn., George Peabody college for teachers*, 1931. 166 p. (Proceedings of the institute for administrative officers in higher education. July 7 to July 10, 1930.)
This volume presents in detail the discussion of the following subjects: the situation in the graduate school with particular reference to standards of graduate work and the varying requirements for graduate degrees, the later efforts to improve college teaching particularly by the supervision of college teaching, the principles of curriculum study and revision, the training of college teachers from the standpoint of both academic and professional requirements, finding the means of selecting and preserving the best abilities for prospective college students, and the work of college and university administrative officers.
55. ———. Some tendencies in the administration of teachers colleges. *Peabody journal of education*, 4:294-302, March 1927.
While specific references are not appended, this discussion draws generously from the data of systematic studies.
56. RANDOLPH, E. D. Educational organization in Colorado state teachers college II. *Greeley, Colo., Colorado state teachers college*, 1920. (Colorado state teachers college bulletin series 20 no. 5, August 1920). p. 12-148.
Data pertaining to departmental functions and organizations were presented under the following headings: Academic departments, professional departments, special subjects and departments, and training schools. Data pertaining to "Barriers to departmental efficiency" and "Interdepartmental cooperation" were presented also.
57. ROSIER, JOSEPH. Ten points in building a teachers college. *Journal of education*, 102:16-21, July 2, 1925.
Outline of the administrative situations confronting the presidents of teachers colleges.
Activities and Duties in Administration
58. CHAMBERS, M. M. Presidents of state teachers colleges. *School and society*, 35:234-36, February 13, 1932.
A study of 61 state teachers college presidents.
59. COLLIER, CLARENCE BEASLEY. The dean of the state teachers college. *Nashville, Tenn., George Peabody college for teachers*, 1926. 84 p. (Contributions to education, no. 24)
Data were secured from 42 state teachers colleges. Major duties are to: preside in the absence of the president, approve applications for diploma or degree, direct the course-of-study committee, control the student programs, edit the catalog, formulate the daily schedule, approve advanced standing of students, and approve secondary school credits for admission.
60. KRUSE, SAMUEL A. and BECK, E. C. A study of the presidents of state teachers colleges and of state universities. *Peabody journal of education*, 5:358, May 1928.
Presidents of 111 institutions were studied by means of data in Who's who in America.
61. MCGINNIS, HOWARD J. Degrees held by the presidents of state teachers colleges. *Peabody journal of education*, 5:301-2, March 1928.
Of 80 presidents of state teachers colleges, 56 hold the M. A. degree, 12 hold the Ph. D. degree, and 22 hold the LL. D. degree. The last name is honorary and is held usually by the older men. The Ph. D. degree is usually held by the younger men.
62. O'REAR, FLOYD BARRETT. The duties of the registrar. *Springfield, Mo., Southwest Missouri state teachers college*, 1926. 172 p. (Bulletin, vol. 21, no. 1)
The purpose of this study is the location and analysis of the registrar's field of work in teacher training schools, the clarification of thinking, and the improvement of practice in that field. It is also the purpose of the study to investigate more minutely some of the phases of such an analysis with particular reference to the improvement of some of the forms for such an office.
63. ROBINSON, JAMES RUSSELL. Instructional records. Doctor's thesis. *Nashville, Tenn., George Peabody college for teachers*, 1927. 110 p.
This is a study of: (a) Instructional records needed by the teacher-training institution, (b) instructional records of the teacher-training institution that are needed by other educational agencies, (c) instructional records of the teacher-training institution that are needed by employers, (d) records needed for educational research.
64. SELBY, FRANCES PARLETTE. Changes in students' schedules in George Peabody college for teachers. Master's thesis. *Nashville, Tenn.*

*George Peabody college for teachers, 1930. 62 p. ms.**

Findings: Approximately one-fifth of the students enrolled changed programs; the greatest number of changes were made in the fall and summer quarters due to the fact that these quarters had the largest enrollment. The most significant fact gained from the study was that the greatest number of reasons given by students making changes in schedules represent situations over which the administration of the college could secure control.

65. SHERROD, CHARLES CHESTER. The administration of state teachers colleges through faculty committees. *Nashville, Tenn., George Peabody college for teachers, August 1924. 122 p. (Contributions to education, no. 15)*

This study is an attempt to discover how presidents of state teachers colleges administer their schools through standing committees of the faculty. It finds that presidents vary widely in answer to the question, "What faculty committees should exist?" In many instances, the duties of committees were overlapping and not well defined; and presidents have not generally recognized in practice the principle of delegating both duties and responsibilities.

66. STRUM, ARTHUR L. Administration of athletics in teachers colleges. *Teachers college journal, 1:161-64, July 1930.*

A study based on an inquiry sent to 100 teachers colleges. Fifty were sent to the presidents, and 50 to the athletic directors. Seventy-five per cent of the presidents and 45 per cent of the athletic directors replied. Tabulated material sets forth the results.

67. STURTEVANT, SARAH M. and STRANG, RUTH. A personnel study of deans of women in teachers colleges and normal schools. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1928. 95 p. (Contributions to education, no. 319)*

This is a questionnaire study. The study reports upon the duties, experience and training, and salary of the dean of women.

Forms of Administration and Control

68. FLOWERS, JOHN G. Organization of teacher-training program. *Educational administration and supervision, 17:362-67, May 1931.*

A description of the general organization of the teacher-training program of the New Jersey state teachers college, Montclair.

69. FRASIER, GEORGE W. Experiments in teachers college administration, VII. An adventure in cooperation. *Educational administration and supervision, 15: 134-38, February 1929.*

Describes the working agreements between six institutions of higher learning in Colorado.

70. HILL, L. B. Legislative control of state normal schools. Doctor's thesis. *New York, N. Y., Teachers college, Columbia university, 1921.*

A discussion of the types of control exercised by legislatures over teacher-training institutions. Contains suggested forms for fiscal reporting.

71. IRION, THEODORE W. H. Legal aspects of state normal school administration. *Educational administration and supervision, 6:319-37, September 1920.*

Present tendencies and recommendations, including general legal provision for training-school facilities.

72. McCONNELL, J. M. Judicial control of teacher-training by state departments of education. In American association of teachers colleges. Yearbook, 1927, p. 124-29. *Washington, D. C., American association of teachers colleges, National education association, 1927.*

A questionnaire study to answer the questions: "What control of teacher training does the state department possess?" and "How is it exercised?" In his answer, the author says that "... standards throughout the country are more uniform in teacher-training institutions than in state departments. . . . It seems probable, therefore, that uniformity of teacher-training standards in the different states is more likely to come through harmonizing of courses in training institutions than through any attempt at uniformity of laws or agreement among state departments."

73. ROBINSON, G. C. Cooperation in the professional education of teachers. *Journal of the National education association, 11: 224, June 1922.*

Summary of agreement between Western reserve university and Cleveland for courses to teachers in service.

74. SEERLEY, HOMER H. and STONE, CLIFF W. Cooperation between normal schools and city school systems in teacher training. *Educational administration and supervision, 4:116-17, February 1918.*

A copy of the propositions which had been submitted and accepted as a basis for cooperation between the Iowa state teachers college and certain school boards is reproduced.

75. WELTSIN, J. FREDERICK. Authority of normal-school boards to establish teachers colleges. *Elementary school journal, 32:44-52, September 1931.*

A discussion of the legal phases underlying the actions of normal-school boards in establishing teachers colleges.

BUILDINGS AND EQUIPMENT

Individual Descriptions of Buildings and Equipment

76. BRUCE, WILLIAM GEORGE, ed. A teacher-training school. *American school board journal, 84:46-48, February 1932.*

Description of the administration building of the Central Michigan normal school, Mount Pleasant, Mich.

77. CATTELL, J. McKEEN, ed. Dedication of the State teachers college at Buffalo. *School and society*, 35:12, January 2, 1932.

A description of the new building of the State teachers college at Buffalo, N. Y., dedicated December 17, 1931.

78. HOLLIS, E. V. Breckenridge training school buildings, State teachers college, Morehead, Ky. *American school board journal*, 83:48, ff, November 1931.

Plan of a distinctly specialized type of building, housing a modern elementary and high school program and providing for observation, practice teaching and experimental work.

79. MOORE, Mrs. SUBA P. The University of Michigan's new educational laboratory. *School executives magazine* 50:512-13, July 1931.

A description of the new elementary building (educational laboratory) at the University of Michigan.

80. OAKLAND, MILO T. The industrial arts building for teacher training. In *The American school and university*. p. 416-19. New York, N. Y., American public school publishing corporation, 1931. 559 p. (Fourth annual edition, 1931-32)

Section IX contains a description and floor plans of the industrial arts building at the Northern Illinois state teachers college.

81. TAPE, H. A. New training school buildings and equipment for the Michigan state normal college, Ypsilanti, Mich. *Educational administration and supervision*, 14:325-32, May 1928.

The major portion of this paper is given to the description of the two new training school buildings and their equipment.

Standards, Evaluations, and Comparisons Regarding Buildings and Equipment

82. ALSTETTER, MICHAEL LOUIS. The elementary training school building. Nashville, Tenn., George Peabody college for teachers, 1930. 103 p. (Contributions to education, no. 67)

An intensive study of elementary training school buildings for normal schools and teachers colleges from the standpoint of the pupil, teacher, and the practice student.

83. EVENDEN, E. S. A score card for normal school and teachers college buildings. In *The American school and university*. p. 52-55. New York, N. Y., American public school publishing corporation, 1929. 463 p.

Part II. Design and construction of building. Describes a scoring device to rate the physical plant of normal schools and teachers colleges.

84. ——— Standards for buildings for normal schools and teachers colleges. In *American association of teachers colleges. Yearbook, 1925*. p. 70-82. Washington, D. C., American association of teachers colleges, 1925.

can association of teachers colleges, National education association, 1925.

Mentions a few of the conditions which were observed in recent studies of the normal schools in two eastern states and ventures that many, if not all of them, can be found in the normal schools and teachers colleges of the other states. A score card is presented, the scores on which are of value only as they lead to the presentation of the standards, on the basis of which the scores were made.

85. GRANNIS, EDITH E. H. Teachers college library buildings. *Bulletin of the American library association*, 26:140-45, March 1932.

A description of standards that should be considered in planning teachers college library buildings.

86. HAMON, RAY L. The utilization of college instruction rooms. Doctor's thesis at Teachers college, Columbia university. Nashville, Tenn., Ray L. Hamon, 1930. 100 p.

The study is based on an analysis of actual utilization of instructional rooms in 22 higher educational institutions; eight teachers colleges, six state universities, four professional schools and four liberal arts colleges. Proposals were made for securing more effective utilization of school plants, and methods for obtaining the data necessary for such studies were recommended.

87. HAYES, HARRIET. Planning residence halls for undergraduate students in American colleges and universities. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1932.

An analysis of the standards for dormitories in colleges, universities, normal schools, and teachers colleges; with numerous examples of desirable practices, and sets of proposed standards. A check-list of facilities which should be incorporated in these buildings is given.

88. HUMPHREYS, HARRY C. The factors operating in the location of state normal schools. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1923. 151 p. (Contributions to education, no. 142)

The density of population in specific areas is stressed as an important factor, affecting costs and facilities for student teaching.

89. JOHNSON, LAURA M. The training school building a factor in teacher training. *Educational administration and supervision*, 9:139, March 1923.

Comparison of "on campus" and "off campus" schools.

90. KERR, W. H. A measuring stick for libraries of teacher-training institutions. *Library journal*, 43:457-61, May 15, 1923.

"A revised and enlarged statement, presented before the American library association normal school libraries round table at Hot Springs, Ark., April 24, 1923." Contains cost estimates and proposes units for estimating library costs in normal schools.

91. RICHARDSON, MARY C., ch. Library standards for teachers colleges and normal schools. *Educational admin-*

istration and supervision, 17:499-511, October 1931.

An interpretation and elaboration of the library standards of the American association of teachers colleges. Compiled by teachers college subcommittee of American library association school libraries committee.

92. ROSENLOF, GEORGE WALTER. Library facilities of teacher-training institutions. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1928.* 159 p. (Contributions to education, no. 347)

A study of library facilities of teachers colleges and normal schools. More than 80 per cent of these institutions are represented. Recommendations in the nature of standards are presented.

93. STRANG, RUTH. Housing of students in normal schools and teachers colleges. *Journal of home economics, 20:562-68, August 1928.*

In a study of 103 teachers colleges and normal schools the author finds "There are almost as many different combinations of housing as there are institutions."

BUSINESS AND FINANCE

Accounting, Budget Making, and Reporting

94. BONNER, H. R. Graphic method for presenting comparative cost analyses. *Reprint from Quarterly publication of American statistical association, September 1920.* p. 277-88.

Illustrated with data for nine normal schools submitting reports to Bureau of education for 1917-18.

95. COLVIN, A. O. and FINLEY, G. W. V. Accounting and costs. *Greeley, Colo., Colorado state teachers college, 1920.* (Colorado state teachers college bulletin, series 20, no. 9.) December 1920. p. 57-60.

This section is a financial statement under the following headings: "Inventory," "Receipts," "Expenditures," and "Costs per student hour and per capita."

96. FRASIER, GEORGE W. and WHITNEY, FREDERICK L. Teachers college finance. *Greeley, Colo., Colorado state teachers college, 1930.* 419 p. (Colorado state teachers college. Education series no. 10)

A systematic treatment of finance problems in the teachers college field. A bibliography of 88 references is appended.

97. HERTZOG, WALTER S. Budget system for normal schools. *Educational administration and supervision, 7:274-83, May 1921.*

Emphasizes the value of a budget system; also the standards and justification for budget items.

98. MOREY, LLOYD, ch. Suggested forms for financial reports of colleges and universities. *Champaign, Ill., Flanigan-Pearson company, 1931.* 88 p. (Publications of the National

committee on standard reports for institutions of higher education, no. 2. (Address the chairman at Urbana, Ill., University of Illinois)

"This bulletin is not published with the thought that it is perfect nor that it is the final word on the subject. The material which it contains represents the composite, and in most respects, the unanimous opinion of the many people who have participated in its preparation." p. V of preface.

99. WHITNEY, FREDERICK L. and FRASIER, GEORGE W. Finance publicity for the teachers college. *Teachers college journal, 1:97-108, March 1930.*

Discusses levels of publicity, the need for publicity, timeliness, continuity, simplicity, and inclusiveness as principles of publicity, executive and extra-mural reporting, direct and indirect publicity, and personal and impersonal publicity for teachers colleges.

Determining Costs

100. ALEXANDER, CARTER. Costs of instruction in normal schools of the South and of Missouri. *Elementary school journal, 17:650-56, May 1917.*

Replies from instructors in 15 normal schools furnished the data upon which the table of costs is based. This table, which is presented, shows the cost of instruction in 1916 of each subject matter field per 1,000 student hours.

101. COOPER, HOMER EBER. Cost of training teachers. *Baltimore, Md., Warwick and York, 1924.* 111 p.

Doctor's thesis, Columbia university, Teachers college. Conditions in New York state. Proposes that teacher-training activities be organized on a state-wide basis, and gives suggestions as to ways and means. The different factors which affect costs are discussed.

102. HUMKE, HOMER L. Equality of opportunity in colleges as determined by per capita costs. *School and society, 34:743-44, November 28, 1931.*

The quality of the training the teachers have received should be used in arriving at the equality of educational opportunity of children. Three tables show the results of this study of per capita costs in state and private institutions in three "central-western" states.

103. LINDSEY, J. C. Study of per student costs in normals. *South Dakota education association journal, 4:397-98, March 1929.*

The author was a member of the state tax conference (South Dakota). This article is a report of his study of per student costs in normal schools.

104. MAGEE, HERMAN J. Unit costs of salaries in teachers colleges and normal schools. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931.* 107 p. (Contributions to education, no. 489)

Analyzes the salary expenditures of certain representative normal schools and teachers colleges for 1930. Uses two-unit cost basis, per student credit hour and per student clock hour, in determining the relative costs of instructional service for subject departments, various types of curricula and years (freshman, sophomore, junior, senior, and graduates.)

105. PHILLIPS, FRANK M. Per capita costs in teacher training institutions, 1927-28. *Washington, U. S. Government printing office, 1929.* 6 p. (Bureau of education. Statistical circular, 1929, no. 11)

Per capita costs on the basis of a 36-week year for current expense only, for individual teachers colleges and for state normal schools, with central tendencies for these two groups. Indicates when an institution includes expenditures for a model school, dormitory, or cafeteria, and extension work. (Similar figures for 1925-26 appear in statistical circular, 1927, no. 9.)

106. STEVENS, EDWARD B. and ELLIOTT EDWARD C., directors. Unit costs of higher education. *New York, N. Y., The Macmillan company, 1925.* 212 p. (The educational finance inquiry commission of the American council on education, Washington, D. C. Publications, v. 13)

Chapter V, The method of obtaining unit costs, is of interest to the student of teachers college finance, accounting, and reporting.

107. WOOD, LLOYD K. A study of the costs and estimated value of teachers institutes in California. Master's thesis. *Berkeley, Calif., University of California, 1930.* 61 p. ms.

The California teachers' institute system is costing the people of the State a great deal of money. It includes many features of questionable value, but it has had great professional significance in the past, and its present benefits should not be overlooked.

Revenues and Expenditures

108. BLACK, R. M. Twenty years of progress in the financial support of normal schools and teachers colleges. *In American association of teachers colleges. Yearbook, 1928.* p. 98-100. *Washington, D. C., American association of teachers colleges, National education association, 1928.* 148 p.

The author shows the increase in property valuation and income.

109. HAMILTON, FREDERIC RUTHERFORD. Fiscal support of state teachers colleges. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1924.* 51 p. (Contributions to education, no. 165)

The data on which the computations have been made were secured directly from the administration offices of the cooperating teachers colleges. The data for the first nine years relative to the universities and agricultural colleges were secured from the statistics published annually by the Bureau of education. The data for the year 1922-23 were received directly from the executive offices of the universities and agricultural colleges included in the comparisons.

110. HERTZOG, WALTER S. State maintenance of teachers in training with reference to advantages and disadvantages of subsidies for teacher training. *Baltimore, Md., Warwick & York, 1921.* 44 p.

Historical survey and plans for stimulating teaching profession by financial assistance to students.

111. MEAD, A. R. Statistical data concerning student teaching in Ohio. *Educational research bulletin, 11: 69-71, February 3, 1932.*

A summary of institutional data in the state of Ohio pertaining to the money directly and obviously expended for the work of student teaching, participation, and observation.

112. MORRISON, J. CAYTON. Factors affecting teacher training. *New York state education, 19: 299-300, December 1931.*

The factors are the legislation and appropriations of State legislatures.

113. SWIFT, F. H. A history of public permanent common school funds in the United States, 1795-1905. *New York, N. Y., H. Holt and company, 1911.* 496 p.

This is an account of the origin of "the endowment magnificent," a small part of which has been used for teacher training.

114. WHITNEY, FREDERICK L., and CONDIT, P. M. Sources of income for state teachers colleges and state normal schools. *Greeley, Colo., Colorado state teachers college, 1929.* 68 p. (Bulletin, series 19, August, no. 5. Research bulletin no. 14)

This is a repetition of Study no. 3 of the department of educational research, Colorado state teachers college, made in 1924. Whitney, F. L., "The mill tax method of support for state teachers colleges and state normal schools." *In Yearbook of the American association of teachers colleges, p. 54-69, 1925, and Educational administration and supervision, v. 11, p. 473-490 (October 1925.)* It extends the inquiry to include all sources of income in all state teachers colleges and state normal schools, giving the facts for the fiscal year 1928-29 and reporting trends over a period of four years.

COMPARATIVE EDUCATION OF TEACHERS

(FOREIGN COUNTRIES)

Foreign Countries, General References

115. ARCHIBALD, RAYMOND CLARE. The training of teachers of mathematics for the secondary schools of the countries represented in the International commission on the teaching of mathematics. *Washington, U. S. Government printing office, 1918.* 289 p. (Bureau of education. Bulletin, 1917, no. 27)

This bulletin is based very largely upon facts drawn from the reports to the International commission on the teaching of mathematics. For the most part only those schools which are under the immediate direction of the government have been considered. Documentary sources are cited.

116. JAMES, H. R. Training of secondary teachers. *Calcutta, India, Superintendent of Government printing, India*

- education department, 1909. 144 p. (Occasional papers no. 5)*
- Chapter I, In the United Kingdom, by H. R. James; Chapter II, In Prussia and America, by H. Sharp; Chapter III, In Bombay, by J. Nelson Fraser.
117. JUDD, CHARLES H. Training of teachers in England, Scotland, and Germany. *Washington, U. S. Government printing office, 1914. 89 p. (Bureau of education. Bulletin, 1914, no. 35. Whole no. 609)*
- Pages 8-15, Scotland, references to pupil and student-teachers; p. 18, schematic diagram of system; p. 20-27, bursars, age of pupil and student-teacher, regulations; p. 46-53, work done in Scotland; Section 3, Germany; p. 68, practice teaching. Bibliographies accompany each section.
118. KANDEL, I. L. ed. Education yearbook of the International institute, Teachers college, Columbia university, 1924. *New York, N. Y., Macmillan company, 1925. 650 p.*
- This yearbook contains brief references to the training of teachers in the various countries represented. Sources are given at the end of each chapter.
119. ——— Educational yearbook of the International institute, Teachers college, Columbia university, 1927. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1928. 618 p.*
- (See part 2 for teacher-training.) A survey of educational systems of many countries. Contributions from leading experts in each country surveyed. Section on teacher-training includes contributions by T. Percy Nunn, Felix Pecaut, H. Theo Becker, and William C. Bagley.
120. ——— The International institute, Teachers college. *Teachers college record, 24:366-73, September 1923.*
- About 2,000 students from other countries have been brought to this institution and many college presidents, chancellors, deans, and administrators and teachers in important positions have been trained here.
121. McMURRY, RUTH EMILY, and others. Modern foreign languages in France and Germany. The training of teachers and methods of instruction. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1930. 516 p.*
- The authors say in the introduction: "We have collected an enormous amount of objective data from primary sources and have sought to set forth the facts in an impartial way so that any reader—if he be patient enough—can draw his own conclusions." (p. V.) In the final chapter they say: "... there are undoubtedly certain elements in the situation in France and Germany which could be of tremendous value to those engaged in training American secondary school teachers, whether it be for modern foreign languages or any other subject. The principles involved are the same." (p. 489.)
122. [WEST, ANDREW F., president] American classical league. The classical investigation. *Princeton, N. J., Princeton university press, 1924-1925. 2 v.*
- Part III reviewed the situation for the previous 30 years or more regarding the classics in England, France and Germany, including the changes which had occurred since the World War.
- Foreign Countries Compared*
123. ADAMS, CHARLES KENDALL. The teaching of pedagogy in colleges and universities. *Academy, 3:469-81, November 1888.*
- "A comparison between the lower grades of schools in two cities, one of them Prussian and the other American; neither of them at all exceptional in character; both of them, indeed, fairly representative of the systems of which they are respectively a part."
124. ADAMS, Sir JOHN. Teachers by the grace of God. *School and society, 34:303-7, September 5, 1931.*
- Comparison of English and American philosophy of teacher training.
125. ELLIS, SAMUEL R. Social status of the teacher considered historically. *School and society, 30:874-76, December 28, 1929.*
- After reviewing the social status of the teacher, beginning with early Jewish history and ending with the present in Germany, France and England, the writer concludes: "... it is safe to conclude that the social status of the teacher is parallel to the civilization of which he is a product." p. 876.
126. HORN, JOHN LOUIS. Principles of elementary education. *New York, N. Y., The Century company, 1929. 394 p.*
- Chapter 17 (p. 365-88) discusses the training and the status of the teacher. Comparison between the American and French procedures are made.
127. LEARNED, WILLIAM S. The quality of the educational process in the United States and in Europe. *New York, N. Y., Carnegie foundation for the advancement of teaching, 1927. 133 p.*
- First printed in the annual reports of the Carnegie foundation.
- For the purpose of a thorough scrutiny of its own processes of education, the ways of the foreigner in seeking a like end are perhaps the most fruitful aid of which any nation can avail. Such comparisons are too often hasty, superficial, or biased, but a study of international contrasts that takes into account the difference in language and in cultural background, that is willing to make allowance for the different points of view, cannot fail to be of service to an intelligent and adaptive people. Such a study as this has been the object of the present bulletin.
128. WIST, BENJAMIN O. A study of teacher training control throughout the United States with some recommendations for a modification in the system of control in the Hawaiian Islands. Master's thesis. *Honolulu, Hawaii, University of Hawaii, 1926-1927. 128 p.*
- Questionnaire study, plus personal letters. Returns used in discussion of: (a) General status of normal school control in the United States; (b) application to Hawaii.
- Finds a need for closer coordination of the various teacher-training institutions.

Foreign-Countries, Specific

129. ABEL, JAMES F. Education in Belgium. *Washington, U. S. Government printing office*, 1932. 145 p. (Office of education. Bulletin, 1932, no. 5)
Contains a chapter on the professional staff. The discussion includes teacher training, conditions of employment, tenure and discipline, pensions; and closes with a bibliography.
130. ALEXANDER, THOMAS. Practice-teaching in Germany for elementary and secondary teachers. *Educational administration and supervision*, 13: 289-309, May 1927.
This article includes sample programs of teacher colleges and describes the various phases of practice-teaching in Germany.
131. ——— Training of elementary school teachers in Germany. In *Studies of the International institute, Teachers college, Columbia university*. no. 5. p. 340. *New York, N. Y., Teachers college, Columbia university*, 1930.
A picture of the training of elementary school teachers in the Germany of to-day. Many comparisons are made of the methods of training teachers in Germany and in the United States.
132. BECKER, CARL H. Secondary education and teacher training in Germany. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 53 p.
Julius and Rosa Sachs endowment fund lectures on German teacher training for the secondary field.
133. BECKER, HERBERT THEODOR. The present situation in teacher-training in Germany. Translated by Thomas Alexander. *Educational administration and supervision*, 12: 441-57, October 1926.
This translation is from *Zeitschrift für Pädagogische Psychologie*, 1926. The author said: "I will attempt, therefore, to give the reader briefly the most important facts concerning the actual development of teacher-training in the various German States."
134. BORGESON, F. C. Training elementary-school teachers in Sweden. *Elementary school journal*, 30: 656-68, May 1930.
This is a brief and concise description.
135. BROWNE, G. S. Education in Australia. A comparative study of the educational systems of the six Australian States, *London, Eng., Macmillan and company, Ltd.*, 1927. 461 p.
Education in each of the six states is described in turn. Each account contains a section devoted to teacher training and each closes with a selected bibliography of material in which further data may be found.
136. CLARKE, JOHN, ed. Problems of national education. *London, Eng., The Macmillan company, Ltd.*, 1919. 368 p.
A symposium on education in Scotland. Contains a chapter on teaching as a profession.
137. COLES, P. B., *Inspector*. Recent educational developments in Sweden. *London, Eng., H. M. Stationery office*, 1930. 199 p. (Board of education. Educational pamphlets, no. 81)
Pages 90-93 describe "The training colleges for secondary schoolmistresses."
138. DEMIASHEVICH, M. J. The training of secondary school teachers in Germany. *Educational administration and supervision*, 18: 185-200, March 1932.
A description of the objectives and procedures in training secondary school teachers in Germany.
139. DOTRENS, ROBERT. The new education in Austria. *New York, N. Y., John Day company*, 1930. 296 p.
A good account that contains a chapter on the teaching body. The discussion includes the work of the elementary teachers, the material and moral situation of the personnel, and the normal school training of teachers.
140. DYDE, WALTER F. Public secondary education in Canada. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1929. 263 p.
Contains a chapter on the training of high school teachers and one on the principal.
141. FEDIAEVSKY, VERA. Kindergarten teachers' training in Soviet Russia. *Childhood education*, 7: 487-91, May 1931.
A description of the teacher-training program of kindergarten teachers in Soviet Russia.
142. HATT, ELISE. Vocational education in Geneva, Switzerland. *Washington, U. S. Government printing office*, 1924. 24 p. (Bureau of education. Industrial education circular no. 23, June 1924)
"The intention of this report is to give, first, a description of the general organization of the vocational schools; second, a detailed description and criticism of the separate schools; and third, a general criticism of the system." p. 2.
143. JACOULET, M. E. The normal schools of France from 1794 to 1890. Translated by Edith A. Waterfall. *Educational administration and supervision*, 8: 435-57, October 1922.
This is an abridged translation from "An Historical Note on Normal Schools," in the collection of pedagogical monographs published for World Exhibition of 1889. *Musée Pédagogique Recueil des Monographies Pédagogiques*, Vol. II, p. 375 ff.
144. KANDEL, I. L. and others. The training of elementary teachers in Germany. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1910. 137 p. (Contributions to education, no. 31)
The following topics are included: history, administrative authority, institutions, curricula, professional subjects, practice teaching, and training in service.
145. KILANDER, HOLGER F. Science education in the secondary schools of Sweden. *New York, N. Y., Bureau of*

- publications, *Teachers college, Columbia university*, 1931. 172 p. (Contributions to education, no. 463)
- A comparative study of practices in science education in Sweden and the United States.
146. LAVRISCHEFF, TIKHON I. Teacher-training for Alaska. *Phi delta kappan*, 14:40-44, August 1931.
- A recommended teacher-training program for Alaska.
147. LEARNED, WILLIAM S. The Oberlehrer. A study of the social and professional evolution of the German schoolmasters. *Cambridge, Mass., Harvard university press*, 1914. 150 p. (Harvard studies in education, vol. 1)
- The author described the German schoolmaster from the historical approach and made applications for American emulation.
148. LITTLEHAILES, R. Progress of education in India, 1922-27. *Calcutta, India, Government of India, Central publication branch*, 1929. V. 1, 287 p. V. 2, 235 p. (Ninth quinquennial review)
- Pages 172-187 describe "Training of teachers."
149. LOFTFIELD, GABRIEL E. Secondary education in Norway. *Washington, U. S. Government printing office*, 1930. 112 p. (Office of education. Bulletin, 1930, no. 17)
- "An educator in the United States who writes and speaks the Norwegian language fluently, spent 18 months in 1924 and 1925 in Norway studying the schools there. . . . As a result of his studies and observations he prepared this account of secondary education in Norway." (p. VII in letter of transmittal.)
150. MARSHALL, M. V. Education as a social force, as illustrated by a study of the teacher-training program in Nova Scotia. *Cambridge, Mass., Harvard university press*, 1931. 161 p. (Harvard bulletin in education no. 18)
- A system of teacher training suggested for the Province of Nova Scotia. It is based on the social and economic background of that Province.
151. MIRRIELESS, LUCIA B. American university training in English of prospective high school teachers. Doctor's thesis. *Stanford University, Calif., Stanford university*, 1924.
- Survey of regular English courses in 22 universities. Present preparation was behind social needs of the day. Part of the data were collected by means of a questionnaire.
152. MONROE, PAUL, ch. A survey of the educational system of the Philippine Islands. *Manila, P. I., Bureau of printing*, 1925. 677 p.
- Chapter 4 is entitled, "Teacher Training."
153. MULCASTER, RICHARD. Positions wherein those primitive circumstances be examined, which are necessary for the training of children, either for skill in their book, or health in their body. *London, Eng., T. Vautrollier for T. Chare*, 1581. 303 p.
- Educational ideas, far in advance of the times were presented. Proposed numerous reforms. Advocated professional preparation for teachers similar to that for divines, lawyers, and doctors. First commonly accepted reference to desirability of teacher preparation in England.
154. OKTAVEC, FRANK L. Professional education of special men teachers of physical education in Prussia. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1929. 112 p. (Contributions to education, no. 369)
- "Practices in the professional education of certificated men teachers of physical education are described, the effective procedures are pointed out and the unsolved problems noted."
155. OLCOTT, MASON. Village schools in India. An investigation with suggestions. *Calcutta, India, Association press*, 1926. 235 p.
- The study treats two complex problems: reforming and extending village education in India, and improving the teaching force.
156. PHILLIPS, MARGARET. Professional courses in the training of teachers. *British journal of educational psychology*, 2:1-24, February 1932.
- A report concerning an inquiry into the fields of professional courses for training teachers in England. (First part of this report was given in the November 1931 issue of the above magazine.)
157. PINKEVITCH, ALBERT P. The new education in the Soviet Republic. *New York, N. Y., John Day company*, 1929. 403 p.
- Contains a brief chapter on the training of educational workers.
158. RALEIGH, T. Report of the Indian universities commission. *Simla, India, Government central printing office*, 1902.
- This is the report by the president of a commission appointed "to inquire into the condition and prospects of the universities established in British India; to consider and report upon any proposals which have been or may be made for improving their constitution and working; and to recommend to the Governor General in Council such measures as may tend to elevate the standard of university teaching, and to promote the advancement of learning." Training of teachers is reported upon in pages 42 and 43.
159. ROSE, HILDEGARD. Education in modern Germany. Master's thesis. *New York, N. Y., New York university*, 1931. 113 p. ms.
- The purpose of this study was to investigate the present status of changes and trends in the system of education introduced in Germany after the revolution of 1918. Findings: There are two groups of forces at work in shaping modern German education; one makes for greater unity, and the other makes for better distinctions. Equality of education is extended only to the equally endowed, and not to everybody.
160. RUSSELL, WILLIAM F. Schools in Bulgaria. *New York, N. Y.: Bureau of publications, Teachers college, Columbia university*, 1924. 97 p.
- Contains a chapter about teachers and methods of teaching.

161. SANGUINET, EDWIN H. How the curriculum problem is being attacked in the Philippines. *Educational administration and supervision*, 17: 665-74, December 1931.
The author illustrated the two approaches to the problem by a schematic plan of procedure. This chart served as a point of departure for the description which followed.
162. SAVAGE, E. G., *Inspector*. Secondary education in Ontario. London, Eng., H. M. Stationery office, 1928. 101 p. (Board of education, educational pamphlets, no. 53)
The staff of secondary schools is described on pages 38 to 45.
163. SCHIETZEL, CARL. New teacher training work in Germany. *Teachers college record*, 32: 518-29, March 1931.
The author was a member of the first class that had its training for teaching under this new plan. The paper describes the solution of the problem of training teachers for the elementary schools which was derived by Hamburg and some other German states.
164. SEDGWICK, RUTH. Teacher-training courses in Latin America. Washington, D. C., *The Pan American union*, 1929. 41 p. (Education no. 12)
This monograph describes the courses which teachers coming from Latin-American countries have had in their respective countries, including one school of each type found.
165. SHARMAN, M. S. and MEAD, A. R. Some notes on the preparation of secondary teachers at the University of Melbourne. *Educational administration and supervision*, 12: 131-33, February 1926.
A description of this state controlled system. High standards and thorough selective measures were in operation.
166. SHAW, RUTH C. The output of the territorial (Hawaii) normal school. Master's thesis. Honolulu, Hawaii, *University of Hawaii*, 1930. 145 p. ms.
A study of the normal school which covers its history, its graduates, and the graduates now teaching.
167. SIEGEL, MAY HOLLIS. The reform of teacher-training in Vienna. *Educational administration and supervision*, 14: 543-54, November 1928.
"This paper aims to present the main facts concerning the training of students expecting to become elementary-school or grammar-school teachers in Vienna, together with a description of the in-service training of teachers now working in the schools." p. 543.
168. SIMON, JOHN, *ch.* Interim report of the Indian statutory commission. London, Eng., H. M. Stationery office, 1929. 401 p.
The growth of education in British India was reviewed by the auxiliary committee appointed by the Commission. The section describing the training of teachers includes pages 115 to 118, 175 to 181, and 243 to 245.
169. SMITH, HAROLD FRED. Elementary education in Shantung, China. Doctor's thesis, - Teachers college, Columbia university. New York, N. Y., *Harold Fred Smith*, 1930. 32 p.
Objectives for education in America are generally applicable to China and have been fairly well formulated by Chinese educators. Rural schools should be recognized, and the curriculum should be simplified and regrouped so as to give the teacher more time. Normal training for teachers of primary schools in Shantung must remain on the secondary level for many years.
170. SMITH, J. C. Training of teachers. Scottish education department. Report, statistics, etc., 1928-30. London, Eng., H. M. Stationery office, 1931. 38 p.
The report concerning the training of teachers in Scotland for the biennium 1928-30 is preceded by a section surveying the changes that have taken place in the system since 1911.
171. TANAKA, RYUZO. [Institutions for the training of teachers]. In Fifty-fourth annual report of the minister of state for education, 1926-1927. p. 102-132. (Abridged). Tokyo, Japan, *Department of education*, 1932. 501 p.
Institutions for the training of teachers are described in pages 102 to 132 inclusive.
172. WATERFALL, EDITH A. New Austrian regulations for training teachers. *Educational administration and supervision*, 8: 234-40, April 1922.
Covers many points, including facilities for student teaching.

CURRICULAR AND INSTRUCTIONAL PROVISIONS FOR TEACHER PREPARATION

Administrative Problems

General References

173. BUCKNER, C. A. Some distinctions between graduate and undergraduate work in education. *University of Pittsburgh school of education journal*, 2: 75-79, March-April 1927.
Based on judgment of students and teachers and on materials in bulletins of schools of education.
174. GRAY, WILLIAM S. Unique opportunities of teachers colleges. In American association of teachers colleges. Yearbook, 1927. p. 55-62. Washington, D. C., *American association of teachers colleges, National education association*, 1927.
Gives some examples to show that current criticisms of public education, of academic education, and of professional training suggest unique opportunities for teachers colleges, as well as for other types of teacher-training institutions. This is followed by examples of the means which may be used in meeting these obligations effectively.
175. HIATT, L. R. Provisions made in teachers colleges for graduate work.

Educational administration and supervision, 16:507-18, October 1930.

A study, by means of catalogues, of the opportunities for graduate work in public teachers colleges of the United States.

176. JARRETT, R. P. How may teachers' colleges expand their training school facilities? *Texas outlook*, 11: 12-13, October 1927.

The author's answer to the title question is contained under the three headings: adequate state support, local public schools and adjacent rural schools available for training purposes, and scientific study in relation to the solution of our problem.

177. JOHNSTON, CHARLES H. The relation of first-class normal schools to departments and schools of education in universities. In Graduate and undergraduate courses and degrees in education. . . . The school review monographs issued in cooperation with the Society of college teachers of education, no. 11. Publications of the society, no. 7. p. 36-50. *Chicago, Ill., The University of Chicago press*, 1912. 153 p.

After presenting theoretical considerations, the author gave "a statistical account of a careful investigation of the present situation in Kansas. . . ."

178. KIELY, MARGARET. A study of certain comparisons of students of teachers colleges and students of liberal arts colleges. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1930. (Contributions to education, no. 440.)

A study presenting material pertaining to the comparative influence (on the student) of two opposing policies in teacher training, in which appears a test of the validity of certain assumptions.

179. KIRK, JOHN R. Will the same training in normal school serve to prepare the teacher for both elementary and high school work. In National education association. Addresses and proceedings, 1907. p. 661-68. *Washington, D. C., National education association*, 1907.

Contends that simply to train a candidate without knowing his or her abilities for teaching is wrong. Training should be the directing and exercising of native genius for the work.

180. LEONARD, ROBERT J. Dangers incident to the continual lengthening of professional curricula. *School and society*, 25:759-68, June 25, 1927.

Entrance requirements to professional schools during last 50 years are tabulated.

181. PITTS, RALPH SHAW. A survey of the development and meanings of degrees. Master's thesis. *Denver, Colo., University of Denver*, 1930. 44 p. ms.

This is an investigation of the development and meanings of degrees from ancient to modern times. The study covers the degree movement in Europe; the development of degrees in the United States

of America; degrees for women in America; and some criticisms of degrees as they are.

182. RUEDIGER, WILLIAM C. The academic major in schools of education compared with the major in liberal arts colleges. In National society of college teachers of education. Yearbook 15, 1926. p. 50-55. (Studies in education no. 15) *Chicago, Ill., The University of Chicago press*, 1927. 205 p.

Comparative data from 40 college catalogs are presented in a table. "When the college of arts and the college of education are a part of the same university, the catalog prescriptions for the major are alike, or substantially so, in about 50 per cent of the cases. In the remaining 50 per cent of the cases, the variation is usually in the direction of less rigidity in the prescriptions on the part of the college of education." p. 51.

183. SHYROCK, RICHARD H. Teachers colleges and schools of education—competition or cooperation? *Educational administration and supervision*, 12:170-78, March 1926.

Author concludes: "The present situation then, does not necessitate competition between the two types of schools."

184. THOMPSON, RICHARD N. Camouflaging our normal schools. *Education*, 51:95-100, October 1930.

Compares the teachers college with the liberal arts college by comparing the degrees granted by the two types of institutions and the requirements for them.

185. TRETTEIN, A. W. Differentiation of the field in universities, colleges, and normal schools in the training of teachers. *Pedagogical seminary*, 22: 538-45, December 1915.

Data are presented from which it is concluded that ". . . the plan of extending the normal school course to include the training of the teachers for the elementary and secondary, rural and college work has not met with success. . . . The plan of proper articulation between the normal school, the college, and the university is the only feasible alternative that can be considered in our present state of institutional organization."

186. VANNATTA, HARRY E. The status of teacher training in the liberal arts colleges of Pennsylvania. Doctor's thesis. *State College, Pa., Pennsylvania state college*, 1931. ms.

A study of 203 instructors in 46 colleges of Pennsylvania. Gives experience and education based on their relation to present responsibilities in the college.

187. WILKINS, ERNEST H. Liberal-arts colleges in teacher education. *School review*, 39:576-84, October 1931.

A defense of the liberal arts college. "The decision as to institutional fitness for this work does not properly rest on label or on form." p. 579.

188. WRIGHT, FRANK L. A comparison of college and university graduates with graduates of teachers colleges in their preparation as prospective secondary teachers. *Educational administration and supervision*, 17:453-61, September 1931.

Tabled data were presented, concerning each type of graduate, showing the range of training, relative emphasis on content, and breadth of training (number of subjects which students are prepared to teach.). Nine institutions of each type were compared.

Admission Requirements

189. ADAMS, EDWIN W. The principles that underlie the problem of selecting those who apply for admission to our teacher-training institutions, and the practices in the Philadelphia normal school. *In Schoolmen's week Fifteenth annual proceedings*. 1928. p. 373-382. Philadelphia, Pa., University of Pennsylvania press, 1928.
- A summarization of qualities most often desired in candidates. The present requirements come under the head of intellectual, physical, personal, and moral qualifications.
190. BROWN, HERBERT G. The specific requirements of 49 colleges and universities of the units required by them for entrance. *Washington, D. C., George Washington university*, 1930. 43 p.
- It was found that requirements are more liberal than in the past. The work done in preparation for college must be intensive and specific.
191. CARROTHERS, GEORGE E. Selection of optimum candidates for high-school teaching. *High school quarterly*, 19:151-62, April 1931.
- A plan for an effective program in selecting candidates for high-school teacher training.
192. DIEMER, G. W. A program for the professional education of the teachers in a large city school system; the Kansas City plan. *Educational administration and supervision*, 16:383-90, May 1930.
- The author describes the plan used by the Teachers college of Kansas City for the selection of students and the program for preparing students to teach. The last two pages describe the in-service training given teachers during their first year's experience in Kansas City.
193. ENGLEMAN, JAMES OZRO. A survey of entrance requirements and tendencies in the courses of study of the normal schools of the United States. *Pedagogical seminary*, 21:532-58, December 1914.
- From this catalog study, the author concluded: "There is a growing tendency for normal schools to become teachers colleges, with the same academic entrance requirements as the colleges have." p. 555. A bibliography on normal schools is appended.
194. GWINN, JOSEPH M. Tendencies in the entrance requirements of state normal schools. *Education*, 28:233-37 December 1907.
- This is a catalogue and questionnaire study showing the entrance requirements at the beginning and end of the decade 1895-1905, in "thirty of the thirty-six states of the United States having state normal schools in 1895."
195. HERTZBERG, OSCAR E. More rigid entrance requirements for teacher-training institutions. *School and society*, 34:702-4, November 21, 1931.
- A presentation of the methods employed by the State teachers college of Buffalo in its selection of students, and the success of such methods as shown by the high averages of students selected.
196. HOLMES, BERTHA E. Study in the comparison of the records of normal school students certified and uncertified for entrance. *Educational administration and supervision*, 11:447-51, October 1925.
- The records of 291 graduates were divided into two groups, those entering by certification and those entering by examination. Found that the uncertified students did not attain averages as high as those made by the certified students, but that the former made greater progress throughout their normal school course than did the latter.
197. KNIGHT, F. B. The selection of high school teachers. *In National society of college teachers of education. Fifteenth yearbook 1926*. p. 35-37. Chicago, Ill., University of Chicago, 1926.
- Suggestions for an extensive testing program, including tests of health, interest, intelligence, English and reading, achievement, and professional information.
198. LINSCHIED, A. Twenty years progress in the selection and admission of students to normal schools and teachers colleges. *In American association of teachers colleges. Yearbook, 1928*. p. 28-38. Washington, D. C., American association of teachers colleges, National education association, 1928.
- Concludes, in the light of the three studies which are cited, that "... the entrance requirements of teachers colleges are as high as those of other higher institutions of learning and equal to the requirements for admission to all other professional schools with the exception of medical colleges and schools of engineering."
199. EINTON, CLARENCE. A study of some problems arising in the admission of students as candidates for professional degrees in education. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1927. 163 p.
- Returns from a questionnaire to liberal arts colleges, teachers colleges, publicly supported universities and colleges, and privately supported universities furnished the data used in the study. "It is significant that there are no outstanding differences among the four groups of institutions in their practice with respect to the issues raised (regarding candidacy for professional degrees in education) ... The variation existing ... is much greater within the groups of institutions than among the different groups." p. 107 and 108.
200. LUDEMAN, W. W. Selection and elimination of teacher training material. *Educational administration and supervision*. 13:120-24, February 1927.
- A questionnaire study of practices in 56 institutions.

201. McNEIL, MELLICENT. A comparative study of entrance to teacher-training institutions. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1930.* 104 p. (Contributions to education no. 443)

"The first part of the study is devoted to a historical résumé of the practices which have been used by some of the leading countries of the world from the establishment of teacher-training institutions up to about the year 1910 . . . The second part of the study deals with the requirements of entrance to teacher-training institutions from 1910 to the present time." p. 3.

202. SIEDLE, THEODORE ANTHONY. Present practices in vocational industrial teacher-training institutions of granting college credit for trade experience, etc. *Washington, U. S. Government printing office, 1930.* 52 p. (Federal board for vocational education, no. 152. Trade and industrial series, no. 43)

From the returns in a questionnaire study, the author concluded that there is no consistent practice or uniformity of opinion regarding the amount of college credit which should be allowed for trade experience, and that there is no uniformity of practice relative to the method of recognizing or determining the quality or quantity of trade experience of an individual in terms of college credits.

Administrative Phases of Curricula

203. BOARDMAN, LESTER W., and SMITH, EDWIN B. Standards for determining the collegiate rank of subjects . . . report of subcommittee of the research committee of Colorado state teachers college. *Greeley, Colo., Colorado state teachers college, 1924.* 34 p. (Research bulletin no. 8)

"The results of these conferences and the returns from questionnaires have been tabulated and studied, and conclusions have been formulated by the subcommittee. These in turn have been discussed by the Research committee, and are presented in the succeeding pages as approved by that committee." p. 6, of foreword.

204. GRAY, WILLIAM S. The use of a time record blank in the standardization and supervision of student-teaching courses. *Educational administration and supervision, 7:121-32, March 1921.*

The writer presents a time-record blank with directions for keeping records and suggests the uses to which it may be put. This is followed by the facts revealed in three studies.

205. HENDERSON, JOSEPH L. The distribution of a student-teacher's time. *Austin, Tex., University of Texas, 1918.* 24 p. (University of Texas bulletin no. 1858. Education series no. 5, October 15, 1918)

Students from eighteen institutions replied to a questionnaire. The data from nine colleges and universities were used in the report.

206. HUNTINGTON, HAROLD A. The use of instruction sheets at Indiana state teachers college. *Teachers college journal, 3:149-59, January 1932.*

A description of techniques utilized in making instruction sheets.

207. SCHUTTZ, T. H. The distribution of time of student-teachers in a state teachers college. *Educational administration and supervision, 8:214-22, April 1922.*

A technique for securing data regarding the way student-teachers spend their time is presented. The writer compares the time spent in practice teaching with that spent in other courses.

208. WADE, N. A. Comparison and distribution of student-teachers' time. *Educational administration and supervision, 14:657-63, December 1923.*

The self-kept records of students form the basis for this study of time devoted to fifteen teaching activities. There was a wide variation among the different training schools in the average percentage of time spent in the various activities.

Catalogue Courses and Nomenclature

209. CRABB, ALFRED LELAND. A study of the nomenclature and mechanics employed in catalogue presentations of courses in education. *Nashville, Tenn., George Peabody college for teachers, 1926.* 98 p. (Contributions to education no. 21)

The purpose of this study is to present: 1. A brief statement of the historical background of teacher-training courses, showing in the listing of the courses offered at various periods the tendencies which have characterized progress. 2. A detailed statement of "practice" as to the courses offered in three groups of institutions concerned with teacher training, namely, normal schools, teachers' colleges, and graduate schools. 3. The formulation of tentative standards to be applied in the naming and describing of courses.

210. WILSON, G. M. Titles of college courses in education. *In Society of college teachers of education. College courses in education. Committee reports . . . Publication no. 13. Educational monographs no. 8. p. 12-30. Marshalltown, Iowa, Marshall printing company, 1916.* 87 p.

The author made a study of titles of education courses in 23 college and university catalogs for 1913-14, and compared the results with a similar study previously made of course titles in 20 universities for the years 1890-1900. The comparison showed a considerable decrease in the historical courses and a very rapid increase in the number of practical and special methods courses. The rapid growth of courses in new fields led, in the meantime, to a great diversity in titles. The author constructed and presented a scheme for the classification of education courses, and suggested a nomenclature to be adopted uniformly by all institutions.

211. ———. Uniform nomenclature for college courses in education. *Educational review, 40:100-55, September 1920.*

Reports a study of the titles in 32 college and university catalogues and suggests a uniform nomenclature for education courses.

Differentiation in Curricula

212. CREAGER, J. O. Making teaching a profession by professionalizing the training of teachers. *Educational administration and supervision*, 16:19-28, January 1930.

The author studied the problem of control in the colleges and schools of education in the 32 state universities which had definitely established professional units. The factor of control was studied under the following heads: control of the program of studies, and the control of the subjects making up the curricula. He suggests that education students majoring in any given academic subject be placed in a section of their own; and that courses be offered dealing with the content to be taught in each of the subjects which the high school offers.

213. MAXWELL, GUY E. Differentiation of courses in normal schools. In National education association journal of proceedings and addresses. p. 536-41. Chicago, Ill., The University of Chicago press, 1913.

The author selected three courses from as many normal schools to illustrate what was then being done to differentiate courses for the benefit of teachers of different grades of the elementary school. He says that "... these three courses ... have little in common. They vary in amount from 8 units in the core to 16 units. ... There follows next a suggested course, designed to avoid all errors which may appear in the courses in actual use."

Examinations and Marking Systems

214. ARNOLD, HOMER L. Marking systems in teacher-training institutions. *California quarterly of secondary education*, 4:244-48, April 1929.

A study of the marking systems of 100 teacher-training institutions in 34 states.

215. BREWER, JOHN M. A study of examinations in graduate courses in education. *Educational record*, 9:225-41, October 1928.

This study is concerned with a statistical and critical survey of the course examinations given during the first six years of the graduate school of education of Harvard university.

216. VAN HOUTEN, L. H. Raising and maintaining standards of scholarship in teacher-training institutions. *Educational administration and supervision*, 11:535-49, November 1925.

In order to find out ways and means for remedying a situation, in which the frequency distribution of grades did not follow the normal curve at all, a questionnaire study was made of the practices in other institutions.

Overlapping and Duplication

217. BOLTON, FREDERICK E. Overlapping of courses in education. *Educational administration and supervision*, 14:610-23, December 1928.

The author concludes from his study that "... there is altogether too much duplication and overlapping of courses in education."

218. WORCESTER, DEAN A. A source of waste in the professional training of teachers. *Journal of educational research*, 17:117-24, February 1928.

From a consideration of some published and some unpublished studies, the author concludes that a great source of waste is due to overlapping of instruction within and between departments and to a tendency on the part of instructors to give equal attention in instruction to that which is known and to that which is not known by students prior to taking courses.

Prescription and Election

219. BLUE, H. G. A study of the electives embodied in the academic and professional training of two-year and four-year graduates of Colorado state teachers college. *Greeley Colo., Colorado state teachers college*, 1929. 146 p.

The purpose of this study is to set forth valid facts and conclusions upon which to construct a recommended administrative program involving problems of guidance in the matter of the selection and use of elective courses.

220. CLASS, EDWARD C. Prescription and election in elementary-school teacher-training curricula in state teachers colleges. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 92 p. (Contributions to education, no. 481)

A history of prescription and election policies in curricula; a study of practices, trends, and tendencies; and a comparison between curricula of teachers colleges in the United States and curricula in similar institutions in Germany, France, and England; and between curricula in schools of law and nursing and in teachers colleges.

General References on Curricula

221. CHARTERS, W. W. and WAPLES, DOUGLAS. The Commonwealth teacher training study. *Chicago, Ill., University of Chicago press*, 1929. 666 p.

Materials for developing teacher training curricula and methods of supervision; a collection of teacher traits; a collection of activities performed; and an evaluation of teacher activities.

222. LULL, H. G. Curricular problems of degree-granting normal schools or teachers' colleges. *Educational administration and supervision*, 4:71-87, February 1918.

Read before the Western association of college teachers of education, Omaha, December 29, 1917.

This paper embodies the essential points in a report made by a committee of the Kansas state normal school to the Carnegie foundation for the advancement of teaching.

223. MCKENNY, CHARLES. The teachers college and current trends in higher education. *American schoolmaster*, 25:93-99, March 15, 1932.

Application of the tendencies, cited by F. J. Kelly, in a study (of the liberal arts college) which was subvented by the Commonwealth fund, to teachers colleges.

*Curricula for the Education
of Special Groups
of Teachers*

Administrators

224. CLEM, ORLIE M. and McLAUGHLIN, SAMUEL J. A study of the professionalization of the high school principalship in Maine. *Educational administration and supervision*, 13:1-12, January 1927.

A report concerning the opinions of high school principals regarding courses of most usefulness. High school administration, educational psychology, and methods are at the top of the list.

225. HOSIC, JAMES F. College courses for elementary-school principals. In National society of college teachers of education. Fifteenth Yearbook. 1926. p. 38-44. (Studies in education no. 15.) Chicago, Ill., The University of Chicago press, 1927. 205 p.

One hundred eighty-five responses were made to a letter addressed to each head of a department of education listed in the educational directory. Twenty-six institutions offered courses specifically for elementary school principals who were either summer-session, part-time, or regular students. Only one offered such courses for all three types of students. With few exceptions these institutions are located in large cities. Courses generally fall under the heading of administration or supervision.

226. JONES, ARTHUR J. Preliminary report of the committee on the preparation of curricula for the professional training of different types of teachers. In National society of college teachers of education. College courses in education. Publication . . . no. 13. p. 43-61. (Educational monographs, no. 8. 1919). Marshalltown, Iowa, Marshall printing company, 1919. 87 p.

The committee made a questionnaire study of opinion representing widely different conditions and types of schools in order to guide it in making recommendations.

A general consensus of opinion existed that the normal order of training under present conditions should be: (1) preparation for a teaching position; (2) experience in teaching; (3) preparation for the position of superintendent, principal or supervisor.

Commerce and Industry

227. BAWDEN, WILLIAM T. Development of plans for the preparation of teachers. Washington, U. S. Government printing office, 1923. 46 p. (Bureau of education. Industrial education circular no. 17)

Report of the conference (held at Madison, Wis., January 11-13, 1923) of men from institutions in the Mississippi valley engaged in training teachers of manual arts and industrial education.

228. BLACKSTONE, E. G. Training of commercial teachers. Iowa City, Iowa, State university of Iowa, 1926. 19 p. (Extension bulletin no. 141)

A study of provisions for training in 42 institutions.

229. COXEN, HARRY HERSCHELL. An industrial curriculum resulting from surveys (manual arts). Madison, Wis., University of Wisconsin, 1920.

The author described an industrial curriculum for the training of teachers in the East Texas normal school. It was based upon: (1) A survey of curricula in typical state normal schools of the country, (2) a survey of the schools of Texas for which teachers are to be trained, and (3) a study of the success of (normal school trained) manual-training teachers.

230. MCGINNIS, SCOTT J. Procedure of training trade teachers. Oklahoma City, Okla., State department of education, 1930.

Provisions of Federal statutes, efficiency factors, and trade analysis are studied.

231. RYAN, W. CARBON, jr., ed. High standards urged for manual training teachers. *School life*, 3:1-2, December 15, 1919.

The final report was approved at the Cincinnati meeting in December 1919. The conclusions of the committee, adopted by the conference, contains 14 points. These are presented.

232. SMITH, HOMER J. Industrial education in the public schools of Minnesota. Minneapolis, Minn., University of Minnesota, 1924. (Bulletin; educational monograph, no. 6)

Lists 246 concepts—objects, materials, qualities, processes, mechanisms, machines, and human relations—which the industrial teacher should teach to pupils. Studied relation between the industrial teacher's training and the use made of the training. Latent preparation was designated as that for which there was no later use. This was found in 10 of the 23 phases of industrial work.

233. ———. Industrial and vocational teacher-training. *Industrial arts magazine*, 11:333-36; 389-92; 417-21, September-November 1922.

Four types of non-academic teachers were recognized and frequently referred to in the literature. Ten characteristics of fitness were derived from a questionnaire study, but the requisites for spaces in the four kinds of service are sufficiently dissimilar to warrant different kinds and amounts of teacher preparation. The percentages of varying kinds of courses in present two-year and four-year offerings are similar but do not seem equally well adapted for the preparation of the four types of teachers. One standard curriculum seems not to be sufficient. Suggestive curricula are presented.

Elementary Teachers

234. BANKES, W. J. The training of teachers for platoon schools. *Educational administration and supervision*, 9:371-76, September 1923.

General outline of procedure in Akron, Ohio, for preparing teachers for special posts in the platoon system.

235. CROSS, E. A. Curriculum-making for teachers colleges. *Educational administration and supervision*, 12:86-94, February 1926.

A catalog study of required courses of eleven teachers colleges for the preparation of intermediate grade teachers.

236. DICKSON, JULIA E. Current practices and tendencies in the elementary curriculum of the training schools of teachers colleges and normal schools. *Educational administration and supervision*, 13:145-64; 241-54, March-April 1927.
- Finds there are no universally accepted practices in regard to: (1) placement and teaching of topics in arithmetic, (2) placement and teaching of details in language and grammar, and (3) professional relation of the teachers college to the training school courses overlooking the teaching of these subjects.
237. HORN, JOHN LOUIS. College women as elementary school teachers. *Educational administration and supervision*, 10:142-46, March 1924.
- A description of the methods of preparing elementary school teachers in Mills college, California.
238. KYTE, GEORGE C. Specific requirements in the two-year curricula for training elementary school teachers in representative teachers colleges and normal schools. *Educational administration and supervision*, 17:401-16, September 1931.
- An investigation of the subjects and courses required in various two-year teacher training curricula specifically stated in the bulletins and catalogs of thirty-nine representative state teachers colleges and normal schools in twenty-three states.
239. PHELPS, SHELTON. The two-year curriculum for training elementary teachers. *Journal of educational research*, 7:369-83, May 1923.
- Courses most often required by 47 two-year normal schools were: practice teaching, general psychology, history of education, classroom management, general methods and observation, principles of teaching, and educational psychology. For 47 four-year schools the order was: general methods, educational psychology, general psychology, principles of teaching, practice teaching, history of education, and observation.
240. ROBERTSON, M. S., and others. A four year curriculum for the preparation of elementary teachers. *Educational administration and supervision*, 11:373-93, September 1925.
- Studied the provisions for elementary-school teacher training in the 4-year curricula of 14 state teachers colleges. Found: (1) little agreement concerning required subjects, and (2) little agreement concerning requirement for specific courses in a given subject.
241. SANTIAGO, ANACLETO. An investigation of professional training in two and three year normal schools. Master's thesis. *Chicago, Ill., University of Chicago*, 1924.
- Forty-six normal schools provided 39 types of curricula (1924), but the content of the curricula was not highly differentiated. More courses were offered which reviewed the subject matter of specific fields than discussed the professional problems relating to those fields.
- Home Economics Teachers*
242. ALLEN, BESSIE M. A two-year normal school curriculum for the training of teachers of home economics. *Educational administration and supervision*, 7:85-90, February 1921.
- An investigation of the courses of study in normal schools giving the two-year course for the training of home economics teachers. Recommendations for a new course are made.
243. BOMAR, WILLIE M. Education of homemakers for community activities. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 143 p. (Contributions to education no. 477)
- A study of community interests and activities of representative homemakers to discover certain needs for home economics education.
244. BROWN, CLARA M. An analysis of the responsibilities of the teacher-trainer in home economics. *Educational administration and supervision*, 12:519-28, November 1926.
- The procedure employed in analyzing the teacher-trainer's job in home-economics education is explained; examples are included to illustrate the type of analysis made; and the results of the analysis are described.
245. HINKLEY, JANE SNOW. A survey of the requirements and the training of home economics teachers. *Berkeley, Calif., University of California*, 1925.
- Questionnaire study of state courses in selected universities, colleges, and normal schools.
246. HYPES, J. L. Family case analysis in teacher-training. *Journal of home economics*, 20:872-78, December 1928.
- How the family case analysis is used as an adjunct to training teachers of vocational home-making is described in this article.
247. OLIVER, SADIE. What educational sociology should mean to the teacher of home economics. *Journal of educational sociology*, 5:162-66, November, 1931.
- A justification of the place of educational sociology in curricula for the training of teachers of home economics. A table is presented showing the hours in sociology required for graduation in home economics in ten of the institutions of higher learning.
248. SIPP, MILDRED L. The training of teachers in home economics education for teaching special class children. *Journal of home economics*, 23:946-47, October 1931.
- The results of a questionnaire study show that 21 out of 46 institutions which responded offer one or more courses in home economics in order to develop a better understanding of physically or mentally handicapped children.
249. WINCHELL, CORA M., and others. A survey of methods used in professional courses in home economics. *Teachers college record*, 24:132-46, March 1923.
- Following the report of a questionnaire study of methods of teaching methods-courses, the recommendations of a committee (appointed by the New York State specialist in vocational education for girls) are presented.

Junior High School Teachers

250. GAUMNITZ, W. H. Provisions made by colleges and normal schools to give a special type of training to teachers of junior high schools. *Educational administration and supervision*, 11:556-71, November 1925.

This article is an objective study of curriculum-making (for the training of junior high school teachers) as it is carried on in colleges and normal schools. Data from bulletins of 442 institutions were analyzed. A wide recognition of the need for providing special courses and sequences was found.

251. GRINNELL, J. E. Securing adequate training for junior high-school teachers. *Educational administration and supervision*, 17:279-86, April 1931.

An inquiry into the provisions for training students who have junior high-school teaching in view.

252. HALL-QUEST, ALFRED L. and others. The training of junior high school teachers. *Educational administration and supervision*, 9:257-70, May 1923.

This committee pronouncement considers the training of junior high school teachers under four headings: (1) The relationship between principles underlying the junior high school and principles controlling programs of teacher-training; (2) principles controlling programs of teacher-training; (3) courses dealing with junior high school problems; and (4) conclusions and recommendations.

253. HOUNCHELL, PAUL. The training of junior high school teachers. *Nashville, Tenn., George Peabody college for teachers*, June 1928. (Contributions to education, no. 53)

This study is based upon the situation and need in Alabama. A curriculum pattern for the junior high school was developed in the study, as were also 11 major groups of needed teaching abilities. Among other things, the study shows that the recently trained teachers are the better trained teachers.

254. TERRY, PAUL W. Training programs for junior high school teachers. *Educational administration and supervision*, 16:174-78, March 1930.

This is a brief descriptive summary of a catalog study in which the author concluded that "... as matters now stand, low standards of certification and unsatisfactory training programs, which in turn mean inadequately trained teachers, are altogether too characteristic of educational activities carried on in the name of the junior high school." p. 177-178.

Nursery School; Kindergarten, and Primary Teachers

255. DAVIS, MARY DABNEY. Preparation for teachers of nursery schools, kindergartens, and primary grades. *Washington, U. S. Government printing office*, 1929. 11 p. (Bureau of education. City school leaflet no. 31)

This is a directory of institutions and a description of curricula offered.

256. THOMPSON, CHARLES H. The preparation of kindergarten-primary teachers. *Educational administration and supervision*, 13:449-58, October 1927.

A study of the teacher-training institutions undertaking to give training to this type of teacher.

257. ——— The three-year curricula in normal schools for the preparation of kindergarten-primary teachers. *Journal of educational research*, 19:322-30, May 1929.

Studied college catalogs to determine whether or not a 3-year course changes the general direction of training or adds time to 2-year course. The author claims that there is but little improvement over the 2-year graduate. The teacher in this type of work evidently reaches the point of "diminishing returns" early.

258. VANDEWALKER, NINA C. An evaluation of kindergarten-primary courses of study in teacher-training institutions. *Washington, U. S. Government printing office*, 1924. 44 p. (Bureau of education. Bulletin, 1924 no. 3)

Data from more than 100 catalogs of institutions offering courses for kindergarten-primary teachers constitute the bases for the conclusions presented in this bulletin.

Rural Teachers

259. ALLEMAN, L. J. Preparation of teachers for rural consolidated and village schools. *Washington, U. S. Government printing office*, 1925. 8p. (Bureau of education. Rural school leaflet no. 38, April 1925)

The author described the plan of observation and practice teaching used in the Louisiana state normal college.

260. ANDERSON, C. J. and KIBBE, D. E. Field problems of Wisconsin rural teachers. *Madison, Wis., State superintendent of public instruction*, 1929. 74 p.

A collection, compilation, and classification of teacher problems for the purpose of providing partial content for teacher training curricula, and serving as an agency in the supervision of teachers in service.

261. BUNTING, R. L. and MCGUFFEY, VERNE. Preparation of rural teachers. *Teachers college record*, 29:716-27, May 1928.

This is a questionnaire study of nine specific phases of the preparation of teachers for rural schools given in publicly-supported normal schools and teachers colleges. A questionnaire was sent to every normal school and teachers college (for whites) in the United States. Replies were received from 149 institutions.

262. COFFMAN, LOTUS D. Teacher-training departments in Minnesota high schools. *New York, N. Y., General education board*, 1920. 92 p.

Descriptive data and analysis of: (1) teachers and students; (2) curriculum; (3) instruction; (4) administration; (5) superintendents' judgments.

263. COOK, KATHERINE M. Courses in rural education offered in universities, colleges and normal schools. *Washington, U. S. Government printing office, 1925.* 18 p. (Bureau of education. Rural school leaflet no. 37, March 2, 1925)
This catalog and questionnaire study reported that 360 courses concerned with rural education were offered in 190 institutions.
264. ——— Professional preparation of teachers for rural schools. *Washington, U. S. Government printing office, 1928.* 71 p. (Bureau of education. Bulletin, 1928, no. 6.)
This bulletin contains abstracts of addresses delivered at a conference called by the United States Commissioner of Education at the Lenox Hotel, Boston, February 26, 1928.
265. FLYNN, H. E. Teacher training in the high schools of Minnesota. *Journal of rural education, 4:287-96, February-March 1925.*
Cites the plan followed for training rural teachers through a postgraduate year of work in high school. Ninety per cent have had one year of professional training.
266. FOGHT, HAROLD W. Rural teacher preparation in county training schools and high schools. *Washington, U. S. Government printing office, 1917.* 71 p. (Bureau of education. Bulletin, 1917, no. 31)
This study is in three parts. The first part is based on a compilation of data from 21 states. The second part deals chiefly with the estimates of the value placed upon rural teacher training by educators; and the third part is devoted to suggestions for improvement.
267. FROST, NORMAN. Course of study recommended for those preparing themselves to become supervisors of country schools. *Educational administration and supervision, 15:1-11, January 1930.*
A course of study for those preparing themselves to become supervisors of country schools is recommended on the basis of suggestions received from the member or members best informed in each state department of thirty states.
268. MEREDITH, A. B. Preparation of teachers for rural schools. *Elementary school journal, 29:344-50, January 1929.*
This study of 205 one-teacher Connecticut schools showed differentiation in the elementary school curriculum between rural and urban schools to be inadvisable, hence making differentiation in teacher preparation unnecessary. The course, "Administration of the one-teacher school," was found to be the only distinguishing characteristic of the special "rural curriculum" offered in some of the normal schools.
269. MONAHAN, A. C. and WRIGHT, ROBERT H. Training courses for rural teachers. *Washington, U. S. Government printing office, 1913.* 61 p. (Bureau of education. Bulletin, 1913, no. 2. Whole no. 509)
Discusses the various types of high school courses in teacher-training provided in the several states, and gives statistics to show the enrollments, staff, etc.
270. MORTON, R. L., ch. Teacher training as a state function. A report by the teacher-training committee of the educational council of the Ohio state teachers association. *Columbus, Ohio, Ohio state teachers association, 1927.* 47 p.
A résumé of opinions of state superintendents concerning the county teacher-training high schools and the county normals. A discussion of Ohio conditions in respect to the needs of the state for teacher-training institutions is presented.
271. REYNOLDS, ANNIE. Rural teacher training in Wisconsin. *Journal of rural education, 2:174-85, December 1922-January 1923.*
From 66 replies from Wisconsin rural teacher training institutions it was found that there was considerable variation among them in regard to: (1) opportunity for rural school practice and contracts, (2) participation in educational extensions, (3) opportunity for acquaintance with recent progressive school legislation.
272. SLEE, MARY E. Some aspects of the training of teachers for the one-room schools. *Journal of rural education, 5:50-56, September-October 1927.*
A study of 130 training institutions shows a trend toward establishment of special rural curricula.
273. WEEKS, I. D. One and two year rural curricula offered in teachers colleges. *Education, 52:8-10, September 1931.*
A survey of present practice in one and two year rural curricula offered in teachers colleges.
274. WILSON, R. H. The Oklahoma plan in teacher-training for rural schools. *American school, 3:144-56, May 1907.*
Discusses the lack of trained teachers in the rural schools of the state; and describes how this lack was overcome through high school teacher-training courses, and by the substitution of summer-school work for the county institute.

Secondary Teachers

275. BACHMAN, FRANK P. Training and certification of high school teachers. *Nashville, Tenn.; Division of surveys and field studies, George Peabody college for teachers, 1930.* 175 p. (Field studies, no. 2)

Chapter headings in this study are: (I) Present status of high school teaching as a profession; (II) present certification standards and requirements; (III) present instructional organization; (IV) curricula for small high schools general considerations; (V) curricula for small high schools suggested curricula and instructional organization; (VI) instructional organization or teaching combinations; (VII) training of high school teachers; (VIII) certification of high school teachers. A bibliography is appended.

276. BROOKS, S. C. Preparation of high school teachers. In *National education association. Addresses and proceedings, 1907.* p. 547-51. Wash-

ington, D. C., National education association, 1907.

Discusses needed academic and professional subjects in secondary teacher training.

277. BROWNELL, WILLIAM ARTHUR. State requirements for high school teachers. *School review*, 34:295-99, April 1926.

Gives data on professional preparation required of candidates for high school teachers' certificates in 47 states. Questionnaires to state superintendents, sent March, 1925, furnished the data.

Results are presented in a table, and eight of the most frequently mentioned courses are specified. Total number of hours in education required by each state department of public instruction is given for 45 states.

278. COOK, JOHN W. Capacity and limitations of the normal school in the professional preparation of high-school teachers. In National education association. Addresses and proceedings, 1907. p. 628-38. Washington, D. C. National education association, 1907.

Discusses the type of general and special scholarship needed by high school teachers, and the inability of the normal school to provide this unless it offers special academic training.

279. DAVIS, CALVIN O. Training secondary school teachers in universities. *High school teacher*, 6:109-10, March 1930.

Analysis of 25 institutions in respect to: (1) Official title of teacher training unit, (2) admission requirements, (3) specialized curricula, (4) requirements in professional courses, (5) provision for practice teaching, and (6) the degrees granted.

280. FRANK, J. O. The preparation of teachers for high schools in Wisconsin normal schools. *School review*, 31:16-27, January 1923.

Lists developments in normal schools for providing academic and professional training on a par with colleges and universities.

281. FRENCH, WILB C. Professional training of secondary school teachers. *North central association quarterly*, 3:333-75, December 1928.

This committee report is in four parts: Part 1 Some committee observations, tentative conclusions and recommendations; Part 2 Introductory historical statement; Part 3 An annotated bibliography on teacher-training for secondary schools; Part 4 The committee's researches.

282. GILCHRIST, ROBERT S. The educational preparation of secondary-school teachers. *School review*, 38:350-59, May 1930.

The author studied the educational preparation of secondary-school teachers from the standpoint of outstanding textbooks relating to secondary education; importance and difficulty of items in courses relating to secondary education; and the relative importance of the six divisions of the curriculum for the training of secondary school teachers.

283. HALL-QUEST, ALFRED L. Professional secondary education in teachers colleges. *New York, N. Y., Bureau of publications, Teachers college*,

Columbia university, 1925. 125 p. (Contributions to education, no. 169)

Attention is focused, in this study, mainly on certain characteristics of the curricula that teachers colleges have organized for prospective high-school teachers.

284. HOLLAND, ERNEST O. The professional preparation of high-school teachers. In The National education association journal of proceedings and addresses. p. 577-81. Chicago, Ill., The University of Chicago press, 1907.

This paper supplements the joint report of the Committee of seventeen. The author quotes from research studies and bases his discussion on the findings.

285. HOLMES, MANFRED J. The present provision for the education and training of secondary teachers in the United States. In National society for the study of education. Fourth yearbook. Part I, p. 63-82. Chicago, Ill., The University of Chicago press, 1905. 117 p.

This is a questionnaire study supplemented by data from catalogs and other sources. The author says all educators agreed concerning the nature of an ideal secondary school but few schools approached it. Facilities were held to be entirely inadequate.

286. JAMES, H. W. How we train high-school teachers in colleges and universities. *Peabody journal of education*, 6:371-73, May 1929.

Of the subjects other than the major/minor, and professional work, English is the only subject which is required by every college. This is a catalogue study.

287. (NEWCOMB, R. S. The present status of the training of high-school teachers in normal schools and teachers colleges. *School Review*, 31:380-87, May 1923.

Discusses the main reasons why normal schools adopt four-year programs for the training of secondary teachers.

288. PEIK, W. E. The professional education of high school teachers. *Minneapolis, Minn., University of Minnesota press*, 1930. 184 p.

An analysis of the prescribed courses in education for prospective high-school teachers of the University of Minnesota. One hundred alumni expressed an opinion regarding the value of courses in teaching.

289. RAINEY, HOMER R. The problem of training high school teachers in Oregon. *Educational administration and supervision*, 12:110-13, February 1926.

Data on number of subjects high-school teachers teach and combinations of subjects they teach in Oregon.

290. REAVIS, W. C. The determination of professional curriculums for the training of teachers for secondary schools. *School review*, 32:27-35, January 1924.

Lack of standardization of teacher training for secondary schools, so evident in 1918, remains little changed in 1924. Colleges are not training any more effectively than did the normal schools.

291. ROBERTSON, C. B. The training of secondary school teachers. *School review*, 21:225-34, May 1913.

Variations found in teacher training over the country due to different types of laws in the several states. The Pittsburgh plan is cited as an effective means of teacher training.

292. SMITH, J. M. The training of high school teachers in Louisiana. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1926. 101 p. (Contributions to education, no. 247)

A thorough survey of the requirements, standards, and uniformity of practice in operation in the training of teachers for Louisiana high schools.

293. SPRAGUE, H. A. Curriculum requirements for the training of secondary school teachers in state teachers colleges and colleges of education in state and private institutions. In American association of teachers colleges. Eighth yearbook. p. 92-108. Washington, D. C., American association of teachers colleges, National education association, 1929. 150 p.

This is a catalog study of 45 state teachers colleges and 24 departments of education in universities, in which the data were collected by the institutions involved. This was supplemented by a questionnaire study of opinions on some controversial issues.

294. STEELE, ROBERT McCURDY. A study of teacher training in Vermont. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1926. 111 p. (Contributions to education no. 243)

Preparation of teachers for general positions in high schools, including rural schools. Administrative phases and instructional and curricular phases were considered only in their bearing on administration.

295. STUART, HUGH. The training of modern foreign language teachers in secondary schools in the United States teachers college. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*. 112 p. (Contributions to education no 256)

A survey of training conditions as they affect the foreign-language teacher. Finds that the majority of such teachers are native born and trained in colleges and universities. Some views from these teachers in appreciation of type of training they get are anything but flattering to the training institutions.

296. VAN HISE, CARLES R. The training of teachers for the secondary schools. In National association of state universities, Transactions and proceedings, no. 6, 1908. p. 16-43. Bangor, Me., Bangor cooperative printing co., 1908.

The author says, "It seems to me that a cooperative plan for furnishing the additional number of teachers required for the secondary schools is far

superior to that . . . of adding a third year or third and fourth years to the normal schools and thus make them normal colleges." p. 40.

297. WHITCRAFT, L. H. The professional training of high school teachers. *School review*, 32:218-23, March 1924.

Studied offerings in 179 institutions including universities, colleges, and normal schools. Found that the courses most frequently prescribed did not differ radically in their order from the state requirements of the states involved.

Teachers of Special Classes

298. BAGLEY, WILLIAM C. and WOOD, THOMAS D. Professional education of teachers and leaders. In White House conference on child health and protection. III C. The school health program. p. 364-384. *New York, N. Y., Century company*, 1932. 400 p.

This chapter deals with the problems incident to the preparation of teachers for health education.

299. ELLIOTT, BERNICE. How Michigan trains teachers for its handicapped children. *Nation's schools*, 11:33-36, August 1930. Illus.

Describes the training given by the Michigan state normal college, Ypsilanti, to teachers of the various types of exceptional children. Requirements for such teachers are good health, training equivalent to standard normal school course of two years beyond high school, and one year's successful teaching experience.

300. ELLIOTT, CHARLES M. et al. Training of teachers. In White House conference on child health and protection. III F. Special education: The handicapped and the gifted. p. 553-564. *New York, N. Y., Century company*, 1931. 604 p.

This chapter describes a program of courses recommended for those who wish to prepare themselves to teach the handicapped and the gifted.

301. SCHLEIER, LOUIS M. Problems in the training of certain special-class teachers. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 145 p. (Contributions to education no. 475)

Dissertation on training of teachers of special child groups.

Curricula in Special Fields of Subject Matter

Agriculture

302. BAILEY, LIBERTY Hyde. On the training of persons to teach agriculture in the public schools. *Washington, U. S. Government printing office*, 1908. 53 p. (Bureau of education. Bulletin 1908, no. 1. Whole no. 38)

This bulletin was prepared by the author at the request of the Commissioner of education "with a view to rendering some assistance in the shaping of plans for such training of [agriculture] teachers as may be undertaken by the colleges with these new funds [appropriated under both the second Murrell Act and the Nelson Amendment]."

303. EDENS, WILLIAM J. Determining emphasis in training teachers of agriculture. A study of 19 states. Master's thesis. *Ithaca, N. Y., Cornell university, 1930.*

The study recommends more emphasis upon establishing administrative relationships with school authorities, studying agricultural resources, constructing curricula and courses of study, organizing groups for instruction, providing equipment and teaching facilities, teaching, supervising farm practice, participating in extra-class and community activities, cooperating with commercial agents in the community, and growing professionally.

304. FRITTS, THOMAS ALBERT. An analysis of the occupation of the teacher of vocational agriculture as a basis for determining the essentials of professional training. Thesis. *College Station, Tex., Texas agricultural and mechanical college, 1922.*

Study of the monthly reports of Texas teachers.

305. JONES, D. COAKEN. Plans for training teachers of vocational agriculture. A study based on the practices of teacher-training institutions. Master's thesis. *Ithaca, N. Y., Cornell university, 1930.*

Findings: Institutions vary in required hours, in that which constitutes complete training, and in that which constitutes the value of an hour of credit. Institutional needs differ and this should be recognized. Seeks model practices. Sets up a curriculum.

306. STORM, ASHLEY VAN. How the land-grant colleges are preparing special teachers of agriculture. *Nashville, Tenn., George Peabody college for teachers, 1919.* (Contributions to education, no. 5, August 1919.)

This description is based upon the historical and questionnaire method of study.

Arithmetic

307. TAYLOR, E. H. Arithmetic teachers in the making. In American association of teachers colleges. Yearbook, 1928. p. 16-25. *Washington, D. C., American association of teachers colleges, National education association, 1928.*

Presents two sets of data. One shows that most high-school graduates do not have sufficient skill in computation, mastery of facts, and ability to solve problems to fit them to teach arithmetic. The other shows that a large number of teachers may receive a two-year diploma having no arithmetic beyond that taken in the eighth grade; and a still larger number may, and no doubt do, graduate with no arithmetic except a short course in methods of teaching.

308. UPTON, C. B. The teacher's course in arithmetic in the normal school. *Teachers college record, 27:93-103, October 1925.*

Treatment of tendencies. Bibliography of standard titles. Article continued in November 1925. See also January 1926.

Business and Commerce

309. GIBSON, RUTH T. A study of the extracurricular activities of senior high school business teachers of Missouri as a basis for suggesting the aims and subject matter of a teacher-training course in extracurricular activities for business teachers. Master's thesis. *New York, N. Y., New York university, 1931.* 119 p. ms.

Findings: All except seven of the 161 teachers reporting have extra curricular activities. Twelve per cent of the teachers reporting were in their first year of teaching. Thirty-four per cent of them have had no business experience; 14 per cent have less than a bachelor's degree. Missouri teachers have apparently been trained for extracurricular activities.

310. HAYNES, BENJAMIN R. Need of a teacher-training program in business education. *California quarterly of secondary education, 6:153-58, January 1931.*

Trends of the teacher-training program in business education in the state of California.

English

311. BARNES, WALTER, ch. Final report of the committee on English in the normal school: A committee of the National council of teachers of English. *English journal, 7:29-38, January 1918.*

"The English courses in normal schools of the United States are, with few exceptions, the result of the individual notions of the teachers in charge, or of the presidents of the schools . . ." p. 35. The context refers to "what students want and need," in relation to what they get.

312. COALE, W. B. The professional needs of teachers of English. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1928.* 85 p. (Contributions to education, no. 334)

Reviewed opinion of writers, and tabulated the frequency of mention of specific elements of needed equipment, e. g.: "general knowledge of literature." Also tabulated frequency of mention (among 19 writers who set forth aims of English instruction in analytical form) of each type, e. g., "ability in expression." Summarized 5 studies of teacher opinion regarding value of collegiate preparation they pursued.

313. JEWETT, IDA A. English in state teachers colleges. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1928.* 176 p. (Contributions to education, no. 286)

This is a catalog study of 71 institutions. A brief statement of the implications of some of the findings of this study is found also in: American association of teachers colleges, yearbook, 1928.

314. LAHMAN, C. P., ch. Speech education in teacher-training institutions. *Quarterly journal of speech, 16:42-61, February 1930.*

This is the report of the committee on speech education in teachers colleges and normal schools. It was approved by the National convention of the National association of teachers of speech, New York City, January 1, 1930. Data were gathered "by means of an exhaustive questionnaire sent to every teacher-training institution in continental United States listed in the Educational directory of the Federal Bureau of education for 1929."

315. McCOWEN, ANNIE M. Professional preparation for teaching spelling. *Elementary English review*, 7:139-42, June 1930.

"This [questionnaire] study is based upon an analysis of the spelling methods courses offered in twenty-three of the twenty-five most outstanding teachers colleges and normal schools in the United States named in a recent investigation by Mr. Howard McGinnis." p. 139.

316. McMILLAN, T. H. English courses in teachers colleges. *Peabody journal of education*, 5:146-52, November 1927.

Lists the courses and the schools whose catalogs were examined.

317. PAUL, HARRY G., ch. The preparation of high-school teachers of English. *Illinois association of teachers of English—bulletin*, 7:5-17, February 15, 1915.

Analysis of facts concerning educational preparation most useful for English teachers.

318. THOMAS, CHARLES S., ch. The training of teachers of English. *New England association of teachers of English, leaflet*, no. 117. April 1914. 18 p.

Analysis of facts concerning educational preparation most useful for English teachers.

319. VAUGHAN, ARTHUR WINN. State teachers college curricula for the development of teachers of English. *Nashville, Tenn., George Peabody college for teachers*, 1929. 92 p. (Contributions to education, no. 69).

This study exposes the typical curriculum used for the preparation of English teachers as varying greatly from the standards generally maintained for professional curricula. Effort was directed toward: (1) Determining the specific problems involved in developing a better organization for the English curriculum, (2) getting up revision hypotheses which provide tentative solution for these problems, and (3) revealing the lines to needed research.

320. WILDS, E. H. Speech education in normal schools. *Quarterly journal of speech education*, 4:304-10, May 1919.

The author examined the catalogs of 26 leading normal schools in various sections of the country in order to determine the kind of courses they were providing for the professional training of teachers in the speech arts which would meet the need for a clear and distinct utterance, a pleasing tone, and an ability to speak effectively before an audience. He found that: "There is altogether too great a proportion of time devoted to 'Interpretative Reading,' 'Expression,' etc. The real needs of teachers in the way of professional training for the kinds of public speaking they will be actually required to do is greatly neglected." p. 310.

Extra-classroom Activities

321. BARR, A. S. The training of teachers for the direction of extra-curricular activities. *Educational administration and supervision*, 15:350-55, May 1929.

Records the proposal of a recent committee of the North Central association of secondary schools and colleges to classify teacher-activities involved in supervision of pupils' extra-curricular activities into 12 categories. An unsuccessful attempt was made to get exact information concerning the teachers' preparation for and participation in directing extra-curricular activities. Some excerpts from questionnaire replies are given.

322. WRINKLE, WILLIAM S. The value of social education in the professional preparation of teachers. *Greeley, Colo., Colorado state teachers college*, 1924.

A comparative study of extra-class activity.

Fine Arts.

323. GAW, GRACE. Fine arts in the state teachers college. *Peabody journal of education*, 6:360-65, May 1929.

This is a catalogue study of the fine arts courses offered in teachers colleges and of the instructors of the courses.

324. HUEY, BESS A. Preparation of the teacher and supervisor of public school music. Master's thesis. *New York, N. Y. New York university*, 1931. 59 p. ms.

A study of the program of music education provided by all state teacher-training institutions for the preparation of teachers and supervisors of public-school music. This study was a survey of current practices to determine the status of curricular offerings in the preparation of teachers and supervisors of music.

Health and Physical Education

325. BOWDLEAR, CHARLES LESLIE. The professional preparation of teachers of health education. Thesis. *Greeley, Colo., Colorado state teachers college*, 1925.

A thesis based on the results of an analysis of state courses of study, textbooks in the field of health education, and catalogs of teacher-training institutions.

326. DE WEESE, A. O. Teaching teachers how to teach health. *Nation's schools*, 1:51-54, March 1928.

The author summarizes the activities of Kent state normal college (Ohio) in attempting to educate the teacher so that she will intelligently, sympathetically, and enthusiastically fit into the program of medical inspection and health education.

327. DOTSON, GEORGE EDGAR. The training of high school physical directors in the State of California. Master's thesis. *Stanford University, Calif., Stanford university*, 1927.

Program of physical training in teacher-training institutions of California compared with that of other states.

328. ELLIOTT, RUTH. The organization of professional training in physical education in State universities. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1927.* 67 p.
- Data for this study were obtained from state university publications and from a questionnaire. The historical development of professional training in physical education and present practice are described.
329. HILDRETH, LOUISE A. The present status of intramural physical education activities in the state teachers colleges of Pennsylvania. Master's thesis. *New York, N. Y., New York university, 1931.* 55 p. ms.
- The study covered nine state teachers colleges in Pennsylvania.
330. JAMESON, EMILY D. Physical education for the preparation of general elementary school teachers. A study of content and requirements of courses of physical education offered in 22 state teachers colleges and normal schools in 1926-1927. Doctor's thesis. *New York, N. Y., Teachers college, Columbia university, 1930.* 119 p.
- The problem of this study was concerned with a statistical and descriptive analysis of the organization and content of courses in physical education offered during 1926-27 to women preparing to be general elementary and junior high-school classroom teachers, exclusive of those preparing to be special teachers of physical education. The purpose was to discover common practices which may be the bases of recommendations in regard to content and organization of courses for the guidance of institutions and instructors.
331. KEENE, CHARLES H. The normal school in the health program. In *American association of teachers colleges. Yearbook, 1924.* p. 88-101. *Washington, D. C., American association of teachers colleges, National education association, 1924.*
- Describes a program which would, it is alleged, "... build up in the normal schools not a department of nutrition, not a department of physical education, not a department of hygiene, but a department for improving the health and health conditions of the whole district from which they draw pupils—a real health service."
332. NEILSON, N. P. A curriculum for the professional preparation of physical-education teachers for secondary schools. *Sacramento, Calif., California state printing office, 1930.* 109 p. (California state department of education, bulletin no. E-1).
- This teacher-training curriculum is suggested in order to standardize nomenclature and course content.
333. PAYNE, E. GEORGE. The present status of safety education in teacher-training institutions. In *National society for the study of education. Twenty-fifth yearbook, 1926.* *Bloomington, Ill., Public school publishing company, 1926.*
- Part I, p. 316, treats of accident instruction through courses in observation and practice teaching.
334. PHIPPS, DOROTHY V. The health program at the Chicago normal college. *Chicago schools journal, 17: 212-15, February 1929.*
- The author described "exactly what program of health the Chicago normal college offers and what its students are trained to do."
335. SUNDWALL, JOHN. Training of teachers for the field of physical education. In *Professional training in physical education. Report of a conference arranged by the U. S. Bureau of education and held in Washington, D. C., March 30, 1927.* p. 27-36. *Washington, U. S. Government printing office, 1928.* 45 p. (Bureau of education. Physical education series no. 9)
- This is the summary of a paper read at the conference.
336. WOOTEN, KATHLEEN WILKINSON. Special sex instruction given to students of a Southern normal college. *Journal of social hygiene, 14:407-12, October 1928.*
- A course which was offered is described.

History of Education

337. FREDERICK, ROBERT. Place of history of education in the training of high school teachers. *Liberty, Mo., William Jewell college, 1926-1927.*

Judged from 18 replies from the heads of departments or schools of education in some of the "leading colleges and universities," there is a wide difference of opinion regarding the value of the subject, history of education. Author states that his data show that the subject should not be prerequisite to a B. S. in education and expresses doubt in regard to the Ph. D. Suggests that history courses and general introductory courses be displaced by courses in principles or philosophy.

338. JONES, W. MITCHELL. The status of the history of education in teacher-training courses in the United States. Master's thesis. *Eugene, Oreg., University of Oregon, 1930.* 52 p. ms.

A study of history of education courses in 64 colleges and universities which are training teachers, and a comparison of tendencies with past practices. History of education has declined from its former place of first importance as a course for the training of teachers; these courses receive more consideration in universities than in teachers colleges or liberal arts colleges; history of education is being included in other courses in the department of education.

339. STOUTEMEYER, J. HOWARD. The teaching of the history of education in normal schools. *School and society, 7:571-80, May 18, 1918.*

Describes a questionnaire study of 102 state and city normal schools. The discussion of the returns is concluded by the statement: "From our study of the conditions of the teaching of history of education, it thus appears that it is not so much the fact that history of education has little educational value, as that the methods, materials, and aims of

its teaching have failed to incorporate the principles described in its own chronicles of educational attitudes." Bibliography.

Languages

340. FREEMAN, STEPHEN A. The degree of doctor of modern languages at Middlebury college. *School and society*, 35:388-89, March 19, 1932.

Description of requirements for the degree of doctor of modern languages, a teaching degree primarily.

341. PURIN, CHARLES M. The training of teachers of the modern foreign languages. *New York, N. Y., The Macmillan company*, 1929. 112 p. (Publications of the American and Canadian committees on modern languages, v. 12.)

"Even a hasty examination of Professor Purin's report will show that the foreign language teachers in this country, as a class, are poorly equipped both in the fundamentals of their subject and in the theory of teaching and the technique provided by practice under supervision. . . . The deficiencies in the training of modern language teachers, resulting in a lack of fundamental skills and capacities, appear in glaring relief to every classroom visitor and are written plainly in the statistics contained in this report." (From foreword, p. v.)

342. SCARF, R. V. and NOYER, RALPH. Some notes on a curriculum for Latin teachers. *Educational administration and supervision*, 18:125-32, February 1932.

Results of a questionnaire sent out to all Latin teachers in Indiana as a basis for revising courses for prospective teachers of Latin, at Ball state teachers college, Muncie, Indiana.

Orientation and Introduction to Education

343. BUCK, WALTER. The orientation course in teachers colleges. *School and society*, 32:640-41, November 8, 1930.

This study reveals that of 137 four-year teachers colleges, 43 offer and require an orientating course. This course is designed to orientate students with the school, civilization, or teaching. A list of topics most frequently covered in this course is included.

344. GILBERT, GENEVA. Objectives and content of introductory courses in education. Master's thesis. *Nashville, Tenn., George Peabody college for teachers*, 1930.

In this study, 39 objectives and 305 different topics in content were found. Other professional courses do not give much attention to introductory courses. The question is raised regarding the value of such a course in the profession of teaching.

345. MACDONALD, MARION E. The contents of the course, "Introduction to teaching." *Educational administration and supervision*, 17:9-13, January 1931.

An analysis of the course "Introduction to teaching," from catalog statements.

346. TOMPKINS, R. R. An orientation course in education. *Teachers college journal*, 2:185, July 1931.

Outline of an orientation course in education utilized by Southeastern state teachers college, Durant, Okla.

Principles of Education

347. ANDERSON, DAVID ALLEN. Basic courses in education. *School and society*, 13:59-60, January 8, 1921.

Recommends three courses for the professional education of teachers: an introductory course, a theoretical course, and a course in school-room procedure. These recommendations are based in part on returns in a questionnaire study.

348. CHADSEY, C. E. The undergraduate curriculum in education. *North Central association quarterly*, 1:149-73 September 1926.

This a report of the committee which was assigned the problem of investigating the character and content of the courses in education in colleges and universities of the North Central association and of preparing recommendations relative to the standardization of such work.

349. EVENDEN, E. S. What courses in education are desirable in a four-year curriculum in a state teachers college? What should be their scope? In American association of teachers colleges. Yearbook, 1926. p. 57-71. *Washington, D. C., American association of teachers colleges, National education association*, 1926.

A catalog study of the courses in education in four-year curricula for the training of elementary teachers, with special reference to teachers of the intermediate grades. This is followed by proposing a series of required courses in education for a teachers college preparing teachers for the intermediate grades.

350. GOOD, CARTER V. An analysis of studies in educational theory. *Educational administration and supervision*, 15:519-48, October 1929.

A bibliography of 417 books (not magazine articles) with a topical index as follows:

- I. Character education, moral education, personality and character, religious education, and citizenship training,
- II. Curriculum and curriculum construction,
- III. History of education,
- IV. Methods of teaching, individualized instruction, project method, study, and supervised study,
- V. Objectives and aims,
- VI. Psychology,
- VII. Sociology, heredity, and environment, society and the individual,
- VIII. Theory, philosophy, ethics,
- IX. Miscellaneous.

351. HINSDALE, B. A. The study of education in American colleges and universities. *Educational review*, 19:105-20, February 1900.

This article is historical in its approach, citing documentary material.

352. KATTERJOHN, DANIEL LEWIS. An evaluation of courses in education by representative administrators and teachers of Kansas. *Lawrence, Kans., University of Kansas*, 1919.

Questionnaire investigation of relative values of nine selected professional courses for teachers, relative values of main topics in each course, and relative values of seven academic subjects largely

used in the training of teachers. All of these values to be based on the improved functioning of the teacher. Urges more practical and less theoretical subject matter.

353. KELLY, F. J. A study of the values assigned to courses in education and related fields by 249 high school teachers and school teachers and school administrators in Kansas. In *Society of college teachers of education. Studies in education. Publications . . . no. 14. Educational monographs. no. 9, 1920. p. 3-9. Ames, Iowa, Tribune publishing company, 1920. 32 p.*
- The author secured ratings from teachers and administrators in Class A and Class B high schools regarding the practical value of each topic in education courses (82), and of each course (8), which was listed in a check list. The author concluded: "There is an insistent demand that the professional courses be planned with a view to meeting specifically the problems of the profession." Neither the topics nor the course in history of education was valued very much. Courses in educational psychology were valued highly by both teachers and administrators. Tables with frequencies and percentages are presented. Data are from a master's thesis by D. L. Katterjohn, University of Kansas.
354. KRUSE, SAMUEL A. A critical analysis of the principles of teaching as a basic course in teacher training curriculum. *Nashville, Tenn., George Peabody college for teachers, 1929. 168 p. (Contributions to education, no. 63)*
- An analysis of the movements in educational history which have made principles of teaching basal in the curriculum for the training of teachers.
355. MONROE, WALTER SCOTT. The undergraduate curriculum in education. In *National society of college teachers of education. Yearbook no. 15, 1926. Studies in education. p. 26-34. Chicago, Ill., The University of Chicago press, 1927. 205 p.*
- The committee studied the names of courses offered in 1923-24 or 1924-25 and concluded: "If undesirable overlapping is avoided, a common terminology employed, and each course planned to sustain a definite relation to the others, ten courses with an average credit of 3 semester hours plus practice teaching and a group of special methods courses would constitute a very comprehensive array of offerings for undergraduate students preparing to teach in high schools."
356. OSBURN, W. J. Constitution of our courses in principles of teaching. *Educational administration and supervision, 17:544-51, October 1931.*
- The results of an extensive study of three well-known textbooks in the principles of teaching. Books were analyzed; the elements of the outline were classified into 14 categories; and the items in each were compared.
357. PALMER, ARCHIE M. Educating the educators. *Journal of higher education, 1:334-38, June 1930.*
- A review of the professional courses on higher education given in summer schools. Thirty-six institutions offer such courses.
358. REINHARDT, EMMA. General introductory courses in education in teachers colleges. *Elementary school journal, 32:57-66, September 1931.*
- Report of a survey of the character and administration of general introductory courses in education in 41 teachers colleges.
359. RUEDIGER, WILLIAM C. The present status of education as a science. In *Graduate and undergraduate courses and degrees in education . . . p. 88-150. (The school review monographs issued in cooperation with the Society of college teachers of education, no. 11. Publications no. 7) Chicago, Ill., University of Chicago press, 1912. 153 p.*
- The discussion and data appear under the following sub-headings: (I) Introduction, (II) the present status of the principles of education as an organized body of knowledge, (III) a suggested list of topics for principles of education, and (IV) scientific method in the principles of education.
360. RUGG, EARLE U. What educational terminology should a beginning teacher know? *Educational administration and supervision, 16:187-95, March 1930.*
- From an analysis of five general introductory textbooks in education and a sampling of eleven educational periodicals, 2109 different concepts, including derivatives, were found. The 101 appearing most frequently are presented.
361. TIDYMAN, W. F. Reorganization of courses in education in the normal school. *Journal of educational method, 1:265-67, May 1922.*
- The problem and tentative solution incident to a thoroughgoing reorganization of courses in education, given in the state normal school at Farmville, Va., is the burden of this paper.
362. TUBBS, E. V. Professional courses offered in normal schools and teachers colleges. *School executives magazine, 51:275-76, February 1931.*
- An analysis of the courses of normal schools and state teachers colleges in the fields of education and psychology.
363. WHEAT, HARRY G. Curriculum in education for a two-year normal course. *Educational administration and supervision, 14:643-56, December 1928.*
- "This paper embodies a series of recommendations which were offered for the consideration of a committee, of which the writer was chairman, appointed by the state department of education, to revise the curriculum in education in the normal schools of West Virginia." p. 643.

Psychology.

364. FREEMAN, FRANK N. Courses in educational psychology in colleges, universities, and normal schools. In *Society of college teachers of education. College courses in education, p. 43-61. Publications . . . no. 13. Educational monographs, no. 8, 1919. Marshalltown, Iowa, Marshall printing co., 1919. 87 p.*

This report is based upon a questionnaire which was sent to the departments of psychology and education in the chief institutions of learning of the United States. Returns were used from 66 normal schools and 45 colleges and universities. The author says the course in educational psychology was as many things as there were institutions giving it. A table is presented showing the frequency with which various topics are included in the course in educational psychology. Trends regarding increased or decreased emphasis on certain topics are shown.

365. HERTZBERG, OSCAR E. The opinion of a teacher-training institution concerning the relative value of subject-matter in educational psychology to the elementary school teacher. *Journal of educational psychology*, 19: 329-42, May 1928.

From a questionnaire to the faculty of the Colorado state teachers college at Greeley, Colo., and to 10 superior students in each department, the authors evaluated for importance each of 15 general topics, and compared this with an evaluation by Goodwin B. Watson.

366. HOFF, LILLIAN M. Mental hygiene in the normal schools. *Understanding the child*, 1:9-30, October 1931.

Describes the pioneer work being introduced in State normal school, Salem, Mass., by lecturers. Advocates a normal school program to promote the mental health of teachers and pupils. This program to include a consulting psychiatrist to determine the mental health of the student teachers and to guide the correction of faculty personality traits that may be developing, and second, to incorporate into the normal school curriculum a course in the psychology of maladjustment.

367. HUNSICKER, LILLIAN. The application of pedagogical theories in the professional education of teachers. *Teachers college record*, 32:164-78, November 1930.

An account of an attempt to put theory into practice by conducting a course in educational measurements through a modification of the socialized recitation.

368. JARRETT, R. P. Status of courses in psychology in state teachers colleges in the United States. *Nashville, Tenn., George Peabody college for teachers*, 1927. 135 p. (Contributions to education, no. 47, August 1927)

This is both a catalog and a questionnaire study of 83 degree granting state normal schools and teachers colleges in the United States. Among other findings are the following: Approximately 12 per cent of the group studied meet the standard of the Southern society for philosophy and psychology. Many courses having different titles are based in large measure on the same texts, references, and topics, while teacher-opinion indicates that the 173 titles found could be reduced to 47. Only 20 per cent of the courses were on a laboratory basis.

369. MACDONALD, MARION E. A catalog study of courses in psychology in state normal schools and teachers colleges. *Educational administration and supervision*, 13:272-82, April 1927.

An analysis of the catalogs of 155 institutions, including a statement of the frequencies of the various psychology courses and a tabulation of the overlapping of topics in psychology courses.

370. ODELL, C. W. University, college and normal courses in educational measurement. *Journal of educational research*, 2:772, November 1920.

This is a questionnaire study made for the purpose of determining the 1920 status of educational measurement courses in the institutions named in the title.

371. REYMERT, MARTIN L., and ARNOLD, H. J. Survey of conditions and facilities for the teaching of psychology in the State of Ohio. *Psychological bulletin*, 28:342-66, May 1931.

Report of the study undertaken by the psychology section of the Ohio college association. Data are given concerning personnel of the psychology department.

372. ROBINSON, CLARA L. Psychology and the preparation of the teacher for the elementary school. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1930. 121 p. (Contributions to education, no. 418)

A picture of existing conditions in teacher-training institutions, presenting suggestive material for teacher training.

373. WORCESTER, DEAN A. The wide diversities of practice in first courses in educational psychology. *Journal of educational psychology*, 18:11-17, January 1927.

The author says that educational psychologists "in no way agree as to what material the course shall include."

Graduate Work in Education

374. MERIAM, JUNIUS L. Graduate courses in education. *Educational administration and supervision*, 17:574-82, November 1931.

A study of the graduate courses in education offered in 14 universities.

375. MONROE, WALTER SCOTT. Survey of the requirements for the doctor of philosophy in education. *School and society*, 31:655-61, May 17, 1930.

Concludes that the formal requirements for the doctor of philosophy in education exhibit considerable variation in the different institutions. The real requirements for a degree are to be found in the standards of scholarship maintained by the members of the staff, especially by the head of the department of education.

376. MOSS, RALPH H. Status of the master's degree in education. Master's thesis. *Washington, D. C., George Washington university*, 1930. 60 p. ms.

A questionnaire study of requirements for and administration of the master's degree in education. Findings: There is need for standardization and room for better practice.

Sciences

377. BILLIG, FLORENCE G. A technique for developing content for a professional course in science for teachers in elementary schools. *New York, N. Y., Bureau of publications, Teachers*

- college, *Columbia university*, 1930. 101 p. (Contributions to education, no. 397)
- Professionalization of subject matter in the field of science and suggested methods for presenting this content material in a professional course on the college level.
378. BLODGETT, FREDERICK H. A tentative curriculum for a teacher-training course in high-school biology. *School science and mathematics*, 26:482-94, May 1926.
- Gives the subjects, the time allotments, and a bibliography.
379. CUMMINS, HAROLD. The present status of zoological teaching in Michigan schools. *School science and mathematics*, 16:805-15, December 1916; 17:18-24, January 1917.
- This is a questionnaire study of the content and method of laboratory teaching in zoology classes of 31 accredited high schools in Michigan.
380. FINLEY, C. W. Biology in the secondary schools and the training of biology teachers. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1926. 79 p. (Contributions to education, no. 199)
- Data from other studies are assembled. The conclusion is that subject combinations of biology teachers involve science, mathematics, chemistry, and physics more than all other subjects combined.
381. HAYDEN, HENRIETTA. Methods courses: survey of courses in the teaching of chemistry. *Journal of chemical education*, 3:528-32, May 1926.
- The data compiled for this article are based on ninety-seven questionnaires returned from among the 150 schools and colleges of the United States, which, according to their catalogues, offered science methods courses.
382. McNALL, JESSIE J. A study of the content and organization of materials offered in teacher-training institutions together with an examination of the methods used involving visual instruction. *Washington, D. C., American nature association*, 1930. 6 p. (Nature almanac, p. 132-37)
- The study involves the examination of returns from 107 teacher-training institutions. Biological topics are offered most frequently in nature study and elementary science to teachers in training. Physical science topics are reported to be presented in less than one-half the schools reporting. Conservation leads as a theme around which materials are organized. The most commonly used equipment are aquaria and lantern slides. Teachers are given training in the use of lanterns and motion-picture equipment in practically none of the schools.
383. MILLS, J. E. Educational requirements for teachers of chemistry in secondary schools. *Journal of chemical education*, 7:2259-66, October 1930.
- Through data gathered from different Colleges, the author suggests a distribution of courses for a chemistry teacher.
384. POWERS, S. RALPH. Programs for the education of science teachers in state teachers colleges. In *National society for the study of education. Thirty-first yearbook, part 1*. p. 325-344. *Bloomington, Ill., Public school publishing company*, 1932. 370 p.
- "The typical offering in science in normal schools and state teachers colleges consists of relatively few courses, uniquely named, with a decided tendency to make each course a unit unto itself, with few or no prerequisites, and with little or no recognition of sequence between courses." p. 344.
385. RIGHTSSELL, RAYMOND M. A study of the training of general science teachers in the special sciences in a certain state. Master's thesis. *Cincinnati, Ohio, University of Cincinnati*, 1930. 66 p.
- An intensive survey was made of Wisconsin to determine the beyond-high-school training in the special sciences received by the teachers of general science in the secondary schools, and to compare the relative amount of training in each science with the relative amount of space devoted to it by the general science textbooks used; thus determining whether or not the preparation of general-science teachers is running parallel to the demands put upon them by the textbooks used. It was found that while the general-science teacher of the small high school equals the general-science teacher of the large high school in breadth of training, there is a lack of depth of training. General-science teachers are teaching a wide variety of subjects in addition to general science.
386. SHAVER, JESSIE M. The preparation of teachers for high-school biology. *School science and mathematics*, 24:174-84, February 1924.
- The conclusion reached by the author in this catalogue study is "that biological courses in ten teachers' colleges in six central states do not agree as to what constitutes adequate preparation for the teaching of high-school biology."
387. ULLRICH, FRED T. Science instruction in four-year curriculums for prospective elementary-school teachers. *Elementary school journal*, 31:697-707, May 1931.
- A survey of the opinions of various college and normal-school administrators in regard to the construction and modification of curricula in science for students who expect to complete four years of study in elementary education.
388. ———. Status of science instruction for the preparation of elementary teachers in four-year curricula in teachers colleges and normal schools. *Nature and science education review*, 2:107-26, April 1930.
- The most recent catalogues obtainable in December, 1929, from 131 teachers colleges and normal schools, were studied to determine the courses or courses of study in science offered in various four-year curricula for elementary teachers.
389. VAN DE VOORT, ALICE M. The teaching of science in normal schools and teachers colleges. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1927. 96

p. (Contributions to education, no. 287)

This study was undertaken in order to determine the adequacy of the training of the teacher of science for the work placed upon him, and in order to analyze the science curricula offered in normal schools and teachers colleges. Suggestions for modifying curricula for training of science teachers were made.

390. WILLIAMS, LEWIS W. The training of chemistry teachers. *School science and mathematics*, 24:51-57, 1924.

Successful use of Wisconsin (Miller) plan.

Social Sciences

391. ANNAKIN, V. DEWEY. A study of sociology in some teacher-training institutions of this country. *Teachers college journal*, 1:109-14, March 1930.

This is a combination catalog and questionnaire study. The author gained the impression that sociology "is destined to play a larger part in the expanding curricula of teacher-training institutions."

392. BEATTY, WILLARD W. A normal-school course in sociology introductory to work in the social studies. *American journal of sociology*, 26:573-80, March 1921.

Course in civic sociology used in the state normal school, San Francisco, Calif.

393. BOWDEN, A. O. Influence of sociology in education for teachers in 1929. *Journal of educational sociology*, 3:464-72, April 1930.

"From a study of the catalogues of the institutions in the United States, certain sociological courses have been on the increase within the last five years, particularly courses in educational sociology, with sociology and social psychology close seconds. . . . Courses listed in this study under social technology are much more popular than those under social theory. . . . Almost no changes have been made in the requirements for certification by the state departments of education which involve any purely sociological subjects." p. 471-72.

394. CUNNINGHAM, FLOYD F. The status of geography in the state teachers colleges of the United States. *Teachers college journal*, 1:171-73, July 1930.

"This study is based almost wholly on data obtained from catalogs of the various state teachers colleges. . . . This survey covers more than eighty-five per cent of all the state teachers colleges of the United States. . . . The number of courses offered by any one college varies from none to twenty-two, the average being seven and three-tenths courses for each college. . . . The study reveals a definite tendency toward fewer method courses and more professionalized content courses."

395. DAVIS, CALVIN O. Training teachers of the social sciences. *Junior-senior high school clearing house*, 4:622-25, June 1930.

The author described the standards and program in effect in the school of education at the University of Michigan.

396. DEARBORN, NED H. and RUGG, EARLE U. Social studies in teachers

colleges and normal schools. *Greeley, Colo., Colorado state teachers college*, 1928. 162 p.

This is the report of an inquiry into the status of the social studies made under a subvention of the Commonwealth fund.

397. HARDEN, MARY and SCRANTON, CLARA. Progressive education and the teacher-training institution. *Historical outlook*, 21:373-77, December 1930.

This is a description of a group problem-project upon which a social studies class in the State normal school at New Haven, Conn., worked.

398. HARTSHORN, HUGH. The training of teachers for the work of character education. *Journal of educational sociology*, 4:199-205, December 1930.

A discussion of four established procedures for training teachers for character education.

399. KULP, DANIEL H., II. Preparing sociology teachers. *Sociology and social research*, 15:135-44, November-December 1930.

In two parts. Part I investigates practices in the teaching of sociology, and maintains that professional preparation should be undertaken by high-school teachers of sociology, and that such preparation should be offered in normal schools and colleges. Part II gives an activity analysis covering all forms of sociology teaching.

400. LEE, HARVEY. Status of educational sociology in normal schools, teachers colleges, colleges and universities. *New York, N. Y., New York university press bookstore, Washington Square East*, 1929. 89 p.

This questionnaire study was conducted under the auspices of the National society for the study of educational sociology to determine the status of educational sociology among teacher-training institutions of the United States in 1926. Replies were received from 125 normal schools, 23 teachers colleges, and 357 departments of education in colleges and universities and other sources.

401. PENDLETON, CHARLES S., ed. Suggested required courses in geography for teachers colleges. *Peabody journal of education*, 7:97-9, September 1929.

These suggestions were organized and recommended by the Southern council of college geography teachers at the Atlanta meeting, July 1, 2, 3, 1929.

402. WILLIAMS, E. I. F. A course in professional treatment of subject-matter in history. *Educational administration and supervision*, 15:410-18, September 1929.

Describes a professional course in high-school history offered to advanced students in West Virginia university, in which the subject matter and the professional aspects of teaching it are presented simultaneously.

Curricula in Teachers Colleges

403. CROSS, E. A. A new curriculum for teachers colleges. *Educational administration and supervision*, 15:549-58, October 1929.

Describes the curricula offered by Colorado state teachers college, Greeley, Colo.

404. DEARBORN, NED H. Curriculum revision in the New York state normal schools. *Elementary school journal*, 30:519-32, March 1930.

The author describes how the "committee method" of curriculum revision was used in New York State.

405. DEYOE, G. P. Study of four-year curricula in state teachers colleges. *Educational administration and supervision*, 16:208-19, March 1930.

Among 87 state teachers colleges, 90 per cent prepared high school teachers and 50 per cent prepared elementary teachers. The various curricula varied slightly in the following proportions: 26 per cent cultural, 12 per cent general professional, 5 per cent special professional, 28 per cent special content and method, 6 per cent practice teaching, and 13 per cent free electives.

406. EISENBERG, J. LINWOOD. The new curricula for the teacher-training colleges of Pennsylvania. In *American association of teachers colleges. Yearbook*, 1927. p. 21-32. Washington, D. C., American association of teachers colleges, National education association, 1927.

A detailed description of the curricula which formed the program of studies for the Pennsylvania state normal schools.

407. JUDD, CHARLES H. The curriculum of the teachers college. In *American association of teachers colleges. Yearbook*, 1926. p. 75-82. Washington, D. C., American association of teachers colleges, National education association, 1926.

The author says, "My purpose in this paper has not been to offer opinion but to urge the adoption of a program of scientific attack on this important problem."

408. ———. What should be the minimum essentials of a four-year curriculum for teachers colleges? *School and society*, 18:61-67, July 1923.

The author advocates a series of courses for teacher-training institutions which shall begin with the first year and give the student an overview and scientific training in literature, mathematics, social science, and natural science. Paralleling this series of courses in the materials to be taught should be a series of professional courses analyzing directly the school processes with which the teacher has to deal. A curriculum of this type would be strictly professional from the outset.

409. MORGAN, W. P. A statement of the results of an inquiry about the curriculum offered by normal schools and teachers colleges. *American school*, 5:333-34, November 1919.

Results of an inquiry concerning the attitude and experiences of normal schools throughout the middle western territory in the organization of three-year and four-year teacher-training courses.

410. NEWCOMB, R. S. General organization of the curriculum in standard four-year teachers colleges. In *American association of teachers colleges. Yearbook*, 1925. p. 97-98. Washing-

ton, D. C., American association of teachers colleges; National education association, 1925.

This article presents data concerning training schools, directors, enrollment, amount of practice, and similar material.

411. PHILPS, C. L. California teachers colleges. *Sierra educational news*, 23:94-96, February 1927.

Five years after the normal school was given the name of "teachers college," a questionnaire was sent to the county and city superintendents of the state to discover whether or not they felt that the teachers' college organization conformed to collegiate standards and proportions.

Superintendents believed a strong background of academic and cultural work should be a basis for professional preparation of teachers. Teaching is marked more by likenesses than by differences—hence they favored a strong core curriculum with necessary differentiations to secure required specialization for work in any division of elementary school field.

412. PHELPS, SHELTON. The four-year college curriculum in state teachers colleges. *Educational administration and supervision*, 9:345-56, September 1923.

This is a group study of some problems incident to the shift of normal schools to teachers colleges. Curriculum practice was studied, analyzed, and evaluated in the light of the best standards available.

413. RAINEY, HOMER P. A study of the curricula of state teachers colleges. *Educational administration and supervision*, 11:465-72, October 1925.

The data for the study were taken from the published bulletins of state teachers colleges giving four-year curricula leading to a degree.

414. WALK, GEORGE E. A decade of tendencies in curricula of state normal schools. *Education*, 37:209-29, December 1916.

After summarizing the results of a study of 60 pairs of catalogues in seven statements, the author states, "The foregoing tendencies must be interpreted, in our judgment, as reflecting, by and large, the absence of any scientific basis for professional training consciously formulated by the normal schools themselves."

Curricula in Universities and Liberal Arts Colleges

415. BOLTON, FREDERICK E. Curricula in university departments of education. *School and society*, 2:829-41, December 11, 1915.

The author described the organization of professional training for teachers in American universities in 1915. The study used both catalogs and the questionnaire.

416. BUTTERWORTH, J. E. Some problems in the administration of teacher training in colleges and universities. In *Society of college teachers of education. Educational monographs. No. 10*, 1921. Studies in education. Publication no. 15. p. 12-24. Baltimore, Md., King brothers, inc., 1921. 79 p.

Comprehensive study of present practices in teacher training in liberal arts colleges and univer-

sities with the idea of setting standards. Facilities for observation and practice were studied.

417. CHAMBERS, W. G. Some interrelations of departments or schools of education. In *National society of college teachers of education*; (Educational monographs, practice teaching for prospective teaching. no. 7) p. 13-22. Cedar Rapids, Iowa, The Torch press, 1916. 74 p.

From replies to a questionnaire, the author educes six "important principles which seem to have general acceptance" and three distinct schemes for the coordination of academic and education departments or schools.

418. CHARTERS, W. W. A university curriculum study. *Educational research bulletin (Ohio state university)*, 8:261-62, May 29, 1929.

Outlines some proposed activities of a committee on reorganization of the curriculum of the school of education in Ohio state university. 1. Determination of types of educational positions for which training should be provided. Supply and demand. 2. Investigation of curriculum. (a) Use list of activities from Commonwealth teacher training study. (b) Study content of all courses offered. (c) Revamp courses, supply omissions, omit relatively useless material, and control overlapping of content. 3. Minimum essentials of required courses first. "The typical teacher who graduates from Ohio state university teaches three subjects in the high school."

419. FOREMAN, ELEANOR BRYNBERG. A study of teacher-training in four non-state colleges of North Carolina. Master's thesis. Durham, N. C., Duke university, 1930.

An investigation as to the history and content of the professional training offered prospective teachers in typical non-state colleges, with a discussion of the problems faced by these colleges in connection with the new requirements for certification, and a discussion of teacher-training resources existing in these institutions.

420. FOSTER, H. H. Teacher training in the Burr school. *Educational administration and supervision*, 15: 614-22, November 1929.

An account of the plan by which a small liberal arts college handled its teacher-training problem.

421. STREBEL, RALPH F. Teacher preparation at Syracuse university. *Educational administration and supervision*, 17:583-89, November 1931.

Description of the unification of the Syracuse university instructional and curricular facilities for teacher training and of the development of a program of supervised student teaching in cooperation with the Syracuse public school system. This program provides a "policy-making body," an administrator, supervisors, who are teachers of special methods in their respective fields, and the cooperating teachers. The selection of student teachers is made from "provisional pre-registration." The criteria for selection are given.

422. WEBSTER, ALFRED H. An analysis of the curricula of schools of education in state universities. Master's thesis. Chicago, Ill., University of Chicago, 1924. 63 p.

In 43 schools and colleges of education, the following tendencies were found: (1) To require 16 of the work for degree to be in professional courses,

(2) to require specialization in some academic field, (3) to require 80 per cent of work for master's degree to be professional, (4) range in special curricular offerings of a given school was from 1 to 11, (5) range of undergraduate courses was from 14 to 125, (6) range of strictly graduate courses was from 8 to 20.

423. WILKERSON, HARRY C. A study of teacher training in senior colleges. Master's thesis. Chicago, Ill., University of Chicago, 1924. 83 p.

Analyzed offerings of departments of education in 73 four-year liberal arts colleges and found them limited largely to preparation of high school teachers. Analysis of course descriptions revealed much overlapping in content and a lack of uniformity in titles and content.

Curriculum Construction

424. BUCHANAN, VIRGINIA. Training the elementary student-teacher in curriculum construction. *Virginia teacher*, 13:13-15, January 1932.

Method employed at Harrisonburg state teachers college in giving students experience in curriculum construction by the following four steps: (1) Getting a common basis for thinking in education, (2) setting up objectives, (3) planning activities, and (4) testing, checking, and revising results.

425. BURRIS, W. P. The case method for the study of teaching. *School and society*, 15:121-30, February 4, 1922.

The author cited bulletins 8 and 15 of the Carnegie foundation (N. Y.) for the purpose of defining the "case method," and then discussed whether or not such a method is desirable in the study of teaching.

426. GRIZZEL, E. D. Training teachers to utilize community resources as curriculum material. In *National society of college teachers of education. Studies in education. Fifteenth yearbook.* p. 120-27. Chicago, Ill., University of Chicago press, 1927.

Procedures and field work carried on at the University of Pennsylvania in a unit of training in curriculum construction are described.

427. HAGGERTY, M. E. II. Specialized curricula in teacher training. In *National society of college teachers of education. Studies in education. Fifteenth yearbook.* p. 3-25. Chicago, Ill., University of Chicago press, 1927. 205 p.

The author says: "Our conception has been that every student in the college of education is preparing for a particular kind of work and needs the specialized training that will make him an efficient workman. . . . In pursuance of this conception our next college bulletin will provide thirty-five different curricular programs. . . . It is the purpose of this discussion to set forth some of the principles basic to the formulation of such specialized curricula and some of the problems which we have met in trying to realize them." p. 3. The available basic data relating to these problems are cited.

428. HOPKINS, L. T. and WHITNEY, F. L. Curriculum revision based on social needs. *Industrial arts magazine.* 15:403-05, November 1925.

The authors describe how a course of study was constructed on the basis of a survey of the pro-

- tical-arts activities (3,314) which were being performed in the homes of junior and senior high school boys and girls, and which come in the daily life of children or parents.
429. LULL, H. G. Teacher-training in curriculum building. *Educational administration and supervision*, 11: 452-54, October 1925.
Described the plan pursued in the training schools of Teachers college at Emporia, Kans.
430. MANN, C. R. Methods of constructing curriculums. In *American association of teachers colleges. Yearbook, 1924*. p. 28-31. Washington, D. C., *American association of teachers colleges, National education association*, 1924.
Says by way of summary. "... curriculum building is like bridge building. Specify what the products of the curriculum must be. Then analyze these specifications of results to be achieved, and determine for each particular subject and each particular type of teacher, what must be done in order that specifications may be fulfilled."
431. PRESSEY, S. L. and PRESSEY, L. C. Practical "educational engineering" in a teacher-training course. *School and society*, 35: 67-70, January 9, 1932.
An experiment in a teacher-training course to apply "educational engineering" in specific local practical problems.
432. STRATEMEYER, FLORENCE. The effective use of curriculum materials. *New York, N. Y. Bureau of publications; Teachers college, Columbia university*, 1931. 161 p. (Contributions to education, no. 460).
Formulates a course for elementary teachers in training in normal schools and teachers colleges in which certain desirable principles and practices of curriculum will be treated effectively.
- Methods, Courses, and Curricula* *
433. BAIN, W. E. Service studies as a technique in guiding students to analyze teaching. *Teachers college record*, 32: 147-63, November 1930.
Describes construction and use of a plan for recording and analyzing teaching procedures objectively. Based on basic principles and standards underlying good teaching. Shows possible value for this kind of work in improving teachers.
434. BAMBERGER, F. E. Survey of observable improvable factors which evidence skill in teaching. *Elementary school journal*, 28: 181-85, November 1927.
A report based upon the united thought of forty-eight supervising principals in a class on supervision at Johns Hopkins university working to build a list of factors which show skill in teaching.
435. BARR, A. S. An introduction to scientific study of classroom teaching. *New York, N. Y., D. Appleton and co.*, 1931. 399 p.
Survey of the scientific study of classroom supervision. Criticism of current supervisory practices.
436. EATON, THEODORE H. College teaching. *New York, N. Y., John Wiley and sons, inc.*, 1932. 264 p.
The main subject of the book is introduced by a brief chapter outlining a conception of higher education and the part played by teaching therein. Then follows a discussion of teaching, in thirty sections.
437. KELLY, ROBERT L., ed. Teaching in an effective college. *Association of American colleges, Bulletin*, 13: 103-202, April 1927.
Various problems involved in teaching (library, ability grouping, teacher enlistment, promotion of effective teaching, research, etc.) are treated by separate authors.
438. MARTIN, JOHN E. Are methods overemphasized in teacher training? *Virginia journal of education*, 24: 319-21, April 1931.
An analysis of the preparation of a typical group of teachers in a Virginia city school system, with comments.
439. MERRILL, R. C. The efficacy of special vs. general methods courses in a teacher-training program. *Educational administration and supervision*, 16: 338-44, May 1930.
An experimental study of the relative effectiveness of special and general methods courses in teacher-training, from which the author concludes that the general methods course is more effective than the special methods courses.
440. PRESSEY, S. L. Experiments looking toward fundamental changes in instructional methods in professional courses for teachers. In *National society of college teachers of education. (Studies in education, no. 15.) Fifteenth Yearbook. 1926*. p. 45-49. Chicago, Ill., *The University of Chicago press*, 1927. 205 p.
This paper reports briefly three attempts to avoid inconsistencies between methods of teaching which are taught and methods of teaching which are employed by the instructor of the course. The experiments indicate that instructors could profitably employ the methods they advocate.
441. SPAULDING, FRANK E. Practicing the principles we preach. *Progressive education*, 8: 267-70, March 1931.
A description of the Department of education of the Yale graduate school.
442. ZIRBES, LAURA. Comparative studies of current practices in reading with techniques for the improvement of teaching. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1928. 229 p. (Contributions to education no. 316)
The problem is stated to be: "How shall current practice in reading be reconstructed if it is to apply progressive theory and incorporate the integrated findings of pertinent scientific studies?" p. 2
"The various chapters of this study therefore have bearings on the work of the classroom teacher, the critic teacher, the principal, the supervisor, the teachers of education, and investigators in reading." p. 1.

*Observation and Participation
and Practice Teaching*

General References

443. GOOD, HARRY G. The legal status of supervised teaching. *Educational review*, 62:298-308, November 1921.

In the summary the author says, "A few states, however, already have definite professional training requirements, including practical work. A somewhat larger group has rather indefinite regulations on practical work, admitting it to the professional curriculum but not specifying character or amount. But about half the states of the Union do not refer in law or state school regulations to any practical training for the concrete problems of teaching."

444. MEAD, A. R. Supervised student teaching. *Richmond, Va. Johnson publishing co.*, 1930. 891 p.

The author has brought together in this book practically all the previous studies relating to student teaching. Such topics as the value of student teaching, the ethics of supervised teaching, teaching by observation and participation, activities of the student teacher, his assignment, selection, and evaluation, etc., are covered.

445. ——— and others. Advantages and disadvantages of campus and "off-campus" laboratory schools. *Educational administration and supervision*, 16:196-207, March 1930.

A study of the advantages of campus and off-campus laboratory schools, made by the survey committee of Ohio Wesleyan university in 1928 and 1929, in which an elaborate list of possible advantages and disadvantages was used. A summary is given for the several items included in the investigation.

Aims and Objectives

446. BRADFIELD, STELLA. Observation, participation, and practice teaching for a liberal arts college. *Educational administration and supervision*, 8:105-12, February 1922.

A detailed outline of the course indicated in the title.

447. BROWN, H. A. Practice teaching in state normal school. *Elementary school journal*, 20:449-58, February 1920.

A plan for supervised student teaching based upon some principles which, in the opinion of the writer, are fundamental. It shows the necessity for an increase in the supervisory staff.

448. DEVORE, EMILY. Improvement of practice-teaching as suggested by graduates of one year's teaching experience. *Educational administration and supervision*, 13:611-24, December 1927.

Questionnaire sent to teachers who had recently graduated from normal school or teachers college. Forty replied and suggested changes in provisions for practice teaching: (1) Students want a greater opportunity to observe the critic teacher; not only prior to practice teaching, but also during the period of responsible practice; (2) the critic should definitely tell students what to look for in observing a lesson, and then follow the lesson with a round-table discussion; (3) a majority of the students prefer to write plans; (4) they desire a writ-

ten criticism as well as a private conference; (5) they want a closer feeling of comradeship between themselves and the critic.

449. FOSTER, H. H. Student teaching and the training of the junior high school teacher. *Educational administration and supervision*, 8:349-54, September 1922.

Discusses the need, the demand, the supply, and the character of student teaching.

450. GOLD, M. Ounce of prevention or preliminary criticism for student teachers in history. *Educational administration and supervision*, 16:631-32, November 1930.

A list of common faults and mistakes of beginning teachers. How it was derived and its value to supervision.

451. GRAVES, MARION G. Observation in teacher training institutions. Master's thesis. *New York, N. Y., New York university*, 1930. 119 p. ms.

Eight types of observation are recognized by the author. An example of each is described. Observation is analyzed in terms of principles postulated by early educators. Brief mention is made of a questionnaire study of 750 normal schools, colleges, and universities.

452. HALL, CECILE B. Studies in student observation of teaching. *Educational administration and supervision*, 17:43-51, January 1931.

An analysis of the needs of student observation of teaching.

453. HORN, JOHN LOUIS. The educative values of practice teaching. *Journal of educational research*, 11:197-203, March 1925.

This is a questionnaire study in which thirty students were asked to give one-sentence reasons for stating that academic credit should or should not be granted for practice teaching and to give some educational values derived from it. The answers are classified and given in part.

454. MYERS, ALONZO F. The course in observation and participation in its relationship to courses in principles of teaching, methods, school management, etc. *Educational administration and supervision*, 14:404-12, September 1928.

From replies to a questionnaire submitted to 455 students it was concluded that "observation and participation plays an important rôle in furnishing the student with an experienced background for the proper understanding of educational problems considered in these courses." Students acknowledged this almost unanimously if they had the course in observation and participation but were unaware of the handicap if they did not have the course.

455. NORTON, JOHN K., ed. Demonstration teaching. *Research bulletin of the National education association*, 7:332-38, November 1929.

A detailed discussion of the different types of demonstration teaching and their values as supervisory measures. Bibliography.

456. PRYOR, HUGH CLARK. Graded units in student teaching. *New York, N. Y., Bureau of publications, Teach-*

- ers college, Columbia university, 1926. 114 p. (Contributions to education, no. 202)
- A description of the phases of the teacher's work; arranged roughly in increasing difficulty and complexity, in order of proper attack, and as projects to be worked out by the student teacher.
457. RICHARDSON, W. L. Suggestions for teacher training obtained from a study of medical internship. *Educational administration and supervision*, 9:304-14, May 1923.
- Six suggestions for teacher training derived from medical education.
458. ROWE, E. C. Apprenticing the beginning teacher. *Elementary school journal*, 27:663-73, May 1927.
- Gary, Ind. An apprenticeship plan which requires that six inexperienced teachers be engaged at once within a rather narrow grade range. The master teacher is the key to the plan.
459. RUSSELL, CHARLES. A laboratory technique for observation and participation. *Teachers college record*, 24:344-54, September 1923.
- A laboratory technique for practice teaching which provides for sequence in observation and conference.
460. SOUTHALL, MAYCIE. Demonstration teaching as a means of helping young teachers. *Childhood education*, 7:98-101, October 1930.
- A very brief report of a study made by the writer is the introduction to a discussion, the conclusion of which is "that teachers want more demonstration teaching than they now are receiving . . . (and) . . . they consider it one of the most helpful types of supervisory assistance . . ."
461. SPRAGUE, H. A. The case-problems of student-teachers. *Educational administration and supervision*, 14:314-24, May 1928.
- The author describes how he has collected and used case-problems for instructional purposes. These are descriptions of actual classroom situations for which satisfactory solutions are desired by the student-teachers. In a period of 3½ years, more than four thousand have been collected and classified.
462. WHITNEY, FREDERICK L. Gap between lesson plan and student-teacher performance in state normal school practice teaching. *Educational administration and supervision*, 7:361-71, October 1921.
- Cross-section of student-teaching activity, based on three types of data, show that theory did not carry over into practice as it should.
463. WOLTRING, CLARA. Increasing the productivity of demonstration lessons for student teachers. *Educational administration and supervision*, 16:12-18, January 1930.
- The writer describes how she employs the time and efforts of the student teachers in her charge during the period of one or two weeks immediately preceding their teaching of a given subject. Each subject has its period of observation and preparation.
- Specific Plans for Conduct of Observation and Practice Work*
464. ADE, LESTER KELLY. Provisions in the state teachers colleges of Pennsylvania for laboratory-school experience in teaching in the elementary grades. Doctor's thesis. *New York, N. Y.; New York university*, 1931. 136 p. ms.
- The aim of this study was to ascertain the laboratory-school provisions of the Pennsylvania state teachers colleges and to describe them. It also attempts to show what additional provisions are needed to insure adequate laboratory-school experience for prospective teachers actually enrolled in the state teachers colleges during the 1927-28 academic year.
465. ANTHONY, KATHERINE M. The Harrisonburg program. *Educational administration and supervision*, 17:351-57, May 1931.
- A description of the training of student teachers at Harrisonburg, Va.
466. AYER, ADELAIDE. Learning educational principles through experience. *Educational administration and supervision*, 17:357-62, May 1931.
- A description of student training at State teachers college, Milwaukee, Wis.
467. BLACKHURST, J. HERBERT. Supervision of observation and student teaching at Purdue university. *Educational administration and supervision*, 12:105-9, 1926.
- The supervised teaching described in this article pertains to academic subjects.
468. BRANDT, ROSE K. Practice teaching in the county training schools of Wisconsin. *Journal of rural education*, 2:454-63, June 1923.
- Evaluates work and suggests standards for adoption. Median length of work in observation, participation, and practice teaching is 27 weeks.
469. BRESLICH, ERNEST R., and others. The supervision and administration of practice teaching. *Educational administration and supervision*, 11:1-12, January 1925.
- Describes the plan in effect at the University of Chicago.
470. BRUECKNER, L. J. Field work as a means of training student-teachers. *Educational administration and supervision*, 8:343-48, September 1922.
- A report of a study made in the attempt to evaluate field work as a means of training teachers. Likens the field work in public schools to clinical work in other professions and shows how the work is organized in the Detroit teachers college. It is experimental and objective in nature.
471. CANINE, EDWIN N. The administration of student teaching in Indiana state teachers college. *Teachers college journal*, 2:5-11, September 1930.
- The administrative or machinery side of student teaching in Indiana state teachers college.

472. CHITTENDEN, MERRITT D. Oswego normal and training school plan of cooperation. *Educational administration and supervision*, 11:325-33, 1925.

The author says: "In this paper an effort is made to picture clearly the plan of cooperation between the Oswego normal and training schools, Oswego, N. Y., and to show how it operates."

473. CHRYSOSTOM, Sister M. An evaluation of the current plans for the organization of observation and practice teaching. Master's thesis. *Notre Dame, Ind., University of Notre Dame*, 1929. 102 p.

This study is an investigation of the requirements of subject matter and professional training in the elementary schools as prescribed by normal schools and colleges in Michigan, and schools in other states.

474. COLVIN, STEPHEN S. The lesson plan and its value to the student teacher. In *National society for the study of education*. Eighteenth year-book. Part I. The professional preparation of high-school teachers. p. 190-212. *Bloomington, Ill., Public school publishing company*, 1919. 372 p.

This is a description of the plan used by the author in supervising the work of the cadet teacher. Arguments supporting its use are included.

475. COOK, WILLIAM A. Introducing the student to practice. *Educational administration and supervision*, 10:294-302, May 1924.

An analysis of three marked stages in the professional training of teachers and a description of the plan used in the University high school of the University of South Dakota.

476. DEARBORN, FRANCES R. A tentative plan for integrating theory and practice. *Teachers college journal*, 2:17, September 1930.

Describes several plans in the primary education department of the Indiana state teachers college for the better integration of the college academic courses and supervised teaching.

477. DUNKLE, JOHN L. Plan of cooperation at Frostburg state normal school. *Educational administration and supervision*, 11:320-25, 1925.

Describes the plan of the State normal school at Frostburg, Md., which attempts to make the practice school the center of this teacher-training institution.

478. ELSA, A. F. Teacher training that benefits both teachers and schools. *Nation's schools*, 8:49-52, October 1931.

Northeast Missouri state teachers college requires three months regular teaching under supervision, in selected schools. Results show pupils' achievement same as with regular teacher, decreased cost, valuable training for student teachers.

479. EVENDEN, E. S. Cooperation of teachers of academic subjects with the training school. *Educational ad-*

ministration and supervision, 11:307, May 1925.

In the light of data yielded by a questionnaire study of 71 normal schools and teachers colleges, the author proposes a set of principles to be applied by administrative officers and directors of practice teaching. Tables are appended.

480. FACULTY OF THE MARYLAND STATE NORMAL SCHOOL AT TOWSON. A plan for the closer coordination of professionalized subject matter and student teaching in a normal school. *Educational administration and supervision*, 16:257-86, April 1930.

The plan for such coordination as is discussed in this article has been evolved through the united effort of the faculty of the Maryland state normal school at Towson, the fifty training teachers of the campus elementary school, and of nearby affiliated county and city training centers.

481. FLOWERS, JOHN G. The content of student teaching courses designed for the training of secondary teachers in state teachers colleges. Doctor's thesis. (Accepted to be published.) *New York, N. Y., Teachers college, Columbia university*, 1932.

A status study of the principles and procedures which are exercised in the practice teaching of the group indicated. Presents a plan which represents the "best practices" and proposes new and progressive procedures.

482. FOSTER, FRANK K. Reorganization of teacher training at the University of Washington. *Educational administration and supervision*, 16:458-65, September 1930.

Describes an adjustment of professional program in order to articulate theory courses with practice teaching. Indicates cooperative work with city-schools and closer relation with academic departments of the university.

483. FOX, ETHEL KATHERINE. A study of the effectiveness of participation for student teachers in a specific situation. Master's thesis. *New York, N. Y., New York university*, 1931. 31 p. ms.

This was a study of the participation school at Ortlund normal school. Findings: Participation contributes directly toward independent student teaching.

484. GROVES, J. W. Amount of time student teachers spend in practice in teaching. *Educational administration and supervision*, 11:417-20, September 1925.

The report includes data reported by 160 student teachers assigned to classes at the university high school, Oakland, Calif., and 40 student teachers assigned to other schools in Oakland and in Berkeley. Student teachers reported that it required an average of 25½ hours per week to do the professional work in directed teaching.

485. HALL-QUEST, ALFRED L. The Cincinnati plan of teacher training. *Educational administration and supervision*, 10:129-41, March 1924.

The writer describes four types of administrative control of student teaching, showing how the plan of student teaching differs according to the

- type of control. The features of the Cincinnati cooperative plan are described in detail.
486. **HEBELER, AMANDA.** Student teaching in an affiliated public-school center. *Ellensburg, Wash., Washington state normal school, 1927.* 76 p.
Descriptive plan of cooperative procedure in training student teachers at Selah training center. Many features of a manual for student teachers are included.
487. **HECKERT, J. W.** Extra mural practice teaching at Miami university, Oxford, Ohio. *Educational administration and supervision, 10:303-9, May 1924.*
A case study showing how additional laboratory facilities are provided in a professional school for teachers.
488. **HELSETH, INGA OLLA.** Practice supervision for critic teachers and supervisors. *Educational method, 9:19-21, October 1929.*
The plan used at the Florida state college for women, Tallahassee, Fla., is described.
489. **HILL, L. B.** Plan of directed teaching. *Educational administration and supervision, 15:448-52, September 1929.*
A plan of directed teaching at West Virginia university in which all the members of the faculty of the college of education supervise directly the student teachers.
490. **HOWARD, FRANK E.** Cooperation of college and high school in providing facilities for practice teaching. *School and society, 9:296-98, March 8, 1919.*
The description of a plan inaugurated at Middlebury college, Middlebury, Vt.
491. **HUMKE, HOMER L.** Cooperative teacher training at Evansville college. *School and society, 24:206-7, August 14, 1926.*
Student teachers work in pairs, one student being in the training school while the other takes regular class work in the college. Public schools of the city are used as training centers where skilled critic teachers serve both the city and the college.
492. **JACOBS, W. B.** Practice teaching for secondary school teachers at Brown university. *School and society, 3:533-35, April 1916.*
A brief history of the policy followed at Brown since 1895 in the selection, training, and practicing of the beginning teachers who receive training there.
493. **KINDER, J. S.** Training teachers on cooperative plan. *American educational digest, 44:6-10, September 1924.*
Pennsylvania college for women meets state requirements under unique plan, the successful operation of which is described by the head of the department of education. Pittsburgh schools cooperate, and mutual advantages are described.
494. **LANE, JESSIE A.** The Fort Wayne plan of student teaching, observation and reports. *Educational administration and supervision, 8:42-59; 99-104; January-February 1922.*
- A carefully worked out detailed one-year course in student teaching, following the plan used by the writer in Fort Wayne, Ind. The course is organized in 36 sections, each covering one week, the content consisting of units of observation, participation, readings, suggestions for reports, and of carefully selected reading to cover each unit.
495. **MEAD, A. R.** Laboratory work in preparation of teachers at Tempe state teachers college (1928). *Educational administration and supervision, 16:99-109, February 1930.*
The nine important features of this laboratory-school system are described.
496. **MITCHELL, LUCY SPRAGUE.** A cooperative school for student teachers. *Progressive education, 8:252-55, March 1931.*
A cooperative undertaking of eight schools to provide facilities for the development of a student teacher's powers, her understanding of children, and a desirable schoolroom environment.
497. **NELSON, ESTHER M.** The content of student teaching in elementary curricula in state teachers colleges. Doctor's thesis. (Accepted to be published) *New York, N. Y., Teachers college, Columbia university, 1932.*
States purposes of student teaching and the experiences of elementary student-teachers. Gives content of practice teaching and proposes means for more effective preparation of teachers for the elementary grades.
498. ——— Student teaching in Maryland state normal school at Salisbury. *Educational administration and supervision, 15:457-67, September 1929.*
Describes the courses in student-teaching that are offered.
499. **PICKETT, Mrs. LALLA H.** Student-teaching in the East Texas state teachers college. *Educational administration and supervision, 10:315-20, May 1924.*
A description of the organization, faculty, and facilities for handling teachers in training.
500. **PURDOM, J. LESLIE.** Teacher-training through directed observation of teaching, through teaching under faculty supervision, and through teaching as an apprentice. In *Supervisors of student teaching. Seventh annual session, Dallas, Tex., February 28 and March 1, 1927.* p. 32-36. *Tiffin, Ohio, E. I. F. Williams, Secretary-treasurer, Heidelberg college, 1927.* 68 p.
The author described the program in effect in Harris teachers college, St. Louis, Mo.
501. **ROBERTS, D. H.** Observation and practice at Michigan state normal college, Ypsilanti, Mich. *Educational administration and supervision, 10:310-14, May 1924.*
A description of the plan in use.
502. **ROBERTS, H. D.** Practice teaching in Chicago. *Chicago schools journal, 12:10-16, September 1920.*

A detailed report describing the program for practice teachers in the Chicago normal college.

503. RUSSELL, WILLIAM F. A special course for critic teachers. *School and society*, 35:22-24, January 2, 1932.

An excerpt from a report of the dean of Teachers college, Columbia university, describing the educational innovation of a special program for critic teachers in normal schools.

504. RYAN, CALVIN T. Improving teacher-training through more efficient selection and assignment of student-teachers. *Educational administration and supervision*, 18:35-40, January 1932.

A discussion of a procedure for selecting and assigning students at the Nebraska state teachers college, Kearney, Nebr.

505. SHARP, LAURENCE A. The use made of the demonstration school by the college teachers of the North Texas state teachers college. *Peabody journal of education*, 7:332-36, May 1930.

This is a questionnaire study of 65 teachers in the North Texas state teachers college. About 50 per cent of them say that the demonstration school has been of value to them.

506. SHERROD, CHARLES CHESTER. The organization of directed teaching in the East Tennessee state teachers college. *Educational administration and supervision*, 15:685-88, December 1929.

The author concludes the description by saying, "After more than two years of experience in handling student-teaching as outlined above, the results seem ample to justify the experiment and warrant the continuation of the plan on a larger scale." p. 688.

507. SHOWALTER, BENJAMIN R. The Auburn plan of laboratory practice in supervision. *Educational administration and supervision*, 16:220-23, March 1930.

An emergency in practice teaching work made it possible to depart from the usual method of handling instruction in supervision. The new method that developed is described in this article. The author says of it, "Those who have had the advantage of such training seem to give evidence of less fumbling in their early efforts in the field." p. 223.

508. SHURTLEFF, OLIVER. High school practice teaching at Salem college. *West Virginia school journal*, 60:28, November 1931.

A description of the method used by this institution in conducting teacher-training work in the local high school.

509. SMITH, CLARA H. and OLVEY, LA RAE. Milpitas—A rural school project in teacher training. *Washington, U. S. Government printing office*, 1924. 19 p. (Bureau of education. Rural school leaflet no. 27, April 1924.)

This article describes how a rural school was used as a training school for prospective teachers.

510. SMITH, RUBERTA N. Student teaching in a two-year curriculum for primary teachers. *Educational admin-*

istration and supervision, 18:47-63, January 1932.

A discussion of laboratory participation in the training school and in public schools carried on in elementary education at the State teachers college in Oshkosh, Wis.

511. STALKER, FRANCIS M. Cooperation of departments and training school in supervised teaching. *Educational administration and supervision*, 12:233-37, 1926.

A description of the situation in the Indiana state normal school, Terre Haute, Ind.

512. STEVENS, ROMIETT, and others. Brief descriptions of completely organized systems of practice teaching. In *Society of college teachers of education*, Education monographs, no. 7, p. 27-53. Cedar Rapids, Iowa, The Torch press, 1916. 74 p.

Various authors have collaborated in bringing together rather detailed descriptions of the plan of organizing practice teaching in 10 institutions. See also United States Bureau of education bulletin, 1917, no. 29.

513. TWAMLEY, EDNA. The student-teacher. *Bulletin of high points*, (New York, N. Y., Board of education.) 12:59-61, April 1930.

This is a brief description of the plan of cooperation between Morris high school and both the college of the city of New York and the New York university for the benefit of student teachers.

514. WADE, N. A. Distribution of student-teachers time in conducting recitations. *Educational administration and supervision*, 17:692-704, December 1931.

A report of a study, made by the State normal school, Frostburg, Md., of the activities of student teachers in conducting recitations during two 6-week periods of concentrated student teaching.

515. WAPLES, DOUGLAS. The Pittsburgh course in unit planning for prospective high school teachers. *Educational administration and supervision*, 11:340-43, May 1925.

Account of the practices employed in the working of the plan.

516. ——— and SAUVAIN, EDWARD. The Pittsburgh plan of high school practice teaching. *Educational administration and supervision*, 10:354-67, September 1924.

The plan is discussed from the university standpoint and from the high-school standpoint. Comments of 18 practice teachers are given. Emphasis is placed upon the necessity for excellent teaching in high school.

517. WILLARD, J. MONROE. The problem of relating theory to observation and practice in the training of teachers for city schools. In *National education association. Journal of proceedings and addresses*, 1912. p. 890-896. Chicago, Ill., University of Chicago press, 1912. 1427 p.

The author prefaces an account of the 1912 relationship between theory and practice courses

in the Philadelphia normal school by a brief history of its development. "The Philadelphia normal school, founded in 1848, is the oldest city training school in the country."

518. WRIGHT, WILLIAM W. Experience while in training. *New York state education*, 18:66-70, September 1930.

The author briefly described the general scheme of practice teaching in Syracuse, N. Y.

Surveys of Practices

519. ANDERSON, C. J. and EDSALL, WINIFRED. Observation practice in courses for training rural teachers. *School review*, 25:16-25, January 1917.

A study of the practices in the county normal schools and high school teacher-training courses with respect to the provisions for and activities in observation and practice teaching.

520. ARMENTROUT, WINFIELD DOCKERY. The conduct of student teaching in state teachers colleges. *Greeley, Colo. Colorado state teachers college*, 1927. 198 p. (Educational series, no. 2)

Analysis of student teaching as a factor in the professional training of teachers.

521. BAKER, G. M. Supervision of practice teaching in physical education in undergraduate institutions in the United States. *Research quarterly of the American physical education association*, 1:122-32, December 1930.

A study designed to provide a basis for the supervision of physical education through exhaustive research into the practices which at present prevail. Detailed summaries and conclusions are given.

522. BARRINGER, BENTON E. Student teaching in agriculture. *Washington, U. S. Government printing office*, 1925. 124 p. (Federal board for vocational education bulletin no. 100, Agricultural series no. 23)

Thesis, University of Kentucky, 1925. Data were gathered from the 48 land-grant institutions that maintained a department of agricultural education, 1922-1923.

523. BAUGHER, JACOB I. Organization and administration of practice teaching in private and endowed colleges of liberal arts. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 127 p. (Contributions to education, no. 487)

A study of practice teaching for prospective secondary school teachers in privately endowed colleges of liberal arts, particularly emphasizing the small college.

524. CLIPPINGER, W. G. Teacher training from the standpoint of the liberal arts college. *In Ohio college association. Transactions of the fifty-sixth annual meeting at Columbus, Ohio, April 7, 8, and 9, 1927.* p. 23-24. *Westerville, Ohio, A. P. Rosselot, Secretary*, 1927.

The author quotes the results of a survey made by J. G. Lowery, of semester hours required by various states and territories in observation and practice. Most of the data were for the years 1925 and 1926.

525. COLEBANK, GEORGE H. Practice teaching in the colleges of the North central association. *North central association quarterly*, 3:376-431, December 1928.

Discusses arrangements for the administration of student teaching, organization of the student teaching group, and direction and supervision of student teaching. The article contains summary, appendix, and bibliography. One hundred nineteen institutions in the North central association made usable returns to a detailed questionnaire.

526. DAMERON, TEMPE HILLIARD. Directed observation in the normal schools of the South. *Nashville, Tenn., George Peabody college for teachers*, 1920.

Report based on results of a questionnaire returned by 39 Southern normal schools.

527. DAVIS, CALVIN O. Problems involved in practice teaching. *School and society*, 10:143-48, 1919.

Tabled data, from reports of 1,032 public high schools accredited by the North central association of colleges and secondary schools in 1917, are presented. Twelve summarizing points are made regarding the status of the 18,079 teachers studied.

528. DOUGLASS, KARL K. The assignment of supervised student-teachers. *Educational administration and supervision*, 8:321-30, September 1922.

A questionnaire study of 57 state universities, private colleges, normal schools, and teachers colleges; showing length of student teaching assignment, size of classes assigned to student-teachers, number of institutions owning a training school, and the number using city schools.

529. ENGLEMAN, JAMES OZRO. A study of student teaching in state normal schools and teachers colleges. *Elementary school journal*, 26:256-63, December 1925.

A questionnaire study of replies from 79 presidents of state normal schools or teachers colleges and 59 city school superintendents. Teacher-training schools (3 out of 5) are largely dependent on the public schools for practice facilities, practice teaching is an almost universal factor in the training of teachers in state normal schools and teachers colleges, two-thirds of the superintendents are unwilling to employ normal school graduates who have not had practice teaching.

530. FARRINGTON, FREDERIC E. Practice work in university departments of education. *In National society of college teachers of education, Department of superintendence, National educational association. Observation and practice teaching in college and university departments of education. Papers . . . p. 3-38. Iowa City, Iowa, The C. A. Webber printing co.* 80 p.

After an extended discussion of "the problem," "the function of practice teaching," etc., the author presents a table showing some of the more important details and facilities for the practice

course in the 51 institutions which answered the questionnaire. The categorical information in the table is supplemented by descriptive comments.

531. FOSTER, H. H. The status of Smith-Hughes practice teaching. In National society of college teachers of education. Educational monographs no. 10. (Studies in education. Publications no. 15) p. 32-38. Baltimore, Md., King brothers, inc., 1921. 79 p.
- The article presents data on the following: (1) Academic plans of Smith-Hughes work, (2) administrative responsibility, (3) administrative relationships, and (4) achievements.
532. GARRISON, NOBLE LEE. Current practice in coordination of college and training-school work. *Ypsilanti, Mich., Michigan state normal college*, 1931. 26 p.
- Results of a questionnaire study to discover what is now being done in the teachers colleges of this country to coordinate the work of the college departments and that of the training schools.
533. GLAESER, JOHN HENRY. The supervision of student teachers in normal schools and state teachers colleges. Master's thesis. Chicago, Ill., University of Chicago, 1930.
- An investigation of the supervision of student teachers in normal schools and teachers colleges in the United States. Findings: The aims of training schools are chiefly to provide opportunities for observation of superior teaching, practice in lesson planning, an introduction to actual school conditions, experience in teaching, and skill in classroom management; training teachers have not been trained sufficiently in academic work to meet the scholastic standards for accrediting institutions they serve.
534. HAERTTER, LEONARD D. and SMITH, DORA V. An investigation into the methods of student teaching in 32 colleges and universities. *Educational administration and supervision*, 12:577-95, December 1926.
- Presents data on credit allowed for student-teaching, length of course, activities of student-teacher, conferences, rating, professional courses, observation, supervision, marking, and other topics.
535. HENDERSON, JOSEPH L. A statistical study of the use of city school systems by student-teachers in colleges and universities in the United States. *Educational administration and supervision*, 12:326-39, May 1926.
- One hundred fourteen replies to questionnaire (not including normal schools and teachers colleges) were received. Seventy-four use city school systems for practice teaching.
536. JARVIS, C. D. Teachers of vocational subjects. Washington, U. S. Government printing office, 1919. p. 20-24. (Bureau of education. Bulletin, 1919, no. 66)
- Data on student teaching in vocational teacher training.
537. KELLY, F. J. and SCOTT, I. O. What training school facilities are provided in state normal schools. *Educational administration and supervision*, 1:591-98, November 1915.
- Sixty-eight replies to more than a hundred questionnaires, sent to the better normal schools of the North and West, were received and analyzed.
538. KLAIN, ZORE. Student teaching. *Journal of educational research*, 21:394-401, May 1930.
- Gives the results of a questionnaire study of 131 teacher-training institutions regarding student teaching.
539. KOOS, LEONARD V. Teacher-training departments in North central high schools. *School review*, 25:249-56, April 1917.
- Statistics pertaining to training facilities are presented.
540. LEWIS, E. E. Practice teaching in model schools. *Elementary school journal*, 13:434-44, May 1913.
- From 115 replies to a questionnaire sent to every state normal school in the United States, the author found that 53 per cent of them required one full year of practice teaching. The remainder required less than this. In 95 out of 117 all practice teaching was done in campus training-schools.
541. MINNICK, JOHN H. How have high school teachers obtained their practical work? *Educational review*, 62:332-36, November 1921.
- This was a questionnaire study involving about 60 per cent of the high school teachers in Pennsylvania and New Jersey. Practical work was defined as "either observation or practice teaching, or both." "A larger per cent of teachers having served from 30 to 34 years had practical work than any other group. . . . Of all high school teachers beginning their careers in high schools, 50 per cent have had practical work; while of those beginning in the elementary schools, 65 per cent have had practical work. Of all high school teachers who have had practical work, 46 per cent began teaching in the high schools and about the same began in the elementary schools. . . . Of all high school teachers who had practical work 60 per cent did it in elementary schools and 40 per cent in high schools."
542. ORR, M. L. The administration of the training school and of student teaching. *Educational administration and supervision*, 16:147-51, February 1930.
- Four general plans for the administration of student teaching, and of the training school, are in operation in 25 teachers colleges. There were approximately the same number of large, medium, and small colleges.
543. PENDERGAST, HELEN ANN. A study of student-teaching in physical education in institutions offering a major course for women. Master's thesis. New York, N. Y., New York university, 1931. 106 p. ms.
- A study of some of the practices in the organization, administration, and supervision of student-teaching—requirements, year, credit, amount of practice, prerequisites and requisites, observation, agencies used, size of classes, types of teaching, the supervisor, her load, conferences, lesson plans, rating of teachers, system of grading. Gives the prevalent tendency in practices concerning these items in 53 institutions.
544. TILSON, AGNES. Organizing the supervision of home economics prac-

tice teaching. *Educational administration and supervision*, 8:223-33, April 1922.

A general survey of conditions and practice in the supervision of practice teaching in home economics compiled from the experience of 50 home economics teachers and supervisors. The article is both comprehensive and constructive in content.

545. WADE, N. A. and FRETZ, R. M. Some practices in the administration and supervision of student teaching. *Educational administration and supervision*, 12:124-30, February 1926.

Survey data on use of lesson plans, conferences, length of practice period, proportion of teaching in training school done by student teachers, number of student teachers per critic, and other matters.

546. WALK, GEORGE E. Practice teaching and observation in normal schools. *Education*, 38:69-95, October 1917.

This is a catalogue study of 50 to 60 schools at the beginning and end of the decade 1904-1914 regarding, (a) Variations in the distribution of practice teaching and observation, (b) variations in the time allotted to the two subjects, and (c) variation in the conditions other than time under which work in each subject is conducted.

547. ——— Student teaching as an integral part of teacher-training. *Educational administration and supervision*, 14:289-98, May 1928.

A study, made by the author ten years previously (1917), was cited. The conclusion from this study was that there existed no definite understanding among normal schools as to what properly constitutes the professional training involved in student teaching and observation. The author then declares that, "A decade has passed. . . . We have witnessed unparalleled progress in all fields of educational activity. In no sphere has there occurred greater improvement than in teacher-training."

548. WEST, R. L. Value of demonstration schools. In Department of elementary school principals. Fifth yearbook, 1926. p. 279-86. *Washington, D. C., Department of elementary school principals, National education association*, 1926.

Analyzes the value and the necessity for demonstration schools. Gives the results of a questionnaire study on the status of demonstration schools in 53 of the 68 cities of the United States with a population of 100,000 or over.

549. WHITCOMB, FRED C. Practice teaching in the manual arts and industrial education. In National society for the study of education. Eighteenth yearbook, Part I, The professional preparation of high school teachers. p.345-48. *Bloomington, Ill., Public school publishing co.*, 1919. 372 p.

A questionnaire was sent to the 100 institutions in the United States which were credited with training teachers of manual arts and industrial education. Replies were received from 25, from which a report was made on: (a) What they were then doing, and (b) what they thought should be done.

550. WILLIAMS, E. I. F. Administration of observation in the teacher-training institutions of the United

States. *Educational administration and supervision*, 8:331-42, September 1922.

A questionnaire study of 295 teacher-preparing institutions relative to supervision of student's observation of teaching. Twelve tables and six conclusions are given. Of the institutions offering no opportunity for observation but giving courses in education, three-fourths are in the colleges, usually the smaller ones.

551. WILLIAMS, JOSEPH T. Teacher training in colleges. *School and society* 19:105, January 25, 1919.

Replies to a questionnaire were received from the state superintendents of thirty-six states and the District of Columbia, in a study of teacher training in private colleges, with especial reference to practice teaching. Found that nearly all state departments issue certificates to graduates of accredited colleges without further examinations. Eighty-two per cent of these require that the work of the graduate include certain professional courses; although the number of such courses required ranged from six to thirty, and there was not much agreement what the courses should be. The text for the remainder of the discussion "Practice teaching and the small college," was taken from these findings.

552. WILSON, LESTER MACL. Training departments in state normal schools in the United States. *Charleston, Ill., Eastern Illinois state normal school*, 1919. 115 p. (Normal school bulletin no. 66, October 1, 1919.)

A thorough study of training school facilities in 1918.

553. WOODRING, MAXIE N. A catalog study of the status of student teaching in the liberal arts colleges of the North Central association. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1924.

A collection of data showing tendencies existing in 1924.

554. YEUELL, GLADSTONE H. A brief survey of practice teaching, observation, and participation in the secondary field of state universities. *High school quarterly*, 17:184-87, July 1929.

A great lack of uniformity in practice teaching at state universities was found in this questionnaire study. In 34 institutions, the number of hours devoted to practice teaching varies from 6 to 180, with the median at 60.

Professionalized Subject Matter

555. COX, MEREDITH J. A project in the professionalization of subject matter through the study of the halogens. *Peabody journal of education*, 9:159-62, November 1931.

An experiment in the professionalization of chemistry, by adapting a unit of college chemistry to the children in the ninth grade in the training school, to discover whether or not students derive any practical advantages for teaching from a subject matter course.

556. EVENDEN, E. S. The critic teacher and the professional treatment of subject matter—a challenge. *Educational administration and supervision*, 15:373-82, May 1929.

The author makes six suggestions to "show how the critic teachers can take the initiative in setting up situations which will virtually force the subject-matter teachers of our teachers colleges to introduce a number of important professional elements into their courses," and challenges them to do it.

557. EVENDEN, E. S. Proposals for correcting professional myopia of subject-matter teachers in teachers colleges. *Educational administration and supervision*, 16:372-82, May 1930.

The five specific suggestions are: (1) No courses which are primarily reviews should be given for credit, (2) much of the time now given to highly specialized courses in education and psychology could be more profitably used for additional subject-matter courses for those teachers who are not going to be specialists in the field of education or psychology, (3) the content of the subject-matter courses should be carefully selected with the professional needs of teachers in mind at all times, (4) one or more sets of "protective-qualifying" tests should be administered to the students who are about to be assigned to practice work in the various subjects, (5) there should be a system of joint supervision of practice-teachers by the child-teaching specialists (the supervisors or critic teachers) and the subject-matter specialists in which the latter will have a real and active responsibility for the work of the practice-teachers in their fields.

558. LEWIS, C. D. The professionalization of subject matter as a trend in teachers college development. *Peabody journal of education* 6:325-32, May 1929.

The author cites some evidence to show that the efforts that are now being made to train teachers more effectively through the medium of the subjects which they will teach, and related subjects presented from a professional point of view, indicate a definite trend toward the adoption of this method.

559. MANGUN, V. L. Early normal school practice. *Educational administration and supervision*, 11:25-41, January 1925.

Discussion of Randolph's study of professional treatment of subject matter and reply by Randolph.

560. PENDLETON, CHARLES S. The content and method of subject-matter courses in teachers colleges. *Peabody journal of education*, 3:273-92, March 1926.

Summary of what constitutes the professional treatment of subject matter is quoted. There are 15 items.

561. RANDOLPH, E. D. The professional treatment of subject matter. *Baltimore, Md.; Warwick and York, inc.*, 1924. 202 p.

Discusses the treatment given to subject matter in teacher-training institutions. A suggestive historical outline of the development of curricular practice, with reasons, is included. Concludes that the two views, since each survived because of merit, have blended with time into a professionalized subject-matter for teachers.

562. WITHERS, JOHN W., *ch.* The relation of general to professional education of teachers. In Department of superintendence. Ninth yearbook, 1931. Five unifying factors in Ameri-

can education. Part 3, p. 253-74. Washington, D. C., Department of superintendence, National education association, 1931. 543 p.

Traces the development of teacher preparation during and following the Great War, presents a statement of principles of teacher training, and lists problems for future study.

EVALUATION OF THE EDUCATION OF TEACHERS

General Evaluations of Pre-Service and In-Service Education

563. ASPINWALL, W. B. The value of student-teaching in a teacher-training course as judged by graduates of one, two, three, and four years' experience. *Educational administration and supervision*, 7:267-73, May 1921.

The value of adequate practice teaching is set forth through the testimony of teachers of one, two, three, and four years' experience.

564. BARNETTE, M. R. Appraisal of agencies for the development of the high school teacher in service; merits and weaknesses of college summer schools and other cultural agencies. In National education association. Addresses and proceedings, 1930. p. 295-296. Washington, D. C., National education association, 1930.

A discussion and evaluation of four methods of in-service training. Outlines evidences of the necessity for some type of in-service training.

565. BETTS, GILBERT L. Philosophy in the measurement of teaching ability. *School life*, 17:168-69, May 1932.

Criteria against which to validate measures of teaching ability were described. These criteria are philosophical in nature but are susceptible to quantitative treatment.

566. BROWN, FRANCIS J. An evaluation of extra-mural courses. *Educational administration and supervision*, 18:13-20, January 1932.

An evaluation of extra-mural courses by superintendents, directors of extension, and state department of education officials. Suggestions for the improvement of this type of work are given.

567. CAHOON, G. P. What training do beginning teachers need? *University high school journal*, 10:131-59, August 1930.

"Most of the former students indicate that some phase of their practice teaching experience has been the most valuable part of their training . . . Most former teachers suggested that their preparation could have been improved by having had more extensive or varied practice teaching or by having had academic courses more adapted to use in high school work . . . Discipline and classroom management in their various aspects include the most difficult problems of beginning teachers." p. 155.

568. CALDWELL, OTIS W. An investigation of the teaching of biological subjects in secondary schools. *School*

science and mathematics, 9:581-97, June 1909.

"A tripartite list of questions was sent to those who are now engaged in teaching biological subjects in secondary schools. The first part referred to the teacher's preparation and experience, the second to the kind of course the teacher is presenting or thinks he should present, and the third to the students' opinion of various aspects of the work."

569. CARTER, HOMER L. J. The use of measurement in evaluating achievement in education classes. *Teachers college journal*, 1:175-82, July 1930.

The writer reviewed the literature and showed the types of tests used by instructors in the field of education and the use made of these tests. Further suggestions were made for setting up definite objective goals and for measuring the success or failure of the set-up.

570. CLEM, ORLIE M. What do my students think about my teaching? *School and society*, 31:96-100, January 18, 1930.

The author submitted a check list to 200 students in education at the end of the course. Their responses furnish the basis for this article.

571. COLE, MARY I. Cooperation between the faculty of the campus elementary training school and other departments of teachers colleges and normal schools. Doctor's thesis. (Accepted to be published.) *New York, N. Y., Teachers college, Columbia university*, 1932.

A weighted evaluation of cooperative activities of critic teachers and college instructors. A ranking of methods for carrying out the cooperative activities. Jury procedure in developing check list.

572. COLVIN, STEPHEN S. The most common faults of beginning high school teachers. *School and society*, 7:451-59, April 20, 1918.

Collected written discussions of the chief problems of teaching from 112 teachers at the end of their first year of teaching. Says the writers are, in the main, conscious of 4 main problems: (a) Control and discipline of their classes; (b) their personal attitude toward the class; (c) their methods of teaching; (d) their own inadequacy, lack of preparation, and need of improvement.

573. DICKINSON, VERA L. An evaluation of the observation and participation course in the teacher training program. Master's thesis. *Columbus, Ohio, Ohio state university*, 1930. 113 p. ms.

Criteria for judging the observation and participation course are based upon modern educational theory. A set of criteria for judging the work in observation is evolved. The author suggests ways in which the course might be made more effective for the training of modern elementary teachers.

574. DRISKILL, MATTIE LUCILLE. An evaluation of plans for directing high school practice teaching. Master's thesis. *Nashville, Tenn., George Peabody college for teachers*, 1930. 125 p. ms.

This study analyzes the various types of plans used by teacher training institutions in the obser-

vation and practice teaching course; sets up standards for evaluation from student teacher's viewpoint; evaluates the plans by the standards set up. Findings: The graded exercise and the participation plans are the best.

575. DUANE, FLORENCE G. An evaluation of practice teaching from data gathered in the United States. Doctor's thesis. *New York, N. Y., Fordham university*, 1930. 104 p. ms.

The study is divided into three parts. The first gives the historical background of practice teaching. The second gives current practices of 30 teachers colleges and 32 normal schools, as revealed in questionnaire replies. The third deals with an evaluation of these practices by superintendents, principals, and graduates by answers to a questionnaire.

576. FITCH, HARRY N. An analysis of the supervisory activities and techniques of the elementary school training supervisor. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 130 p. (Contributions to education, no. 476)

Supervisors rating of the frequency, the need for training, and the value of 422 activities. Student teachers indicated the help provided by critic teachers and suggested activities that the critic teachers might have performed.

577. GILCHRIST, ROBERT S. Inadequacy of training of secondary school teachers and principals. *School review*, 39:140-47, February 1931.

A survey of the preparation of secondary school teachers and principals to determine inadequacy of training.

578. GRAY, WILLIAM S. ed. The training of college teachers. In *Institute for administrative officers of higher institutions. Proceedings, 1930. Vol. 2. Chicago, Ill., The University of Chicago press*, 1930. 242 p.

This symposium, as a whole, indicates that improvement in college teaching might be as fruitful in producing better prepared public school teachers as increasing the length of stay in the teacher preparing institutions. The appendix contains: "Reports on current methods of training college teachers in various higher institutions."

579. HACKLER, JAMES MONROE. A study of the relative value of courses in observation and student teaching. Doctor's thesis. *Stanford University, Calif., Stanford university*, 1930.

The mean gain in professional information for students in the observation course was not significantly different from that of students in the teaching course. The other subjects which completed the schedules of these students were for the most part academic subjects.

580. HUTSON, P. W. Training of high school teachers of Minnesota. *Minneapolis, Minn., College of education, University of Minnesota*, 1923. 39 p. (Educational monograph v. 3)

Many of the high school teachers of Minnesota are insufficiently prepared for the subjects they are teaching. This was especially true of the smaller high schools. The meagre preparation can not be attributed to a too short training period.

581. KELLERMAN, ADELLA F. Special qualifications for teachers in grades seven to nine. Master's thesis. *Syracuse, N. Y., Syracuse university, 1931.* 215 p.

Data were secured by personal correspondence with accepted authorities in the field of junior high school and grammar grades on functions of education for adolescents, the strength and weaknesses of the present program, and the pressing problems and methods of procedure in collecting data for the study. A semi-intensive analysis was made of the subjective and objective opinion of teachers and administrators on the felt needs, deficiencies and types of preparation desirable, and on objective data on the status of the training of these teachers in service. The study was confined to the northern tier of states: eastern, central, and midwestern.

582. KENT, RAYMOND A. University preparation of teachers for high schools. *School review, 27:172-85, March 1919.*

This study of the written statements prepared by 100 University of Kansas students, in the last semester of their senior year, was conducted "to get some definite information as to what such (special-methods) courses actually did to prepare prospective high-school teachers for their specific professional work." The author concluded, "... no matter how great one's zeal, one looks almost in vain ... for any evidence that the high school is thought of as the 'people's school'." The senior university students who took them failed lamentably to get a clear idea of what these subjects were expected to accomplish in specific terms for high-school pupils." (p. 185)

583. KINKLEY, J. A. Virtues and defects of normal school training as seen by graduates of two, five and ten years' service. *Educational administration and supervision, 7:103-10, February 1921.*

The author says, "With few exceptions, the reports indicate that normal-school training is helpful because of the inspiration in the work of teaching that it gives ... The one defect in normal-school training that had almost universal mention in my returns is what I shall call 'too much that does not function'." p. 103 and 104.

584. LEE, A. SCOTT. Attitudes as a factor of teaching in normal schools. *Journal of educational sociology, 2: 232-38, December 1928.*

From the returns in a questionnaire study, the author infers that "the teacher is a strong factor in stimulating students to form attitudes towards the subjects of the curriculum. ... It may be comforting to observe that the teacher as a factor in forming attitudes, is positive in 60 per cent of the cases and negative in only 20 per cent of them ..." p. 237.

585. MYERS, ALONZO F. A teacher training program for Ohio. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1927.* 144 p. (Contributions to education, no. 266)

An increasing proportion of Ohio teachers are coming from the denominational and endowed colleges rather than from state teacher-training institutions. Only about 50 per cent of the new teachers (1925-27) had a satisfactory minimum of training.

* Deposited with the library of the U. S. Office of Education and available as an interlibrary loan.

586. O'BRIEN, FRANCIS P. Employing student criticism in revising courses in education. *Educational administration and supervision, 11:294-98, September 1925.*

Replies from 114 former students of the University of Kansas concerning the value of courses in education arranged the courses in the following order: educational psychology, educational measurements, educational sociology, school administration, and history of education.

587. PEASE, G. R. Graduate student criticisms of the college of education. *School and society, 28:576-79, November 10, 1928.*

Criticizes the method of teaching and organization of courses in graduate colleges—especially in graduate colleges of education.

588. REINOEHL, C. M. Standardizing correspondence instruction. *Journal of educational research, 20:260-7, November 1929.*

An attempt by a worker of many years experience to set some standards for correspondence study as a phase of in-service teacher training. Study of 2,382 assigned reports from 116 teachers to answer the questions: (1) To what extent is a full time teacher justified in doing college work by correspondence? (2) what is a reasonable limit in the number of courses that may be taken justifiably while a teacher is in full time service?

589. ——— Summer school courses for teachers. *Educational administration and supervision, 11:635-38, December 1925.*

A statistical study of 307 teachers, supervisors, and administrators at the University of Arkansas summer school of 1925. Lists 71 professional courses out of 88. Evaluated on basis on respondents' interest and estimate of value of courses.

590. SAAM, THEODORE. Stimuli being offered to promote growth of teachers in service. (Abstract). *In Department of superintendence. Official report, 1931. p. 209. Washington, D. C., Department of superintendence, National education association, 1931.*

This is a summary of the judgments of 324 successful teachers in seven school systems in five states. Both high-school and elementary teachers considered summer school and travel as effective means of growth. They suggested that visitation, travel, and summer-school allowance, fixed tenure, and observation of demonstration lessons should receive more emphasis.

591. WENGER, PAUL G. The status of teachers' meetings in city and exempted village senior and junior high schools in Ohio. Master's thesis. *Columbus, Ohio, Ohio state university, 1930.* 125 p. ms.

This is a collection, organization, and summarization of data relative to practices in teachers' meetings and to the preferences of teachers in regard to meetings. Findings: Teachers prefer teachers' meetings that lead to professional improvement. Approximately 75 per cent of the teachers reporting gave the following reasons for unsuccessful teachers' meetings: no definite objectives of meetings, and topics discussed are not of interest and value to all teachers.

*Education in Relation to
Causes of Failure*

592. BARR, A. S. and RUDISILL, M. Inexperienced teachers who fail and why. *Nation's schools*, 5:30-34, February 1930.

Gives 10 of the most characteristic difficulties of 1st and 2nd year teaching derived from a questionnaire study of beginning graduates of University of Wisconsin. Difficulties, characteristic of the first 2 weeks are given. Some decreased in frequency (with experience) showing that gradual control over them was gained. One difficulty—provision for individual differences—was more frequently recognized with increasing experience.

593. CLEMENT, EVELYN A. An evaluation of teacher-training. *Educational administration and supervision*, 18: 91-98, February 1932.

Report cards containing three items, command of subject matter, skill in instruction, and management and discipline, were sent to the county, city or district superintendent of schools in which beginning teachers were employed, with a request that each teacher be given a rating upon each of the three items. Analysis of the first 1,500 returns indicated that "five times as many teachers failed in discipline as in knowledge of subject matter, and two and one-half times as many failed in techniques and method of instruction." "Lack of adequate method" was the most frequently mentioned defect due to poor training found in new teachers. A list of personality defects is given also.

594. EDDINS, A. W. Why teachers fail. *Texas outlook*, 14:16, August 1930.

Lists five reasons based upon exhaustive study by Littler, by Bluefields, and by Morrison. These five reasons, reduced to their lowest terms, are: Lack of good discipline failure to cooperate, lack of preparation, poor judgment, and gossip.

595. JAMES, H. W. Causes of teacher failure in Alabama. *Peabody journal of education*, 7:269-71, March 1930.

Data were secured from college freshmen, teachers, and principals concerning public-school teachers who had failed. The causes of failures of 118 teachers, based on a list of 10 items, were checked by the college freshmen. One hundred teachers were analyzed by teachers. Discipline was given first place by each group; temper was ranked high by students and teachers, but not so high by the principals.

596. LANCELOT, W. H. Developing the student teachers in traits of personality. *Educational administration and supervision*, 15:356-61, May 1929.

A plan used to develop desirable personal traits is described in detail. Some evidence concerning its effectiveness was collected. The author concluded: "Aside from the limited evidence of personal improvement in our students of the kind mentioned above, the number of failures in teaching due to personality defects seems to be clearly on the decrease among our beginning teachers." p. 361. The list of 50 rules to observe was omitted from this article.

597. MADSEN, I. N. The prediction of teaching success. *Educational administration and supervision*, 13:39-47, January 1928.

The most striking thing about the group of 31 teacher failures was the uniformity in which they were found among the lowest ten per cent in intelligence tests and elementary-school subject tests given at entrance to normal school. In a class of 87 normal-school students in psychology, the

author found intercorrelations as follows: Intelligence vs. elementary-school subject-matter test scores, .82; intelligence vs. objective score in psychology, .73; and elementary-school subject matter vs. psychology, .72.

598. MORRISON, ROBERT H. Factors causing failure in teaching. *Journal of educational research*, 16:98-105, September 1927.

A list of causes as given by 40 administrators. The first five in rank order were: poor discipline, inability to cooperate, gossip, immorality and lack of teaching skill.

599. NANNINGA, S. P. Teacher failures in high school. *School and society*, 19: 79-82, January 19, 1924.

A number of reasons for the failure of 112 high-school teachers. "One of the outstanding facts in this investigation is that discipline, lack of cooperation, and poor instruction are the most often mentioned reasons for failure." p. 82.

600. SHKVE, FRANCIS. Scholarship as a factor in teaching. *Peabody journal of education*, 8:144-48, November 1930.

"As one phase of the state survey of education in West Virginia, teaching was evaluated on a rating scale or score card containing twenty items. . . . Quite uniformly the scores on scholarship were higher than the general ratings. . . . Finally personality traits and lack of instructional skill are assigned as causes of failure approximately five times as often as is deficient scholarship, in spite of the fact that this group of teachers ranked low in scholarship in the normal school." p. 144-45.

*Education in Relation to
Practice Teaching Grades*

601. BRECKINRIDGE, ELIZABETH. A study of the relation of preparatory-school records and intelligence-test scores to teaching success. *Educational administration and supervision*, 17: 649-60, December 1931.

The correlation between high-school grades and student-teaching grades in the normal school was $.257 \pm .03$; between the former and teaching in the field it was $.348 \pm .04$. Correlations between Army alpha scores and each of the two measures of teaching success were $.094 \pm .03$ and $.069 \pm .004$, respectively.

602. BROOM, M. E. The predictive value of three specified factors for success in practice teaching. *Educational administration and supervision*, 15: 25-29, January 1929.

The correlation between the average grade points per unit of practice teaching (for 148 cases) and average grade points in other education courses was $.213 \pm .053$.

603. CAHOON, G. P. Intelligence-test scores as a factor in the prediction of practice-teaching success. *University high school journal*, 9:205-27, November 1929.

"The correlation of .004 for the Army alpha and of .14 and .097 for the May groups on the Thurstone shows no significant relation between intelligence and success in practice teaching as measured by the present devices." p. 226.

604. COOPER, HAZEL E. The correlation of grades in practice teaching re-

ceived by seniors in a college for teachers, with their scores in the Thurstone group intelligence tests. *Pedagogical seminary*, 31:176-82, June 1924.

Found C (mean square contingency) between practice-teaching grades of seniors and score on Thurstone psychological examination ($N=107$), $C=.216$. Between average grade in all courses for three years and latter, $C=.332$.

605. DYESS, BENJAMIN C., A comparison of the achievement of third-grade pupils who have been taught by training-school teachers with the achievement of those who have been taught by regular teachers. Master's thesis. *Boulder, Colo., University of Colorado*, August 1927. ms.

Results show that third-grade training-school pupils made less progress relative to intelligence level than those of non-training-school control groups.

606. ELSEA, A. F. A study of student teaching. *Peabody journal of education*, 7:345-50, May 1930.

Measured by gains in grade score on the Stanford achievement test, pupils under cadet teachers in 10 classes in four schools (grades 2 to 8) gained .85 of a grade. Pupils under regular teachers gained .81 of a grade. Cadet teachers received systematic and thorough supervision. The slight difference was in favor of the cadet teachers.

607. FRANZEN, CARL G. F. A comparison of the results made on certain standardized tests . . . *Bloomington, Ind., Bureau of cooperative research, Indiana university*, 1926. 21 p. (Bulletin of the school of education, v. 2, no. 4, March 1926.)

Students were found to do practically as well under student teachers as under regular teachers.

608. FRASIER, C. M. Intelligence as a factor in determining student teaching success. *Educational administration and supervision*, 15:623-29, November 1929.

Compared intelligence scores of highest 5% and the lowest 5% of the Lewiston (Idaho) normal school students to grades in student teaching. Difference ($3.66-3.50=.06$) was insignificant.

609. HAWK, R. F. Use of Thorndike examination in a normal school. Master's thesis. *Stanford University, Calif., Stanford university*, 1928. 81 p. ms.

Made a study of the relationship of Thorndike scores to several variables. Among these variables was "practice teaching." This correlation was $.68 \pm .04$ with a population of 67.

610. KINDER, J. S. A rating scale for practice teachers. *Education*, 46:108-14, October 1925.

Correlations obtained between various measures of intelligence and measures of teaching ability while doing practice teaching.

611. NEEL, MARY O., and MEAD, A. R. Correlation between certain group factors in preparation of secondary school teachers. *Educational administration and supervision*, 17:675-76, December 1931.

Data from records kept at Ohio Wesleyan university of 64 college seniors preparing to teach in high school, provide correlations. The highest correlation with status in student teaching is that of status in a selected group of personality traits, not complete personality.

612. PYLE, WILLIAM HENRY. Intelligence and teaching, an experimental study. *Educational administration and supervision*, 13:433-48, October 1927.

Made several studies relating to teaching success (rating of critic teacher). Tests administered were: laboratory tests and other unitary tests, and Detroit advanced intelligence test. The author concluded that intelligence enough to graduate from high school is prerequisite to success but non-determinative. The other functions measured seemed to have little relation to teaching success.

613. ——— The relation between intelligence and teaching success: a supplementary study. *Educational administration and supervision*, 14:257-67, April 1928.

A study made of the correlation between intelligence and the success of a class from the Detroit teachers college during their first two years of teaching in the Detroit schools. From intelligence test scores concludes that one cannot predict the grade to be received in practice teaching, nor the later estimates by principals under whom they teach.

- *614. SCHULTZ, IRVIN TABOR. A descriptive and predictive study of a class in a school of education. Doctor's thesis. *Philadelphia, Pa., University of Pennsylvania*, 1925. 131 p.

Aim: To discover the predictive value of entrance units of Latin; quartile rank in secondary school; army alpha score; Terman group score, when considering: persistence in school of education, practice teaching marks, scholarship marks. Some prediction of scholarship could be made with a combination of all four factors but no prediction of practice teaching marks. Found little correlation between practice teaching marks and superintendent marks.

615. WADDELL, CHARLES W. The prognostic value of Army alpha scores for success in practice-teaching. *Educational administration and supervision*, 13:577-92, December 1927.

The author found only a very slight difference in practice teaching grades between the highest five per cent and the lowest five per cent on the Army alpha test.

616. WHITNEY, FREDERICK L., and FRASIER, CLARK W. The relation of intelligence to student-teaching success. *Peabody journal of education*, 8:3-7, July 1930.

This study verifies five others, which are reviewed, in finding little relation between intelligence and success in student teaching. College grades in academic subjects are better than intelligence test scores for predicting success in student teaching.

617. ZANT, JAMES H. Predicting success in practice-teaching. *Educational administration and supervision*, 14:664-70, December 1928.

* Deposited with the library of the U. S. Office of Education and available as an interlibrary loan.

The author concludes, from his study of correlation coefficients, that, "something other than psychology and methods, as taught to these students, causes the variance in grades made by student teachers."

*Education in Relation to
Pupil Achievement*

618. CADWALLADER, D. K. Report of a supervisory program. *Journal of educational method*, 7:252-59, March 1928.
- Detailed report of a method and the results of a supervisory program carried out in Trenton, N. J. Gives methods of securing teacher cooperation. The benefits to the teachers. Gives twelve conclusions.
619. CASE, EMMA YOUNG. Value of circulars in supervising the teaching of reading. Master's thesis. *Nashville, Tenn., George Peabody college for teachers*, 1930. 64 p. ms.
- Results of this controlled experiment indicate that the silent-reading ability of pupils can be improved by furnishing teachers instructions in the form of circular letters.
620. CRABBS, LELAH MAE. Measuring efficiency in supervision and teaching. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1925. 98 p. (Contributions to education, no. 175)
- The A. R. technique was used; A. R. gains or losses over a six-month period were taken as the measure of teaching efficiency. With this measure of teaching efficiency there seems to be on the whole, little relation between teaching skill in one subject and teaching skill in another. There is little relation between supervisor's estimate and skill of teaching. There was no relation between professional information (Steele-Herring) and teaching skill. The correlation between professional information and supervisors' estimates was .407.
621. EDEBURN, RALPH. Study to determine the preparation of the teachers in service and teachers-in training as related to the teaching of elementary science. Master's thesis. *Ithaca, N. Y., Cornell university*, 1930. 60 p. ms.
- An examination was made of the records of 1,700 rural New York teachers in service and 78 science teachers in different teacher-training institutions. Findings: In general, teachers in training are receiving a better preparation in the field of science education than seems to have been the practice of the 1,700 teachers in service examined. Teachers in service are reported to have had less training to teach science or nature study than to teach language, reading, arithmetic, spelling, and geography.
622. HEILMAN, J. D. The child's loss due to student teaching. *School and society*, 21:291-97, March 1925.
- Using the achievement-ratio technique, found an average quotient of 103.5 for seven elementary public schools in Logan County, Colorado, and an average quotient of 104 for pupils in elementary training school of Colorado state teachers college.
623. HOPPE, W. C. The value of supervision in rural schools. *Journal of rural education*, 5:289-99, March-April 1926.
- From a carefully controlled experiment, in which 60 representative schools in one county were matched, the following conclusion (among others) was drawn: "The achievement of the supervised pupils was 84.3 per cent greater than the achievement of unsupervised pupils." p. 288.
624. HOPPE, W. C. The value of supervision in rural schools of Oakland county. *Lansing, Mich., Michigan state teachers association*, June 1926. 40 p. (Bulletin no. 7)
- The pupils in the supervised schools of Oakland county, in the nine phases of the subjects tested, accomplished 170.8 per cent of a normal year of school work and approached the standard; while the pupils in the unsupervised schools of Macomb County accomplished 97 per cent of a normal year of school work. The difference is 78 per cent in favor of the supervised schools. The experiment involved 35 one-teacher schools and eight rooms in two-teacher schools.
625. HUGHES, J. M. A study of intelligence and of the training of teachers as factors conditioning the achievement of pupils. *School review*, 33:191-200, 292-302; March-April 1925.
- When the achievement of pupils in schools fairly homogeneous in size, intelligence of the pupils, equipment, experience of the teachers, content, and time allotment to different divisions, but not homogeneous with respect to the training of the teachers in college physics, the pupils who were taught by teachers who had majored in college physics excelled in average achievement the pupils who were taught by teachers who had not majored in college physics. This superiority was evident in every test. Each of the tests covered a specific unit of the course, e. g., sound and light.
626. JONES, J. W. An objective measure of elementary teachers-in-training achievement. *Teachers college journal*, 1:21-24, September 1929.
- "The problem of this study was to compare the scholastic achievement of the teachers-in-training for the elementary license in the Indiana state teachers college with the achievement of eighth-grade pupils when both groups were measured by the same objective test." p. 21.
627. LUDEMAN, W. W. Do pupils lose under practice teachers? *Educational administration and supervision*, 14:101-4, February 1928.
- Study of 200 grade pupils—some under practice teachers—others not. "These data would warrant the conclusions that pupils do not lose by being taught by practice teachers provided the proper control of cadet work is worked out." Obtained Stanford achievement test scores were compared to standards.
628. ——— Project method for practice teaching. *School life*, 15:179, May 1930.
- A list of outlined projects, which must be worked out and completed by each of the students who does practice work during any one quarter of the school year, is described. The author declares that one of the specific values of the plan is: "Better progress of pupils who are taught by practice teachers."
629. MOODY, WILFRED H. The effect of practice teaching on educational progress. *In American association of*

teachers colleges. Eighth yearbook. p. 116-121. *Washington, D. C., American association of teachers colleges, 1929.*

This study, in matched schools (except that the pupils under regular teachers were unused to standardized tests) used pupil-gain as the criterion. Fourth, fifth, and sixth grades were studied. The difference between the gains of pupils under student teachers and of pupils under regular teachers was statistically significant in the fifth grade only, and in favor of the regular teachers. The slight difference in the fourth grade was in favor of the student teachers. When upper and lower quartiles on the basis of C. A., M. A., and I. Q. are studied separately, the differences are relatively insignificant in each case except one, and is not certainly significant in it.

630. O'BRIEN, FRANCIS P. An experiment in supervision of English. *Journal of rural education, 5:204-18; January-February; 330-43, March-April 1926.*

Results, stated as pupil gains under supervised instruction, showed considerable variation among different classes and different subjects, but the amount of gain in general seemed to exceed that which would be expected as normal.

631. PITTMAN, MARION SUMMERS. The value of school supervision. *Baltimore, Md., Warwick and York, 1921. 129 p.*

A parallel group experiment, to determine the value of supervision, showed, "the children in the supervised schools advanced 194 per cent as far during seven months in the particular functions under investigation as did the children with whom they were compared." p. 94. The gains were usually greater in the lower grades.

632. PREWITT, IRENE and MANUEL, HERSCHEL T. Differences in the handwriting of supervised and unsupervised pupils. *School and society, 31:297-98, March 1, 1930.*

In every grade sampled, from 25 school systems in seven states, the quality of writing in the supervised schools, was superior to that in the unsupervised schools.

633. SEAMSTER, FREDERICK CHANNING. The achievement of pupils in public and training schools. Abstract. Master's thesis. *Boulder, Colo., University of Colorado, 1930. p. 103-4. (University of Colorado studies, vol. 18, December 1930)*

The purpose of this investigation was to determine the relative efficiency of public and training schools as shown by the comparative achievement of pupils attending these schools. Schools in Madison and Watertown, S. Dak., were used in this study. Data indicate that the public school showed a slight advantage but the similarity in achievement was far greater than the difference.

634. SHERWOOD, HENRY NOBLE. Value of rural school supervision: result of two-year demonstration in Indiana. *Indianapolis, Ind., Department of public instruction, 1926. 67 p. (Educational bulletin no. 84)*

The combined results of tests in reading, language, spelling, and arithmetic show that the schools of the demonstration counties considered as a whole, accomplished 14.3 per cent more work than the schools of the control counties

during the first year of the experiment and 23.7 per cent more during the second year.

635. SHREVE, FRANCIS. A comparative study of directed and undirected teaching. *Nashville, Tenn., George Peabody college for teachers, 1922. 84 p. (Contributions to education, no. 7, August 1922)*

Complete records were obtained from 653 pupils from seven different schools in grades from the fourth through high school. These pupils were about equally divided between the directed and undirected sections. In comparing the gains made, a decided difference was found in favor of the directed groups, with the exception of gain in the rate of reading.

636. SIMPSON, I. JEWELL and STERN, BESSIE C. Improving instruction in reading. *Elementary school journal, 25:594-606, April 1925.*

A variety of methods was taken to improve instruction in reading given to about 65,000 elementary school pupils in the rural and village schools of Maryland, when a very unsatisfactory level of achievement was found to exist in October. Results of the testing in the following May showed great improvement generally. "Even the one-teacher and the two-teacher schools, handicapped because of the large number of untrained and unskilled teachers, made more than normal progress." p. 596. But "the one-teacher schools, which needed to improve most, made the smallest gains." p. 606.

637. SOUTHALL, MAYCIE. A study of the value of supervision in consolidated schools. *Raleigh, N. C., State superintendent of public instruction, 1925. 38 p. (Educational publication, no. 106; Division of supervision, no. 25)*

The purpose of the experiment was to measure the result of the rural school supervisor's work in consolidated schools in the Craven county schools in comparison with unsupervised schools in neighboring counties. Initial tests showed pupils in both the experimental and the control counties to be below normal in every subject tested. Final tests, given five months later showed that the children in supervised consolidated schools progressed 2.28 times as fast as those in the control schools and did the work of 1.38 grades during the year. See also Addresses and proceedings of the National education association, 65:520-24, 1927.

638. STREBEL, RALPH F. The scholastic status of pupils taught by student-teachers. *Educational administration supervision, 18:99-103, February, 1932.*

A description of an attempt at Syracuse university to discover whether or not the scholastic rating of pupils (as made by teachers) is lowered. The results indicate that the average scholastic standing in the student-teachers' groups was not significantly less than that in parallel classes taught by regular teachers.

639. TAYLOR, HOWARD RICE. Teacher influence on class achievement: a study of the relationship of estimated teaching ability to pupil achievement in reading and arithmetic. *Genetic psychology monographs, 7:81-175, February 1930.*

A study of differences in class achievement in arithmetic and reading within each of grades 4-8, inclusive, for nine different schools in a medium-

sized city. Five semi-independent estimates were made of the general effectiveness of the teachers who were responsible for class instruction in the various grades of each school during the semester in which the achievements of the pupils were measured.

640. THEISEN, W. W. Factors affecting results in primary reading. In National society for the study of education. Twentieth yearbook, Part II, p. 1-24. Bloomington, Ill., Public school publishing company, 1921. 172 p.

Quotations from unpublished studies are included in a survey of the literature regarding the effect of twenty different factors. Supervision. The initial scores on the Monros reading test by three classes were 5.5, 5.3, and 5.3. The final scores (after six weeks) of the two control classes were 8.1 and 8.5, while the final score of the supervised class was 11.3 (Reichert).

641. WELBORN, E. L. Achievement tests as applied to training school pupils. *Educational administration and supervision*, 9:388, September 1923.

"Fifth grade pupils in the training school are superior to those in the public school in all tests except spelling; the 7th grade is superior in all but spelling and thought in history; the 8th grade is superior in all but spelling, addition, and multiplication."

642. WILLIAMS, AELAN J. A comparison of teacher-training centers with schools having a population of like ability. *Educational administration and supervision*, 15:184-89, March 1929.

Makes several comparisons between pupils of training center schools (to which all new inexperienced teachers were assigned for the first year to be under close supervision) and pupils of other schools which had a like population of pupils. Since grade comparisons may show nothing but differences due to variation in classification policy, only comparison between 12 year olds are cited.

*Education
in Relation to Rated Ability
in the Field*

643. ANDERSON, H. J. Correlation between academic achievement and teaching success. *Elementary school journal*, 32:22-29, September 1931.

A study of the correlation of teaching ability with high school scholarship and college scholarship of students who were graduates of high schools in the Upper peninsula of Michigan and also graduates of the State teachers college at Marquette.

644. ARMENTROUT, W. D. The rating of teachers by training teachers and superintendents. *Elementary school journal*, 28:511-16, March 1928.

A comparative study of the ratings of 200 teachers by training teachers and public school superintendents. The former ratings were given during student teaching and the latter were given on the same kind of card by their superintendent the year following.

The correlation between the two sets of ratings was .397 by mean square contingency, and .29 by product moment.

"The evidence is quite clear that both training teachers and superintendents rate too high."

645. BARTHELMESS, HARRIET M. and BOYER, PHILIP A. A study of the relation between teaching efficiency and amount of college credit earned while in service. *Educational administration and supervision*, 14: 521-35, November 1928.

This is a questionnaire study of 5,002 elementary teachers and of 122 junior high school teachers. The criterion measure is the rated teaching efficiency. The independent variables are (1) experience and (2) college credits earned while in service. The correlations obtained for elementary teachers are, $r_{12} = .272$, $r_{13} = .16$ and $r_{23} = .296$. For junior high school teachers they are, $r_{12} = .355$, $r_{13} = .189$ and $r_{23} = .362$. These correlations are all positive, significant, but not high.

646. BATHURST, J. E. Do teachers improve with experience? *Personnel journal*, 7: 54-57, June 1928.

The author reports the correlation between score on the Bathurst, Knight, Koch and Telford aptitude test for high school teachers and the judgments of superintendents and supervisors to be $.54 \pm .034$. Between the former measure and experience it was $.15 \pm .030$.

647. BOARDMAN, CHARLES W. Professional tests as measures of teaching efficiency in high school. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1928.* 85 p. (Contributions to education, no. 327)

The results were derived, for the most part, from data regarding 88 teachers. The criterion measure, teaching efficiency, was derived from the sum of the average judgment of three groups, (1) supervisors, (2) associates, and (3) pupils. Its reliability was $.914 \pm .017$. The correlations obtained between the criterion and each of five factors were: (1) age, $.342 \pm .094$; (2) experience, $.389 \pm .090$; (3) psychological test, $.322 \pm .095$; (4) professional information test, $.258 \pm .099$; and (5) procedures test, $.278 \pm .098$. The correlation between age and experience was .92, and these two factors have a greater community with the criterion than all five of the factors combined. It was .512.

648. BROOM, M. E. A note on predicting teacher success. *Educational administration and supervision*, 18: 64-67, January 1932.

The field rating of teaching success correlated with three of the other factors to the following extent: practice teaching success, $.29 \pm .04$; grade point ratio in all college courses, $.19 \pm .04$; units taken in education courses, $.01 \pm .04$. The correlations between practice teaching success and the last two factors were $.30 \pm .04$ and $.19 \pm .04$, respectively.

649. CHILDS, H. G. The results of practice teaching on teaching efficiency. In Practice teaching for teachers in secondary schools. p. 33-35. Washington, U. S. Government printing office, 1917. (Bureau of education. Bulletin, 1917, no. 29)

The author concludes that "in the judgments of superintendents of schools, as attested by their ratings, one semester of high-school practice teaching under a competent critic produces a more successful teacher than does the two, three, or four years of schoolroom experience of the teacher not so trained. The testimony of the teachers is almost unanimous in favor of practice teaching."

650. DAVIS, S. B. and FRENCH, L. C. Teacher rating. *University of Pittsburgh school of education journal*, 3: 57, 60-64, January-February 1928.
Correlations were found between ratings and training, and experience and teaching ability.
651. GREENE, G. W. Reliability of college credentials. *American school board journal*, 72: 54, June 1926.
The intelligence test alone does not as yet have sufficient validity for the prediction of teaching success, although there is evidence of its having some usefulness. The author shows a correlation of $\frac{7}{9}$ between the ratings of 200 professors and 103 superintendents.
652. HAMRIN, S. A. A comparative study of ratings of teachers-in-training and teachers-in-service. *Elementary school journal*, 28: 39-44, September 1927.
Results of study (by means of correlation coefficients) showed that none of the ratings of the training school (ratings on card by supervisors, school marks, or intelligence scores) were indicative of later success, as measured by superintendents' ratings.
653. HUNT, THELMA. Measuring teaching aptitude. *Educational administration and supervision*, 15: 334-42, May 1929.
The correlations found by authors of the "Teaching aptitude test," of the George Washington university series, are: (1) Score and grades in training courses—1st year students, average $r = .64$; (2) score and grades in training courses—2nd year students, average $r = .50$; (3) score and ratings by superiors (in-service teachers) $r = .30$ to $.50$; (4) score and intelligence (George Washington university mental alertness test) $r = .57$; (5) score and intelligence (George Washington university social intelligence test) $r = .60$.
654. JACOBS, CHARLES LOUIS. The relation of the teacher's education to her effectiveness. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1927. (Contributions to education, no. 277)
Effective teachers—what professional education will most successfully produce them? Upper quartile teachers had taken primary education, general methods, and practice teaching. Lower quartile teachers had taken history of education and educational psychology.
655. JONES, EDWARD S. The prediction of teaching success for the college student. *School and society*, 18: 685-90, December 8, 1923.
The criterion of teaching success was a composite of four estimates taken from two supervisors. The correlations between this and each of several measures, obtained while in college, were determined. Senior grades seems to be the best all-round predictive, with estimated intelligence a close second. The correlations of these two predictives with the criterion ranged from $.39$ to $.66$. The correlations between the criterion and other student measures were in general materially less than this.
656. KNIGHT, F. M.; RUCH, G. M.; TELFORD, FRED; and BATHURST, J. E. Standardised tests for elementary teachers. *Public personnel studies*, 4: 279-98, October 1926.
Devised tests dealing with professional material and correlated the grades earned on these tests with ratings on general teaching ability.
657. KOLSTAD, ARTHUR. How shall we judge our teachers? *School and society*, 20: 669-70, November 22, 1924.
Gives the correlations obtained by himself and others between field-ratings of teaching ability and a miscellany of factors.
658. KRINER, HARRY LUTHER. Pre-training factors predictive of teacher success. *California, Pa., State teachers college*, 1931. 91 p. (Pennsylvania state studies in education, no. 1)
This study considers the relation between rated teacher success and factors perceivable prior to teacher training entrance. Correlations between the criterion and each of 108 such items were calculated. The ten highest correlations for elementary teachers were: "Rank top half secondary school class," .875; "Secondary school plan teaching as career," .701; "Secondary school interest in teaching," .644; "Fathers as business men," .584; "Vigor in secondary schools," .543; "Cicero in secondary schools," .500; "Latin beyond two units," .500; "Elementary school interest in teaching," .491; "Fathers as laborers," -.489; "Mathematics beyond two units," .447.
659. MERIAM, JUNIUS L. Normal school education and efficiency in teaching. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1905. 152 p. (Contributions to education, no. 1)
After the first year of teaching, experience in the field had little if any influence on the improvement of teaching efficiency. The modal correlation in a distribution of 92 coefficients, between teaching efficiency and scholarship in various subjects was zero. The correlation between practice teaching within the school and actual teaching outside the training school was .443. The correlation between psychology and success in teaching was .418, and between various studies combined into a "professional" group and success in teaching was .336. The measure of teaching efficiency is an estimate made by principals of normal schools who followed the work of their graduates in the field.
660. MOODY, FLOYD E. Correlation of professional training with teaching success of normal school graduates. *School review*, 26: 180-98, March 1918.
The author studied the correlation between the salary of normal school graduates during the sixth year of teaching experience and average grade received from the normal schools in both academic and professional subjects. He concludes: "Though the degree of correlation is not high, nevertheless there is a definite consistent correlation of between .25 and .36 with a probable error of about .029." (p. 197-98) There was not much difference between academic subjects and theory and practice teaching subjects in relation to this measure of later success.
661. MORRIS, ELIZABETH H. Personal traits and success in teaching. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1929. 75 p. (Contributions to education, no. 342)
Practice teaching grades correlated $.570 \pm .058$ with later teaching ability—as number of favorable items checked—using 15 especially successful teachers and 15 failures. The multiple correlation between the six measures and practice teaching grades was $R = .59$. A test was devised for measur-

ing "trait L." The multiple correlation between the six measures (including practice teaching) and "trait L" was $R = .58$.

662. MYERS, ALONZO F. and BEECHEL, E. E. Successful placement of teachers. *Educational administration and supervision*, 12:596-602, December 1926.

In a group consisting of 108 cases, the correlation between critic teachers' marks and ratings later given to the same people by their superintendents was found to be .192. When both sets of ratings were weighted according to the salary received, the correlation was found to be .663.

663. REITZ, WILLIAM. Intelligence of teachers. Doctor's thesis. *Madison, Wis. University of Wisconsin*, 1930. 207 p. ms.

A study of about 4,000 measures of intelligence pertaining to prospective and experienced kindergarten, elementary, intermediate, and high-school teachers of Detroit. The measures of intelligence are related to certain training factors, supervisory efficiency ratings over an average period of four years of service, and miscellaneous factors pertaining to teachers such as age, place of birth, sex, marital status, academic degrees held, years of substituting, years of leave of absence, salary, semester hours of education, and resignation. Further comparisons are made of intelligence level of experienced teachers.

664. SOMERS, G. T. Pedagogical prognosis. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1923. 129 p. (Contributions to education, no. 140)

The author attempts to predict the success of prospective teachers. Results (in part): (1) Intelligence—correlation with achievement in school and success in teaching—+.54 and +.43; (2) personality, similarly, +.72 and +.61.

665. TIEGS, ERNEST WALTER. An evaluation of some techniques of teacher selection. *Bloomington, Ill., Public school publishing company*, 1928. 108 p.

Reviews literature and studies the relation of data in files of administrative offices of Minneapolis public schools concerning teachers in grades 1-6 to criterion of success consisting of principals' ratings on a brief score card of traditional type.

666. ULLMAN, ROY R. The prognostic value of certain factors related to teaching success. *Ashland, Ohio, A. L. Garber company*, 1931. 133 p.

Ratings of teachers in their first year of experience were secured. The five highest correlations with this criterion were: Practice teaching, .36; academic marks, .30; professional marks, .30; major subject marks, .20; and socio-economic status, .19.

667. WAGENHORST, LEWIS HOCH. Relation between ratings of student-teachers in college and success in first year of teaching. *Educational administration and supervision*, 16:249-53, April 1930.

Ability ratings were secured for teachers at the close of their first year of teaching experience. Correlations of each of three other measures with this were as follows: Otis intelligence test score, $.001 \pm .05$; scholarship, $.01 \pm .00$; and practice teaching rating, $.23 \pm .06$.

668. WHITNEY, FREDERICK L. The intelligence, preparation, and teaching skill of normal school graduates in the United States. Doctor's thesis. *Minneapolis, Minn., University of Minnesota*, 1922. 40 p.

Studied the relation between six variables and the teaching success, as rated the first semester under contract, of 1,200 graduates. The multiple correlation with this criterion was .288. In a ranking derived from analysis of multiple correlations the six variables are rated as follows for importance: Student teaching; professional record; physique; academic record; intelligence; and record in secondary school.

669. ———. The prediction of teaching success. *Bloomington, Ill., Public school publishing company*, 1924. 85 p. (Journal of educational research monograph, no. 6)

Rated teaching success after graduation is the criterion in this study of the correlations between each of three factors measuring effect of teacher-education and the criterion. The largest (practice teaching) was .238. The multiple correlation between six factors and the criterion was .524.

Education in Relation to Salary Received

670. BAER, J. A. For what is the teacher paid? *Educational research bulletin*, 7:223-50, May 30, 1928.

"In all types of school positions and for both sexes, except for men in the one-room rural school, there is a relatively high correlation between salary and experience . . . In all types of schools, and for both sexes, there is a relatively low correlation between salary and training. In many cases this is so low as to be negligible." p. 250.

671. BECK, E. W. The relation of college grades to teaching salaries for Bemidji graduates. *Bemidji, Minn., State teachers college*, 1930.

This study gives the results of a questionnaire sent to all graduates of Bemidji state teachers college over the 10 year period since its establishment. Findings: When divided into quartiles, on the basis of grades received, the average and median salaries for each quartile were higher than those in the lower ones.

672. BRAMBLET, RANSOM. A correlation between the scholastic record of graduates of Indiana state teachers college and their yearly financial success after graduation. Master's thesis. *Terre Haute, Ind., Indiana state teachers college*, 1929. 25 p. ms.

Correlations between the factor scholarship and the financial success of graduates of Indiana state teachers college between the years 1909 and 1928 were studied. The study of 432 cases showed: the correlation between the grades and salary is not high; correlation is lowest between salary and major subject, and highest between salary and professional work; the factor, scholarship, is not the factor which draws the salary.

673. BRUBAKER, ARA WEAVER. Teachers' salaries and professional training. Thesis. *State College, Pa., Pennsylvania state college*, 1924.

Purpose of this study is to determine the influence of professional training on salary, position, and experience of teachers in Pennsylvania.

674. IVY, HORACE MACAULAY. What is the relation of academic preparation, experience, intelligence, achievement and sex of the rural teachers in Mississippi to their salary? *Nashville, Tenn., George Peabody college for teachers*, 1922. 42 p. (Contributions to education, no. 10)

Data collected by questionnaire to teachers and by tests, in 14 regional summer normal schools. Combined effects of training, experience, sex, and subject matter achievement on salary are significant, but other factors are probably of equal weight.

675. WILSON, ROBERT B. Training, salary, tenure, experience, and subject combinations of the science teacher in the accredited public non-North central high schools of Michigan, 1929-1930. Master's thesis. *Ann Arbor, Mich., University of Michigan*, 1930. 45 p. ms.

Findings: Little relation was found to exist between training and salary, tenure and salary, and between training and tenure.

*Education
in Relation to Subjects Taught,
Activities, and Procedures*

676. BAER, J. A. Do high school teachers teach the subjects for which they are trained? *Educational research bulletin, Ohio state university*, 7:23-28, January 25, 1928.

The author concluded in part, "... to only a limited extent are teachers teaching the subjects for which they are trained," i. e., had as either a major or minor. (All are college graduates.) In no subject, in either junior or senior high school, had 50 per cent of the teachers of the subject taken a major or minor in it. The largest was 49 per cent, the lowest was 10 per cent, and the median was 27 per cent for the 21 subjects taught in junior or senior high school.

677. BUCKINGHAM, B. R. Supply and demand in teacher-training. *Columbus, Ohio, Ohio state university*, 1926. 182 p.

A study of teacher training in Ohio seeks to furnish information essential to the bringing about of a closer relationship between the state's supply of, and demand for trained teachers. The correlation between training and service was found to be negligible.

678. BURSCH, CHARLES W. The technique and results of an analysis of the teaching process in high-school English and social science classes. Doctor's thesis. *Stanford University, Calif., Stanford university*, 1930.

An attempt to develop a technique by which "to record the various teacher and pupil activities that go to make up the instructional and learning activities performed in high-school English and social science classes." "The most noticeable feature of the data is the great variability in time allotments in successive periods taught by the same person, and in the averages of different teachers and of different schools." "This array of data shows an extensive hiatus existing between modern theories of class-room procedure and average practice." In the case of frequency

also "... the most noticeable feature is the great variation among teachers and schools."

679. CHANDLER, P. G. Some methods of teaching in six representative state teachers colleges in the United States. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1920. 149 p. (Contributions to education, no. 245)

The author observed the teaching of forty-three teachers and recorded these observations on a question outline. In many cases a stenographic report of each of the class exercises was secured as a means of rechecking judgments made for each class exercise.

680. GARD, BLANCHE. Professional preparation of kindergarten teachers. *Teachers journal and abstract*, 5: 252-56, April 1930.

The professional training provided in professional institutions was compared with data showing the actual work of a modern kindergarten teacher. Some serious short-comings in training were found.

681. HUTSON, P. W. High-school science teachers: a study of their training in relation to subjects they are teaching. *Educational administration and supervision*, 9:423-38, October 1923.

From data which are presented the author concludes: (1) Large numbers of science teachers are insufficiently prepared, standards being very moderate, for the sciences they are teaching, especially in the smaller high schools; (2) the percentage of science teachers who have taken 12 or more semester hours in chemistry is several times larger than the percentage of those who have similarly prepared themselves in any other science; (3) measures of the total science training of the science teachers indicates that but few are fitted to teach combinations of sciences.

682. INMAN, JAMES H. The training of Iowa high-school teachers in relation to the subjects they teach. *Iowa City, Iowa, State university of Iowa*, 1928. 66 p. (University of Iowa, Studies in education, v. 4, no. 9. First series no. 160)

"No matter what a teacher's major subject is, there is a probability that he will be called upon to teach other subjects as well, if not indeed instead of, the subjects majored in."

683. KEMP, W. W. Training of high-school teachers in relation to the subjects they teach. *California quarterly of secondary education*, 1:409-12, June 1926.

"Of the total number of subjects taught by the 483 teachers, more than one-third represented subjects in which the teachers had little or no training—that is, subjects which were neither part of their major nor minor offerings in preparation for teaching... More than half of the subjects in which teachers had received training, that is, subjects which had been offered as majors and minors for the teaching credential, were not being taught by them in the full semester of 1923-23." p. 409.

684. KOOS, LEONARD V. and WOODY, CLIFFORD. The training of teachers in the accredited high schools of the state of Washington. *In National society for the study of education.*

Eighteenth yearbook, 1919. Part I, The professional preparation of high-school teachers. p. 213-257. Bloomington, Ill., Public school publishing company, 1919. 372 p.

The facts assembled in this questionnaire study are presented in parallel with the statements of the Committee of seventeen as to the kinds of training recommended by them. Of 110 teachers who were placed by the University of Washington in Washington high schools, 45 per cent were teaching subjects in which they had had little or no collegiate training.

685. KYLE, GEORGE C. How the supervisory conference affects teaching. *National schools*, 8:21-26, August 1931.

An investigation indicating that carefully planned individual conference has a demonstrable effect on classroom procedure.

686. MCAFEE, L. O. Reliability of the evidences of teaching efficiency secured in extension visitation. *Elementary school journal*, 30:746-54, June 1930.

A predictive score (based upon intelligence, marks received during training, and ratings in practice teaching) correlated .39 with a score based upon a detailed analysis of the procedures in a single class period by the writer. The correlation between this predictive score and ratings given by the local supervisors was .16. There were 112 cases involved. The size of the class taught and the relation between the grade in which the teacher was working and those for which she had prepared were not found to be significant factors.

687. MADSEN, I. N. Participation in testing programs by the classroom teacher. *Educational administration and supervision*, 15:117-26, February 1929.

In a class in educational tests and measurements consisting of 47 seniors in Lewiston (Idaho) state normal school, 15 of the scorers made 33 errors, 30 of which ranged in size, when converted to subject ages, from 11 months to 6 years, 11 months. The median teaching experience of these 15 scorers was slightly less than two years. Additional training resulted in materially reducing the number of errors though not eliminating them. Are errors in other kinds of teaching technique as frequent and relatively as large?

688. MERRIMAN, PEARL. The professional preparation of teachers of reading in the primary grades of our public schools. *Teachers journal and abstract*, 2:629-34, November 1927.

The author collected data in a series of investigations which "would indicate that there is some but no very marked agreement between the type of training teachers of primary reading are now receiving and the type of activities they must engage in when they enter public school work." p. 634.

689. OGDEN, G. L. The relation between major and minor training of Stanford graduates and teaching position held. Master's thesis. *Stanford University, Calif., Stanford university*, 1930.

This study was made through source material without use of a questionnaire, involving 370 teachers securing positions in California the first year following certification through Stanford school of education during the 10-year period,

1919-1920 to 1929-30. Eighty-five per cent taught in the field of major or minor preparation, but 53 per cent taught subjects other than their major or minor. Forty-six per cent of the assignments made to these teachers in the 10-year period were in subjects outside of major or minor training and almost 20 per cent were in subjects in which no training was received beyond high school.

690. RHODES, EARL N. The extent to which graduates from differentiated curricula of teachers colleges teach in their specialized fields. *Educational administration and supervision*, 15:667-77, December 1929.

By means of a questionnaire sent each year, for 5 years, to the graduates of the preceding year of Bloomsburg (Pa.) state teachers college, found per cent of teachers who are teaching (60% or more of their classes) in the field for which the specialized curricula, which they had completed, prepared them to teach.

691. SMITH, DORA V. Extensive reading in junior high school: a survey of teacher preparation. *English journal*, 19:449-62, June 1930.

On the basis of test scores made by 78 junior high school teachers of experience, from seven states, the author concludes that, "children who are fortunate may therefore study [literature] with a teacher who knows ten times as much about juvenile books as another on the same faculty." p. 452. "The results seem to prove rather conclusively that so far as these women are concerned the teachers' preparation has far from kept pace with our ideal for an extensive reading program in the junior high school." p. 461.

692. STUM, M. The relation between the subjects taught and the training of California high-school teachers. Master's thesis. *Berkeley, Calif., University of California*, 1923.

Thirty-five per cent of the subjects being taught were subjects in which the teachers had not been trained. The number of such subjects being taught increased as size of school decreased. The number of subjects taught per teacher increased as size of school decreased. Sixty-seven per cent of subjects in which teachers were trained were not being taught in fall of 1922-23. Thirty per cent of subjects in which trained were nonteaching subjects.

Validity and Reliability of Measures Used in Evaluation

693. COURTIS, STUART A. The measurement of the effect of teaching. *School and society*, 28:52-56, July 14; 84-88, July 21; 1928.

By means of a standardized impersonal teaching procedure, a basic rate of learning was established for both the control and experimental groups of pupils. It was conclusively shown that changes in the rate of learning can be caused by differences in the effort put into study on different days. It was similarly shown that teachers reputed to be good or poor produced remarkable changes in the rate of learning.

694. COXE, WARREN W. and ORLEANS, J. S. Procedure in analyzing prognosis tests. *Journal of educational research*, 22:36-43, June 1930.

A study of the teachers interest test and the prognosis test for prospective teachers.

695. ENGELHART, MAX D. Standardized tests for students of education. *Educational administration and supervision*, 15:93-101, February 1929.

"It is the purpose of this study to present a description of each of the standardized tests in the field of education, and to express an opinion of the work which has been done." p. 93. The reliabilities and correlations with other factors, when available, are given.

696. FLORY, CHARLES D. Personality rating of prospective teachers. *Educational administration and supervision*, 16:135-43, February 1930.
- The author secured descriptions of best and poorest teachers from 370 college students. Twenty-five traits were selected and converted into 75 trait actions. The correlation between self-rating and friends' ratings in two independent trials was $.564 \pm .078$ and $.491 \pm .051$. The author notes a similarity between his lists of traits and the lists of Charters and Shannon.
697. GAMBRILL, BESSIE LEE. Some administrative uses of intelligence tests in the normal school. In National society for the study of education. Twenty-first yearbook, 1922, part II. p. 223-243. Bloomington, Ill., Public school publishing company, 1922.
- The intelligence test alone does not as yet have sufficient validity for the prediction of teaching success, although there is evidence of its having some usefulness. At present it seems that temperament, executive ability, social qualities, and the like have a higher prognostic value than intelligence. More accurate tests for the determination of those qualities need to be developed.
698. HAGGERTY, M. E. The crux of the teaching prognosis problem. *School and society*, 35:545-49, April 23, 1932.
- The writer ventures the opinion that studies attempting to predict the probable teaching success of students in training "have failed because they have overlooked the essential element in the teaching situation . . . If this view is correct, the overlooked essential element is the matter of teacher-pupil relationship . . ." The article amplifies this concept of teacher-pupil relationship.
699. KNIGHT, F. B. Qualities related to success in teaching. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1922. 67 p. (Contributions to education, no. 120)
- An experimental study in which a selected group of factors are checked and studied. Inadequacies of rating scales are shown. The author demonstrates the presence of a "halo of general estimate" when judges are asked to rate a teacher for specific qualities.
700. LANDIS, CARNEY. The justification of judgments: a study of reasons given by raters in support of their judgments of emotionality, stability and expressiveness. *Journal of personnel research*, 4:7, ff., May 1925.
- Found that ratings of emotionality and stability do not differ materially whether made by intimate associates or general acquaintances. When corrected for attenuation, the reasons for giving the ratings is a negligible influence.
701. LIGHT, U. L. High-school pupils rate teachers. *School review*, 38:28-32, January 1930.
- Nine hundred pupils in the Barberton high school, Barberton, Ohio, were asked to rate their teachers and express judgments on what they thought were the characteristics of good and poor teachers. The rankings given by the pupils were so much like those given by the superintendent and the principal that it is evident the pupils were accurate in their judgments.
702. SHANNON, J. R. Teachers college students' estimates of their own scholastic merit. *School and society*, 30:275-76, August 24, 1929.
- A class of students in secondary education of Indiana state teachers college, during a term recently completed, rated themselves and each other. The grades given by the students were compared with those given by the instructor. The data indicate that although the instructor is somewhat less merciful in his estimates than are the students, in a large majority of the cases he sees the members of the class as they are seen by other students.
703. SHOUSE, J. B. Possible effect of prescribing subject combinations for teachers. *Educational administration and supervision*, 18:133-36, February 1932.
- An investigation of the grades obtained by the prospective teachers in the courses of their first teaching field and in another field. Data indicate that on the average the grades given by the courses taken in the first teaching field are distinctly superior to grades received in second teaching field.
704. SORENSON, HERBERT. Why teaching success does not correlate highly with measured intelligence. *Educational administration and supervision*, 15:602-6, November 1929.
- Reports data from two teachers college classes (totaling 41 students) in physics, both of which represented those who were studying in order to obtain or renew a rural teaching credential, i. e., they were prospective or actual rural teachers. Author contends that insignificant correlations commonly found are due to restricted range of talent in the populations studied and that near unity would obtain over total range.
705. TYLER, R. W. Evaluating the importance of teachers' activities. *Educational administration and supervision*, 16:287-92, April 1930.
- Ratings on the importance of the teaching activities were obtained from professors of education in connection with the Commonwealth study on teacher training. Ratings made by supervisors of practice teaching and instructors of special methods were kept separate from the ratings made by professors of educational theory, educational philosophy, or principles of education, of whom there were 25. Ratings were obtained from a large group of secondary-school teachers. All of the ratings were treated statistically. Data indicate that philosophers and teachers vary widely in their evaluations of certain teaching activities.
706. WEIDEMANN, C. C. A new type letter of recommendation for teachers. *Educational research record (University of Nebraska)*, 2:67-71, 74-93, December 1929.
- A study was made of the content of 1,250 letters of recommendation written for teachers. Findings: The present method of writing letters of recommendation lacks any degree of standardization.

HISTORY OF THE EDUCATION OF TEACHERS

General—Public-School Relationships Biography

707. BAGLEY, W. C. The profession of teaching in the United States. *School and society*, 29:101-10, January 26, 1929.

Presents in general outline the development of the profession of teaching in the United States in order to portray substantial trends.

708. BARNARD, HENRY, ed. The American journal of education. August 1855-1882. Hartford, Conn., F. C. Brownell, etc., 1856-1882. v. 1-32.

Contains a great variety of historical and educational information, both on European and American educational history, including much material on the preparation of teachers in earlier times. Note especially v. 10:15; 11:282; 12:653; 13:341, 531, 753, 758; 14:15; 15:221, 209; 16:5, 92, 195, 271, 449; 17:554, 651. See also index, 1892.

709. ——— Biographical sketch of James G. Carter. *New York, N. Y. F. C. Brownell*, 1858. 24 p. (Reprinted from American journal of education, September 1858)

An outline for a plan of an institution for the education of teachers, first published in 1825, and a memorial to the legislature of Massachusetts in 1827, on the same subject.

710. EMERY, JAMES NEWELL, Changing goals in teaching. *Journal of education*, 115:8-9, January 4, 1932.

A comparison of modern objectives of teaching with those of thirty years ago.

711. KILPATRICK, WILLIAM HEARD. The Dutch schools of New Netherland and colonial New York. *Washington, U. S. Government printing office*, 1912. 239 p. (Bureau of education. Bulletin, 1912, no. 12, whole no. 483)

Includes bibliography. Presents detailed evidence concerning the first schoolmaster, Adam Roelantsen.

712. SHELDON, EDWARD AUSTIN. Autobiography of Edward Austin Sheldon. *New York, N. Y., Ives-Butler company*, 1911. 252 p.

Description of Oswego movement and of contemporary educational events, especially in western New York.

713. WINSHIP, A. E. Birth of an idea. In American association of teachers colleges. Yearbook, 1928. p. 78-81. *Washington, D. C., National education association*, 1928.

This paper deals with the controversies of Horace Mann during the time when the normal schools were being established.

Accrediting agencies, Standards, and Professional Organizations

714. AMERICAN ASSOCIATION OF TEACHERS COLLEGES. History of the American association of teachers colleges.

In American association of teachers colleges. Yearbook, 1922. p. 14-23. *Washington, D. C., National education association*.

Brief review of the history of the association from its establishment in 1917 to 1922. Officers for successive years are given.

715. BOLTON, FREDERICK E. The professional preparation of high-school teachers. Requirements and standards. In National education association. Journal of proceedings and addresses, 1907. p. 600-17. *Chicago, Ill., The University of Chicago press*, 1907.

The author presents the results of his investigation of "the laws of all the states to find the legal provisions concerning high-school teaching." The influence of the university and the college, and of the accrediting associations on the preparation of the high-school teacher is shown by the historical method of approach. Standards in Germany and suggested standards for American schools are presented.

716. BULKLEY, J. W., Secretary. The Journal of proceedings of the National teachers' association at the first anniversary. *Albany, N. Y., James Cruikshank*, 1858. 62 p.

The National teachers' association, organized the previous year under the auspices of the New York state teachers association, was the forerunner of the present National education association. This is the first volume of its Journal of addresses and proceedings. Subsequent organizations (National educational association, and National education association) published many articles and addresses including those of the department of normal schools, in its volume now issued as Addresses and proceedings.

717. ——— and SHELDON, Wm. E. National teachers' association. *New York teacher, Extra*, 7:3-8, October 1857. (Albany, N. Y., James Cruikshank, October 1857. 8 p.)

Contains an account of the first organization meeting of the National teachers association, later the National education association. Constitution, list of officers, and brief account of proceedings included.

718. LUDEMAN, W. W. Certain influences in teachers standardization. *Peabody journal of education*, 8:362-70, May 1931.

A discussion of the history of accreditation of teacher-training institutions and the trends toward standardization and practices.

719. SNYDER, Z. X., Ch. Report of the committee on normal schools. In National educational association. Journal of proceedings and addresses. p. 836-96. *Chicago, Ill., The University of Chicago press*, 1899.

Ten years after the publication of this report C. B. Robertson said of it "... several years of faithful, painstaking, intelligent work and much investigation gave us, in 1899, the Normal School Bible ... It stated so well the principles that are fundamental in the normal-school organism that it has been a sort of Magna Charta. Much that has been said ever since and will be said for some time to come on normal schools is a repetition or an expansion of that report."

Curricula, Courses, and Methods of Teaching

720. BRANEGAN, GLADYS A. Home economics teacher training under the Smith-Hughes Act, 1917 to 1927. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1929.* 159 p. (Contributions to education, no. 350)
- A study of trends in the work of 71 institutions approved under the National vocational education act.
721. BRAUN, MARY S., and others. Teaching the social sciences then and now. *Baltimore bulletin of education, 10:85-87, January 1932.*
- A comparison of the method of teaching social science in 1894 in Baltimore and the present day.
722. GRAY, THOMAS J. Methods of instruction in the normal schools of the United States. In National educational association. *Journal of proceedings and addresses, session of the year 1887.* p. 472-80. *Salem, Mass., Observer book and job print, 1888.* 829 p.
- The author sent a questionnaire to 175 schools bearing the name "normal." Seventy-four usable returns form the basis of this report. The author says: "After reducing the number [of course titles], by unifying all those which evidently differ in name merely, there will still remain a large number indicating the chaotic state of the curricula of studies regarded necessary in schools nominally existing for the training of teachers . . . There is evident upon the face of nearly every report a very high estimate of practice teaching, and a disposition to extend it as far as the limits of the course will allow. . . . After fifty years of growth, it would appear that the normal school has not taken that rank in this country that its assumed importance would lead us to expect."
723. HALL, SAMUEL R. Lectures on school keeping. (Reprint) *Hanover, N. H., Dartmouth press, 1929.* 192 p. (A. D. Wright and G. E. Gardner, eds.)
- First pedagogical work published in the United States; it was of considerable influence during the period in which it was published. Reflects the influence of Pestalozzi.
724. MONROE, WILL S. History of the Pestalozzian movement in the United States. *Syracuse, N. Y., C. W. Bardeen, 1907.* 244 p.
- An account of the Oswego movement. Discusses the growth of Pestalozzian principles and methods. Contains bibliography.
725. NAPIER, T. H. Trends in the curricula for training teachers. Doctor's thesis. *Nashville, Tenn., George Peabody college for teachers, 1926.* 139 p.
- Considerable historical material. Curricula presented for preparing teachers.
726. VAN DE VOORT, ALICE M. Trends and tendencies in the teaching of chemistry in normal schools and teachers' colleges. *Journal of chemical education, 7:371-89, February 1930.*
- The author uses both the historical and questionnaire method, and shows tendencies manifested in the period from 1832 to 1930. There is evidence of a dual nature of offerings.
727. VANDEWALKER, NINA C. and others. Kindergarten training schools. *Washington, U. S. Government printing office, 1916.* 62 p (Bureau of education. Bulletin, 1916, no. 5)
- The chapter headings are: Kindergarten training in retrospect and prospect; statistics of kindergarten training schools, 1912-13; suggested two-year kindergarten course; and ideals in kindergarten training.
- National and Regional Movements*
728. ALMACK, JOHN C. The issue in teacher training. *Educational administration and supervision, v. 11:267-75, April 1925.*
- After systematically reviewing the history of teacher education in the United States, the author says: "It is evident that there have been two points of view from the beginning concerning teacher-training. First, there is the group that believes a special type of institution, the normal school, is unnecessary and that reliance should be placed in secondary schools and colleges. Second, there is the group that favors the specialized institution. With the growth of the junior college idea, a third point of view is being introduced." p. 272. Some defects and advantages of the junior college are enumerated.
729. BARNARD, HENRY. Normal schools and other institutions, agencies, and means designed for the professional education of teachers. *Hartford, Conn., Case, Tiffany and co., 1851.* (Reprinted Greeley, Colo., Colorado state teachers college, Education series no. 7, 1929.) 2, v.
- This is a source material concerning early teacher-preparing activities. Part 1. United States and British provinces. Part 2. Europe.
730. BOONE, R. G. Education in the United States. *New York, N. Y., D. Appleton and co., 1889.* 402 p.
- In the preface to this book the author says: ". . . of general histories of education, there are, in English, less than half a dozen, only two of which are more than primers. In these two, American schools receive the merest mention—eighteen pages in one, and two in the other. For the only other attempts at a notice of our State and municipal systems, we are indebted to foreign interest." Chapters 8 and 9, p. 117-157, describe the preparation of teachers.
731. BROWN, ELMER ELLSWORTH. The making of our middle schools; an account of the development of secondary education in the United States. *New York, N. Y., Longmans, Green and co., 1907.* 547 p.
- Material on the establishment of colonial systems of public education and on the support of the academy as the direct forerunner of the state normal school.
732. BURNHAM, ERNEST. Twenty years of progress in the training of rural teachers. In American association of teachers colleges. *Yearbook, 1928.* p. 52-57. *Washington, D. C., National education association, 1928.*

A table showing the increasing amounts of academic and professional education and experience held by rural teachers, over a twenty-year period is included.

733. CARNEY, MABEL. Preparation of rural teachers in high schools. A summary of present practice. *Washington, U. S. Government printing office, September 1924.* 27 p. (Bureau of education. Rural school leaflet no. 33)
- "The origin and early history of this movement [the preparation of rural teachers in public high schools] was first traced, its present status described, selected type studies presented, and the characteristics, features, and contributions of the various state systems finally set forth."
734. CUBBERLEY, ELLWOOD P. Rural life and education. *Boston, Mass., Houghton Mifflin co., 1922.* 377 p.
- Chapter on teachers training classes is a general discussion tracing development and present tendencies. p. 290-300.
735. DEXTER, EDWIN G. A history of education in the United States. *New York, N. Y., The Macmillan company, 1904.* 656 p.
- Chapter 18, p. 371-400, discusses the preparation of teachers. A standard text during the early part of this century containing factual material. Attention is given to organization of materials.
736. ———. The present training of teachers for secondary schools. *In National education association. Journal of proceedings and addresses.* p. 644-61. *Chicago, Ill., The University of Chicago press, 1907.*
- The author said of his report: "It is a study of fact pure and simple, entirely free from speculation with intent to discover the facilities for pedagogical instruction within the colleges and universities of our country." p. 644.
737. GORDY, J. P. Rise and growth of the normal-school idea in the United States. *Washington, U. S. Government printing office, 1891.* 145 p. (Bureau of education. Circular of information no. 8; 1891; whole no. 178)
- The author "traced the development of the normal idea in this country from the time when it was first faintly conceived by Elisha Tinknor, in 1789, until the founding of the New York college for the training of teachers."
738. HAYES, Cecil B. The American lyceum; its history and contribution to education. *Washington, U. S. Government printing office, 1932.* 72 p. (Office of education. Bulletin, 1932, no. 12)
- The lyceum has been an agency for the in-service education of teachers. Contributions made by the American lyceum to public education, between 1826 and the present, are given. Source material is included.
- *739. HUBBELL, LEIGH G. The development of university departments of education in six states of the middle west, with special reference to their contribution to secondary-school progress. Doctor's thesis. *Washington, D. C., Catholic university of America, 1924.* 126 p.
- Traces the development of university departments of education in relationship to secondary education in Iowa, Michigan, Wisconsin, Indiana, Illinois, and Ohio. Iowa, in 1875, and Michigan, in 1879, established the first permanent departments of education in the United States. The departments of education have contributed to secondary school progress chiefly by training teachers and administrative officers; by experimentation and research; and by extension activities. The need for offering training to vocational and special subject teachers, which involves drawing upon major divisions other than arts and science colleges, was an important factor in securing a separate status for schools and colleges of education.
- *740. LUCKEY, GEORGE W. A. Professional training of secondary teachers in the United States. *New York, N. Y., The Macmillan company, 1903.* 391 p. (Columbia university contributions to philosophy, psychology, and education, v. 12, nos. 1-4)
- Some data, criticism, and suggestions. Argues that high-school teachers need less drill than elementary teachers. Three movements outlined: normal school, establishment of normal departments in colleges and universities, and establishment of university departments of education.
741. McFARLAND, RAYMOND. Present facilities for the training of secondary school teachers in New England. *Education, Boston, 34:207-12, December 1913.*
- An historical sketch of teacher training in Harvard, Clark/Wellesley, Radcliffe, Brown, and Mt. Holyoke.
742. McKENNY, CHARLES. Report of committee on teachers colleges. *American schoolmaster, 15:164-80, May 1922.*
- Discusses the scope of the teachers college movement and gives data concerning the practices and standards obtaining in these colleges.
743. MANNY, FRANK A. City training schools for teachers. *Washington, U. S. Government printing office, 1915.* 165 p. (Bureau of education. Bulletin, 1914, no. 47. Whole no. 621)
- This is a comprehensive study of the organization, management, and work of the city normal or training schools in the United States.
744. MINNICH, H. C. The history of normal schools in America. Centennial conference on teacher training. *Proceedings. Terre Haute, Ind., Indiana state normal school, 1923.* 147 p. (Bulletin, 17, December 1923)
- The author reviewed the history of normal schools in America, citing "Barnard, Newell, Gordy, and others" as sources.
745. MORGAN, W. P. Final report of teachers college movement. *In American association of teachers colleges. Yearbook, 1924.* p. 57-77.

* Deposited with library of the U. S. Office of Education and available as an interlibrary loan.

* Deposited with the library of the U. S. Office of Education and available as an interlibrary loan.

Washington, D. C., National education association, 1924.

Data are presented which were gathered in two different questionnaire studies. Questions refer to the desire of normal schools to become teachers colleges.

746. MOSHER, ESEK RAY. The rise and organization of state teachers colleges. Cambridge, Mass., Harvard university, 1923. Unpublished ms. 347 p.

Detailed account of teachers college movement to 1923. Contains sketches of the development of individual institutions. Bibliography.

747. NEWELL, M. A. Contributions to the history of normal schools in the United States. In United States Commissioner of education. Report, 1898-99. v. 2. p. 2263-2470. Washington, U. S. Government printing office, 1900. 2518 p.

This chapter describes the origin of the normal schools in the United States. The beginning, courses of study, enrollment, etc., are described for many of the separate states.

748. PANGBURN, JESSIE M. The evolution of the American teachers college. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1932. 140 p. (Contributions to education, no. 500)

An historical development of the teachers college movement. The various topics covered are: factors conditioning changes in the preparation of teachers, 1890-1930; the teacher-training situation in 1890; the development of teachers college curricula; evolution in the instructional staff; and aspects of the evolution of teachers colleges.

749. PAYNE, BRUCE R. Twenty years of progress in the service rendered by normal schools and teachers colleges. In American association of teachers colleges. Yearbook, 1928. p. 82-86. Washington, D. C., National education association, 1928.

Concludes by saying: "This, then, is the only type of institution which, in any very large and appreciable way, stands as a sort of hopper into which every grain of truth, when poured, may be sent down to the eager minds of all the people and especially the 97% who never go to college or university."

750. SEERLEY, HOMER H. Variations that exist in normal schools of the United States because of geographical location. In National education association. Journal of proceedings and addresses. p. 711-13. Chicago, Ill., The University of Chicago press, 1897.

This is a report of one of the members of the "Normal-school committee." From returns to a questionnaire the author concludes, in part: "I do not see how these variations could be either more marked or more definite if the plan was to put forth as many theories and experiments as the human mind could invent. There is no typical state normal school. . . . There is no typical course of study for teachers to pursue to get a certain preparation for the business. There are no single ideas that are common to all schools that are called by the name 'normal'."

751. SHELDON, H. D. State normal school systems of the United States. Eugene, Oreg., University of Oregon,

1905. 43 p. (University of Oregon bulletin, new series, v. 2. November, 1905.)

This study was compiled by the department of education, University of Oregon. "It is the aim of the present paper to present the most important facts, statistical and otherwise, relating to state systems of normal schools in the United States in brief and convenient form." The figures are for the year 1903-1903.

752. VAILE, E. A. Lancasterian system. Education, 1:265-76, January 1881.

This is a brief review of the origin of the Lancasterian system of teaching.

753. WAGER, RALPH E. Trends and problems in state-supported teacher-training institutions. Peabody journal of education, 3:9-25, July 1925.

The purpose of this paper is to present a body of data relating to the evolution of state teachers colleges out of state normal schools and to discuss certain problems which are manifestly involved in the change now occurring. The questionnaire is used but the problem is approached historically.

754. WICKERSHAM, J. P. Are the normal schools, as they exist in our several states, adequate to accomplish that for which they were established? In Department of superintendence, National education association. Proceedings, 1888. p. 70-80. Washington, U. S. Government printing office, 1888. (Bureau of education. Circular of information no. 6.)

This paper gives a brief history of the normal schools and discusses their adequacy at the time. Incidentally, the author remarks: "The model school, now the Girl's normal school of the City of Philadelphia was . . . established under an act of the Legislature in 1818, expressly for the training of teachers." p. 70.

State Movements and Programs

755. ALMACK, JOHN C. History of Oregon normal schools. Quarterly of the Oregon historical society, 21: 95-169, June 1920.

Gives an analysis of conditions under which normal schools operated during periods 1870-1882, 1882-1893, 1893-1900, and 1900-1916. About half the teachers in 1916 had no more than four years high school work. While Oregon had a very rapid economic growth, support of normal schools did not keep pace. Institutions varied considerably in numbers and in state support from period to period, being temporarily discontinued in 1909. Marked agitation characterized the course of development of these institutions, and many problems still vexed the state in 1916.

756. CARTER, JAMES G. Essays upon popular education, containing a particular examination of the schools of Massachusetts, and an outline of an institution for the education of teachers. Boston, Mass., Bowles and Dearborn, 1826. 60 p.

The author said: ". . . thus have we departed more and more widely from the principle assumed by our fathers in the establishment of the free schools, viz. to provide as good instruction in all elementary and common branches of knowledge for the poorest citizen in the commonwealth as the richest could buy with all his wealth. . . . It was the main object of these essays to expose the

pernicious tendency of the above policy in the provisions for popular education, in a political point of view." p. IV.

757. COOPER, HERMANN. Some side-lights on teacher-training in New York State. *Educational administration and supervision*, 17:103-10, February 1931.

The development of the teacher-training program of New York State.

758. FINEGAN, THOMAS E. Teacher training agencies. Albany, N. Y. *University of the State of New York*, 1917. 439 p.

The Eleventh annual report of the state department of education, volume 2, gives historical review of the various agencies of the state of New York employed in training and preparing teachers for the public schools of the state. It is a collection of historical material and documents relating to this subject into one volume. There are many illustrations.

759. HILL, CLYDE M. A decade of progress in teacher training. New York, N. Y., *Bureau of publications, Teachers college, Columbia university*, 1927. 219 p. (Contributions to education no. 233)

Administrative modifications in Missouri teachers colleges since the Carnegie survey of normal schools in Missouri. Comparisons and suggestions for further improvement. Student and teacher personnel, curricula, and relationship among state educational institutions are discussed.

760. LARSON, W. E. The Wisconsin county training schools for teachers in rural schools. Washington, U. S. *Government printing office*, 1916. 40 p. (Bureau of education. Bulletin, 1916, no. 17)

Contains historical data and material on law, buildings, teachers, courses of study, students, graduates, miscellaneous features, suggestions for improvement, other rural teacher-training agencies, and other matters.

761. MANGUN, V. L. The American normal school; its rise and development in Massachusetts. Baltimore, Md., *Warwick and York*, 1928. 442 p.

This study is historical in nature, and is the result of extended research. It is an account not only of the beginnings of normal school teacher training, but also of the development of public school education, especially in Massachusetts.

762. MEADER, JAMES L. Normal school education in Connecticut. New York, N. Y., *Bureau of publications, Teachers college, Columbia university*, 1928. 96 p. (Contributions to education, no. 307)

The author traces the origin and development of normal schools in Connecticut and discusses the reorganization of the teacher-training program in 1923-24.

763. MORRISON, J. CAYCE. Progress and objectives in our teacher-training program. *New York state education*, 19:249-324, December 1931.

A review of teacher training in New York from 1918 to 1920 and of the program and objectives of teacher training in the state since 1920, when the

teacher training division of the state education department was created.

764. PHELPS, C. L. New factors in California's teacher preparation program. In American association of teachers colleges, National education association. Yearbook. 1925. p. 35-42. Washington, D. C., *National education association*.

The discussion is limited to those movements in the development of a teachers college program which directly affect teacher training. The principal movements occurring within the preceding five years are enumerated.

765. TAYLOR, WILLIAM S. The development of the professional education of teachers in Pennsylvania. Doctor's thesis. Philadelphia, Pa., *Lippincott co.* 1924. 293 p.

Discusses four periods: 1600-1834; 1834-1857; 1857-1910; and 1910-1923. Data are given concerning the important agencies engaged in the preparation of teachers in Pennsylvania and the programs undertaken. Presents brief statement of 1919-1923 program and of future needs.

766. WAGNER, JONES E. Historical development of the professional aspect of the certification of teachers in Pennsylvania. *Pennsylvania school journal*, 76: 81-84, October 1927.

"This brief review of the evolution of teacher certification in Pennsylvania indicates that the process of transferring the power of licensing from local authorities to that of the State began within a quarter of a century after the passage of the free school act and continued step by step until complete State control was consummated in 1921." p. 84.

767. WOODBURN, JAMES ALBERT. Higher education in Indiana. Washington, U. S. *Government printing office*, 1891. 200 p. (Bureau of education. Circular of information no. 1, 1891, whole no. 170. Contributions to American educational history no. 10)

Although this is state history, the early influences and later development which it describes are characteristic of a larger area. Chapter 8 treats the Indiana state normal school, and chapter 12 treats the independent normal schools.

768. WRIGHT, FRANK W. Teacher training in Massachusetts. *Journal of education*, Boston, 114:168-69, October 5, 1931.

First law regarding teacher training in Massachusetts created three normal schools in 1838. The curricula consist of elementary, junior high, senior high, and special subjects. In 1921, degrees were granted in normal schools.

Specific Institutional Histories

769. BARNES, EARL. The study of education in Stanford university. *Educational review*, 6:360-63, November 1893.

A description of the education courses offered at Stanford in 1893.

770. BLAUCH, L. E. An early normal college in the South. *Peabody journal of education*, 8:297-304, March 1931.

- A pioneering effort in teacher training in North Carolina.
771. **BOYDEN, ALBERT G.** History and alumni record of the State normal school, Bridgewater, Mass., to July, 1876. *Boston, Mass., Noyes and Snow, 1876.* 182 p.
- Presents leading facts concerning the origin of the school, rules and regulations concerning its governing, lists of members of the board of education and visitors, names of alumni, and other matters. Based largely upon primary source materials. Covers administrations of three principals.
772. **CARTER, ALBERT F., and others.** Forty years of Colorado state teachers college, 1890-1930. *Greeley, Colo., Tribune-Republican publishing co., 1930.* 395 p. (Colorado state teachers college, series no. 11)
- Contains history of the college, with many anecdotes and personal touches. Numerous contributors assisted in its preparation. Illustrated.
773. **DEARBOEN, NED H.** The Oswego movement in American education. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1925.* 187 p. (Contributions to education, no. 183)
- The author discussed the work of Edward A. Sheldon and evaluated the educational factors of the Oswego movement.
774. **HIGHSMITH, EDWIN MCKAY.** The first American normal school. *School and society, 31:539, April 19, 1930.*
- Says the first normal school in the United States was established in connection with an academy at Thyatira church, near Salisbury, N. C., in 1785. The organizer was Dr. Samuel Eusebias McCorkle, a Presbyterian minister.
775. **HOLMES, HENRY W.** The graduate school of education; 1891-1929. *Reprint from The development of Harvard university since the inauguration of President Eliot, 1869-1929. p. 518-532. Cambridge, Mass., Harvard university press, 1930.* (S. E. Morison, ed.)
- Development of an important graduate school, characterized by significant innovations, is shown.
776. **JUDD, CHARLES H.** The graduate building, School of education. *University record, 17:112-15, April 1931.*
- Address given at the laying of the corner stone of the new graduate building, School of education, Chicago, Ill., January 22, 1931. An historical presentation of the University of Chicago, School of education, with plans for its future.
777. **LITTLE, CHARLES E., ed.** George Peabody college for teachers; its evolution and present status. *Nashville, Tenn., George Peabody college for teachers, 1912.* 164 p. (Peabody college bulletin; new series vol. 1, no. 1)
- Presents the work of Peabody college and that of the Peabody education fund as educational forces. Numerous documents and facts adduced. The institution has had a great influence in the development of education and the professional preparation of teachers in the south.
778. **NORFON, ARTHUR O.** The first state normal school in America; the journals of Cyrus Peirce and Mary Swift. *Boston, Mass., Harvard university press, 1926.* 299 p.
- Contains detailed descriptions of conditions prevailing in the first state normal schools, much pertinent source material, and a historical introduction. Contains the journal of Cyrus Peirce, principal at Lexington, and the diary of Mary Swift, a member of the first class there.
779. **PUTNAM, DANIEL.** A history of the Michigan state normal school at Ypsilanti, Mich., 1849-1899. *Ypsilanti, Mich., Scharf tag, label, and box co., 1899.* 368 p.
- Detailed information, concerning the growth (to 1899) of the state normal school, was given by a member of the faculty connected with the institution for 30 years. The institution is the sixth state normal school to be established in this country and the first west of Albany.
780. **RUSSELL, JAMES E.** Thirty years of progress in professional education. *Virginia teacher, 8:319-29, December 1927.*
- Report of retiring dean of Teachers college, Columbia university, after 30 years' service.
781. **WHITNEY, ALLEN S.** Education at the University of Michigan. *Ann Arbor, Mich., University of Michigan, June 1916.* (Bulletin, new series, v. 17, no. 33. p. 9-16)
- History, present status, and pressing needs. Contains data on need of laboratory school and opinions and resolutions favoring establishment of such a school.

IN-SERVICE EDUCATION OF TEACHERS

General

782. **BARDEN, WILLIAM T.** Means of improvement for teachers in service. *Washington, U. S. Government printing office, 1923.* 18 p. (Bureau of education. Industrial education circular no. 19, October 1923)
- Report of a conference of shop teachers and supervisors in the public schools . . . held in Providence; R. I., Wednesday May 2, 1923.
783. **BUTSCH, RUSSELL L. C.** The preparation of teachers. *Review of educational research, 1:76-82, April 1931.*
- The latter part of this article is devoted to a summarization of the devices for in-service training of teachers.
784. **CRAIG, VICTOR YOUNG.** A study of the sources from which rural teachers in service seek and receive aid in teaching and school management. *Nashville, Tenn., George Peabody college for teachers, 1931.* 136 p.
- This study is an attempt to find: (1) The sources from which rural, white, elementary
- * Deposited with the library of the U. S. Office of Education and available as an interlibrary loan.

teachers in service seek aid in teaching and school management; (2) the sources from which these teachers receive aid; (3) the kinds of aid sought from and afforded by each source; (4) the difference, if any, in the aids sought and received by teachers in counties rated by state departments of education as more progressive, less progressive, and average; (5) the difference, if any, in the aids sought and received by teachers in small and large rural schools; (6) the differences, if any, in the aids sought and received by teachers in counties employing rural supervisors or assistant county superintendents, and in those without such specialists.

785. DEFFENBAUGH, WALTER S. The improvement of teachers in service. *Elementary school journal*, 25:380-86, January 1925.

The author describes some of the means employed in the training of teachers in service.

786. DICKINSON, SHERMAN. Training in service for teachers of agriculture. *Minneapolis, Minn., University of Minnesota*, 1923. 23 p. (Bulletin of the University of Minnesota, v. 26, no. 48. Educational monograph no. 5)

A questionnaire study showing prevailing national practices. Suggests a program.

787. DORSEY, JULIUS, and others. Improving the teacher in service. By a committee of Dallas principals. *Texas outlook*, 11:26, 29-30, April 1927.

A topical analysis of points for helping the teacher given by both Cubberley and Burton.

788. FOSTER, INEE. The training of teachers in service. *Texas outlook*, 13:37-60, August 1929.

Report of a questionnaire study in 28 Texas cities having 15,000 to 161,000 population in 1920. Replies from 70 principals and 13 supervisors concerning that which they were doing to promote in-service training. Some unusual practices are mentioned.

789. FRENCH, W. Survey of teachers' educational attitudes. *Educational administration and supervision*, 16:528-41, October 1930.

Results of a survey of attitudes on many current educational ideas and ideals of 700 teachers in Tulsa, Okla. The choice of items is broad and practical. Article shows the value of such a survey to administrators in planning in-service training and future policies.

790. GARRETSON, OLIVER KELLEAM. In-service training of teachers in high schools in Oklahoma. *School review*, 39:449-60, June 1931.

Based on 64 replies to a check list covering five groups of activities: classroom visitation and demonstration teaching, teachers' meetings, additional college preparation, professional reading, and experimentation and publication.

791. GORDON, E., and others. What shall we do this summer—Nature and science education opportunities. *Nature and science educational review*, 1:109-22, April 1929.

A comprehensive list of desirable activities for professional improvement listed in answer to inquiries of teachers.

792. GORDY, W. F. Growth; how continued. In National education association. Addresses and proceedings, 1907. p. 256-264. *Washington, D. C., National education association*, 1907.

A summary based on 90 replies to 100 questionnaires containing the two questions: (1) What method is adopted in your city for stimulating the growth of teachers either along professional lines or along lines of general culture? and (2) What suggestions are you willing to offer as to the best means for stimulating such growth?

793. HENDRICKS, J. J. The in-service training of teachers in small school systems. (Abstract.) In Department of superintendence. Official report, 1931. p. 171-172. *Washington, D. C., National education association*, 1931.

This article contains a list of 23 methods that are being used to improve teachers in service. Particular attention is given to the value of teachers' meetings, and topics are suggested for such meetings.

794. IVINS, LESTER S. Training teachers of vocational agriculture in service. *Washington, U. S. Government printing office*, February 1929. 89 p. (Federal board for vocational education, Bulletin no. 135, Agricultural series no. 36)

"The purposes of this are (1) to analyze so far as possible the present methods of training teachers of vocational agriculture in service as practiced throughout the United States and (2) to try to discover principles that might be followed in formulating state programs for training in service in the light of present practices and expert recommendations based upon reliable data." This is a questionnaire study. The final section contains the conclusions reached in the form of 23 recommendations.

795. JOHNSON, ORLANDO H. The adjustment of new elementary school teachers in city school systems. *Bulletin of the department of elementary school principals*, 8:162-68, April 1929.

A study based on data drawn from 215 school systems concerning the way in which elementary teachers are adapted to their new jobs. Draws eight conclusions. Twelve methods of teacher adjustment are listed.

796. KISSELL, CHARLES A. Practices and extent to which these practices are used in the induction of teachers to service in high schools of less than 200 students. Master's thesis. *State College, Pa., Pennsylvania state college*, 1930.

This is a study of 300 high schools in Pennsylvania having less than 200 students. The principal is the chief source of information concerning the keeping of records, the marking system, and time to be at work in the morning. The teachers' class programs are subjects generally discussed at conferences and teachers meetings.

797. RICE, L. A. Improvement of business teachers in service. In Eastern commercial teachers association. *Second yearbook*, 1929. p. 324-328.

New York, N. Y., Eastern commercial teachers association, 1929.

Ways in which teachers may improve other than amassing college credits. Lists eight methods with a short discussion of each.

798. RUEDIGER, WILLIAM C. Agencies for the improvement of teachers in service. Washington, U. S. Government printing office, 1911. 157 p. (Bureau of education. Bulletin, 1911, no. 3. Whole no. 449)

The author described about eighteen different agencies for the improvement of teachers in service.

799. RUSSELL, CHARLES. Improvement of the city elementary school teacher in service. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1922. 139 p. (Contributions to education, no. 128)

Says that all the agencies for the in-service training of teachers can be grouped under five headings. A very complete and analytical study of the factors operating toward professional in-service improvement of teachers.

800. WAPLES, DOUGLAS and TYLER, R. W. What people want to read about. Chicago, Ill., American library association and University of Chicago press, 1931. 312 p.

Contemporary nonfiction articles (excluding also historical, humorous and vocational material) appearing in the decade between 1919 and 1929 were examined, and 117 subject headings were derived. This list of subjects was presented to several groups of people (totaling about 5,000 persons) with instructions for marking to show interest in each. The book deals with the data which were obtained.

801. WEAVER, O. S. Remedial measures used in connection with teachers in service; abstract of a master's thesis. Washington, D. C., Department of secondary school principals, National education association, January 1929. 111 p. (Bulletin, 24:24)

Excerpt of study to discover difficulties encountered by teachers in teaching and to determine the remedial treatment for certain specific difficulties. Study based upon 500 classroom observations over a period of six years with 50 elementary and secondary teachers.

Administration of In-service Education

802. BARNETT, A. Improvement of teachers in service. Texas outlook, 14:11-12, October 1930.

A proposal for the welding of the various methods of in-service training into one system under general direction of state board of education. Gives an illustrative case to show how such a unification would work.

803. BARR, A. S. An analysis of the duties and functions of instructional supervisors. Madison, Wis., University of Wisconsin, January 1926. 176 p. (Bureau of educational research bulletin no. 7)

"The purpose of this investigation is to offer an analysis and definition of the functions of supervisors for one school system. The study is based

upon: (1) An analysis of the typewritten and printed material prepared by supervisors, (2) a review of the annual reports of supervisors, (3) a summary of the weekly supervisory reports, and (4) a daily time-card study of what supervisors did." p. 5.

804. BRINK, W. E. Superintendent's participation in supervision. Educational administration and supervision, 16:432-39, September 1930.

A discussion of purposes superintendents have for participating in direct supervision: based on interviews with 20 superintendents in cities of 25,000 to 100,000 population and on returns from a questionnaire built upon those interviews.

805. CARR, WILLIAM G. Administrative practices affecting classroom teachers. Part II: The retention, promotion and improvement of teachers. Research bulletin of the National education association, 10:33-74, March 1932.

Data, gathered by means of a questionnaire and pertaining to the following topics, are presented: (1) The term of employment for teachers, (2) teachers' salaries and salary scheduling, (3) sick leave and related problems, (4) extended leaves of absence for professional or cultural improvement, (5) teacher rating as a means of improvement. An annotated bibliography of 64 references is included.

806. DAKIN, W. S. A plan for training teachers in service. Elementary school journal, 15:106-9, October 1924.

A review of the Connecticut state law that provided for state supervisors in towns of less than twenty teachers and of the salaries paid by the state.

807. DYER, WILLIAM P. Activities of the elementary school principal for the improvement of instruction. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1927. 102 p. (Contributions to education, no. 274)

A check list of 208 activities was derived from educational literature and supplemented by 15 selected principals. One hundred seventy-four of these were selected by the application of three criteria, as being appropriate for the city superintendent to suggest as the elementary principal's program for the improvement of instruction.

808. HENDRICKS, J. J. and AYER, FRED C. Supervisory duties performed by small school superintendents. Nation's schools, 7:57-62, January 1931.

A study describing how 46 supervisory duties are performed in approximately half of the school systems in Texas having 100 to 1,000 enrollment. One hundred twenty-six heads of small school systems were included. Five conclusions are drawn.

809. JAGGERS, R. E. Organizing teachers' meetings in county school systems; teachers' meetings in Kentucky counties. Nation's schools, 4:21-24, October 1929.

The teachers' meeting as one phase of supervision. Contains a summary of principles drawn from the reading done by the author. The article outlines plans of organization.

810. LINDER, I. H. Program of instruction improvement in the Sacramento

high school. *American school board journal*, 81:41-42, July 1930.

Discusses need for supervision in secondary schools and shows how Sacramento, Calif., organized and administered its program for improvement of teachers in its high school.

811. NEAL, E. A. Supervisory program made possible by good administration. *Texas outlook*, 18:61-62, February 1931.

An article describing how San Antonio, Tex., planned the administration of its schools so that an impersonalized supervision raised the professional level of its teachers and brought about a more intelligent use of materials and procedures.

812. TWENTE, J. W. and MAUL, RAY C. Administrative practices in correspondence study departments of teachers colleges and normal schools. *University of Kansas Bulletin of education*, 2:12-14, April 1930.

This is a resume of a master's thesis having the same title. The main findings are based on the answers to questionnaires that were returned by 50 institutions. One significant statement is: "Approximately twice as many people are enrolled for correspondence courses in the commercial schools as the combined resident enrollment for all colleges and universities in the United States."

813. YEAGER, WILLIAM A. State certification as a factor in the training of elementary teachers-in-service. *Kutztown, Pa., Kutztown publishing company*, 1929. 350 p.

"In 1921 the State of Pennsylvania set about deliberately to train all teachers, including its elementary teachers-in-service, up to a prescribed standard by September 1, 1927 through the medium of state certification. . . . There is a need now to find out just what has been accomplished." This study is an analysis of the changes which occurred and the influences and means which produced them. A bibliography is appended.

Extension Classes and Institutional Follow-up

814. ARTHISON, A. E. Helping teachers in service. *Elementary school journal*, 20:65-87, September 1919.

A plan whereby specialized college instructors had the time during one term to work with the superintendent of schools through visits, conferences, demonstration lessons.

815. BATHURST, EFFIE G. A teachers college follow-up service. *New York, N. Y. Bureau of publications, Teachers college, Columbia university*, 1931. 94 p. (Contributions to education, no. 478)

The factors and development of follow-up service by a teachers college in an unsupervised service area.

816. BEESON, MARVIN F. Extension courses as a means of improving teachers in service. *National league of teachers' associations bulletin*, November 1929. 3 p.

The bulletin describes the advantages of extension courses for teachers, the work of the cooperative extension courses for teachers in Colorado (conducted by the University of Colorado, Colo-

rado state teachers college, and Western state college of Colorado), and the nature of the work done at the school for public health and social hygiene in Richmond, Va., by the College of William and Mary.

817. BRUECKNER, L. J. The function of the city teachers college. *Educational administration and supervision*, 7:350-55, September 1921.

Data showing the extent to which the Detroit teachers college is providing in-service training to teachers through afternoon, evening, and Saturday sessions are presented and discussed.

818. CONGER, NAPOLBON. Professional adjustment service rendered by teacher training institutions. Doctor's thesis, Teachers college, Columbia university, New York, N. Y., 1930. *Durant, Okla., Southeastern state teachers college*, 1930. 190 p. (Southeastern state teachers college contribution to education, no. 2)

The author proposed, in this study, to investigate the nature and extent of systematic service which teacher-training institutions are rendering their graduates, and to formulate a professional adjustment service program for state normal schools and teachers colleges.

819. DAVIS, W. R. Supervision by teachers colleges of teachers in rural schools. *School life*, 16:15-16, September 1930.

Reports and summaries of the work done in 18 states concerning the in-service training of rural teachers. Gives suggestions and methods for conducting the work.

820. DRAKE, L. M. Externs in teacher training. *Journal of the National education association*, 17:241-42, November 1928.

A description of the follow-up plan of Eastern South Dakota state normal school and of the philosophy behind it.

821. FRASIER, GEORGE W. and BELL, J. B. Experiments in teachers college administration. *Educational administration and supervision*, 14:413-20, September 1928.

A description of the plan of the extension department, Colorado state teachers college, to improve teachers in service—its sole object. An account of the way in which it finances itself and the extent of work done is given. The part to be played by their radio station in this work is mentioned.

822. FREEMAN, FRANK N. and GILLET, HARRY O., eds. For teachers in service. *Elementary school journal*, 22:248-49, December 1921.

The normal school at East Radford, Va. Their plan of sending bulletins to teachers. A list of 29 "excellences" in teaching and of 23 "errors" in teaching is reproduced.

823. HIGBIE, E. C. Post-graduation responsibilities of a teachers college. (Abstract) *In National education association. Proceedings of the sixty-seventh annual meeting, 1929. v. 67. p. 469-98. Washington, D. C., National education association, 1929. 1213 p.*

This is a questionnaire study of the follow-up movement in teacher-training institutions.

824. HIGBIE, E. O. Ways a teachers college can help the novice in teaching. *Nation's schools*, 9:47-50, February 1932.

A description of a plan for the placement of graduates and a follow-up of their work, conducted by Eastern state teachers college, Madison, S. Dak.

825. JACOBS, CHARLES LOUIS. An evening course for the training of trade teachers. *Educational administration and supervision*, 7:28-38, January 1921.

Describes a course which is founded upon the theory that it is better to give training in the principles, methods, and practice of teaching to persons (of promise) who are well skilled in their trade than to proceed the other way around.

826. KELLY, D. J. The training and development of teachers after entering the profession. *Elementary school journal*, 22:763-67, June 1923.

Binghamton, N. Y., solves the problem through extension work and recognition of merit. The plan is given in detail.

827. McAFEE, L. O. Cooperation of a teachers college with its graduates and its responsibility for their success in 1950. In *National education association*, 1929, p. 882-86. Washington, D. C., National education association, 1929.

An article giving statistical summaries of the answers to questionnaires. It describes work being done in the field and proposes plans for the future.

828. McKENNY, CHARLES. Extension work in teachers colleges. In *National education association*. Proceedings of the sixty-fourth annual meeting, 1926, v. 64, p. 294-96. Washington, D. C., National education association, 1926. 1298 p.

Summer schools and extension courses discussed. Facilities for extension courses are listed. Statistics on available courses and enrollment.

829. FLÉNKE, O. H. In service training. *Volta review*, 32:525-27, October 1930.

A description of the plan for in-service training as followed by the University of Wisconsin, department of education.

830. SHOWALTER, BENJAMIN R. Extension teaching as an agency in supervision. *Educational method*, 11:156-65, December 1931.

A description of extension teaching as practiced by the extension division in an Alabama institution.

831. WHITNEY, FREDERICK L. The growth of teachers in service. *New York, N. Y., The Century company*, 1927. 308 p.

Report concerning the replies received from 128 state normal schools and teachers colleges, relative to the plans used for continuation of training after their graduates entered teaching service. The items mentioned most frequently were: extension courses, correspondence courses, full-

time field workers, irregular faculty visitation, and success reports from superintendents.

Local Plans and Procedures

832. BLOM, V. H. What my teachers read. *New York state education*, 18:257-58, November 1930.

The professional reading done by rural teachers was determined by means of questionnaires returned from 49 of the 66 teachers in Attica district, New York, during the past year.

833. BUNCE, EDUAR F. Advanced study for teachers in service. *Education bulletin (New Jersey)*, 18:503-10, February 1932.

Specific regulations regarding the securing of diplomas and degrees from New Jersey teacher training institutions.

834. CATTELL, J. McKEEN, ed. The helping teacher plan in Maine. *School and society*, 22:297-98, September 5, 1925.

The summer training school at Castine normal, Maine, for helping teachers. The state plan for selecting teachers who may attend free and receive a salary increase of 25 per cent at the end of the next year if she is successful. An outline of the duties of a helping teacher.

835. CHEWNING, JOHN O. Securing 100 per cent teachers. *American school board journal*, 81:56, August 1930.

A description of the merit plan (involving 100 per cent successful teachers) utilized at Evansville, Ind., for developing growth of teachers in service.

836. CLEMENT, J. H. Training of teachers in service. *Educational administration and supervision*, 13:26-28, January 1927.

The plan in Independence, Kans., for training the teachers so that they will be able to cooperate fully in the revision of the curriculum.

837. CLIFTON, J. L. Possibilities of the school on the air. *Ohio schools*, 7:185, May 1929.

The accomplishments of the Ohio school of the air are outlined. Proposals for the instruction of parents, children, and teachers are made. The Ohio program for 1930 and some general forecasts are given.

838. COLE, T. R. The improvement of teachers in service. *American educational digest*, 45:489-91, July 1926.

A résumé of the progress made in Seattle schools is given. Progressive activities reflect classroom work. The generous attitude of the board of education, importance of demonstration lessons, and scientific interpretation of the progress of pupils are described.

839. DEARBORN, NED H. Airplane in education. *School and society*, 32:262-67, August 23, 1930.

How the airplane may extend the services of training schools in the in-service training of teachers is shown by the plan evolved at New York university school of education. Some advantages peculiar to this plan are listed.

840. DEWOLF, GEORGE E. What are we doing already to promote growth

- of teachers in service. (Abstract) In Department of superintendence. Official report, 1931. p. 210. Washington, D. C., National education association, 1931.
- Professional and cultural reading, membership in teachers' organizations, teachers' meetings, and personal conferences have been found useful in Creston, Iowa.
841. DOUTHETT, W. R. Curriculum making as a means of improving teachers in service. In School of education, schoolmen's week, Fourteenth annual proceedings, 1927. p. 67-75. Philadelphia, Pa., University of Pennsylvania press, June 4, 1927. 533 p. (University of Pennsylvania bulletin. v. 26, no. 38)
- A report on the project at Darby, Pa. The superintendent and the teachers reported some values growing out of the work.
842. GOODWIN, F. T. Promoting the growth of teachers in service. *American school board journal*, 66:57, May 1923.
- The four methods successfully used the last four years at Chicago Heights for promoting growth of elementary teachers are: (1) observation and discussion of type lessons, (2) study of a particular book, (3) visiting days, (4) the study of educational problems.
843. HAISLEY, OTTO W. Providing for the training of teachers in-service. (Abstract) In Department of superintendence. Official report, 1931. p. 163-164. Washington, D. C., National education association, 1931.
- A salary schedule (based on university study or foreign travel) and a sabbatical leave for one year with half pay have proved valuable in the Ann Arbor schools.
844. ———. Sabbatical leave fundamentally sound. *Michigan education journal*, 7:218-19, December 1929.
- A description of the Ann Arbor, Mich., plan for sabbatical leave and for sick leave as a means of leading its teachers to a place where vision and capacity may be expanded, thereby raising the professional level of the teacher's work.
845. HILLMAN, J. E. A state program of training rural teachers. *Journal of rural education*, 4:412-20, May-June 1925.
- About 20 per cent of the public-school teachers in the United States are in one-teacher schools. Possible reduction is approximately 60 per cent. The number of rural supervisors ranged from four in the local unit to none in the whole state.
846. IMBODEN, S. M. At work. *Journal of educational method*, 3:28-32, September 1923.
- A concrete, detailed description of in-service training at Decatur, Ill. The teachers are divided into five different groups, according to their experience and training. There is emphasis on the follow-up work; visitations, directed reading and written reports, discussions on work samples, and demonstration classes.
847. PITTSBURY, W. H. Buffalo plan of teacher training. *Elementary school journal*, 21:595-606, April 1921.
- Why in-service training is necessary. The plan in Buffalo used with success. Its advantages to teacher and city system.
848. REYNOLDS, NORA. The training of Iowa teachers for health and physical education. *Des Moines, Iowa, Iowa state teachers association*, November 1927. 8 p.. (Bulletin, no. 3)
- A survey of the Iowa plan for preparing teachers to comply with the provisions of the physical education law.
849. RODGERS, ROBERT H. The professional education of the teacher in service. *Industrial arts magazine*, 17:155-57, May 1928.
- The discussion concerns teachers in vocational schools. A problem having three major aspects was presented. The plan for in-service education, Doctor Cooley's work in Milwaukee, and several courses were described. Eight important conclusions were drawn from experience in this work.
850. SANBERG, G. H. Democracy in promoting the growth of teachers in service. (Abstract.) In Department of superintendence. Official report, 1931. p. 169-70. Washington, D. C., National education association, 1931.
- An example in which the local education association was utilized for keeping teachers in touch with the general trend of affairs. One outstanding activity of this association was the study and selection of textbooks.
851. SLAWSON, S. W. Teacher training while in service. Johnstown plan. *Pennsylvania school journal*, 77:418-20, March 1929.
- The origin of the plan, its relation to salary, reaction of teachers toward it, its effect on teacher training, measurement of results in credits, cost to teacher and city, and the selection of subjects were some of the topics considered.
852. STEWART, W. F. Ohio plan for training of teachers and the improvement of teachers in service. Washington, U. S. Government printing office, December 1919. (Bureau of education, Higher education circular no. 18)
- The plans formulated by the United States Bureau of education for the preparation of high school teachers of agriculture in Ohio state university.
853. TERMAN, L. M. Growth through professional reading. *Journal of the National education association*, 17:137-8, May 1928.
- Comments on influence of Indiana's state reading program of the past. The value of professional and general reading for teachers today.
854. WINSHIP, A. E., ed. Professional improvement of teachers in Meriden, Conn. *Journal of education* (Boston), 100:461-62, November 6, 1924.
- An account of what these teachers did during the year, including the reading done, courses taken, travel, lectures attended, and hobbies followed or developed.
855. WITHERS, JOHN W. The training of teachers in service. *Elementary school journal*, 19:95-105, October 1918.

A lecture given during superintendents' week at Chicago. Report concerning the methods pursued in St. Louis for training teachers in service.

Miscellaneous Plans

856. BECHTEL, HELEN W. Attempt to improve lesson planning for teachers-in-service. *Educational methods*, 9: 545-53, June, 1930.
- "At the end of one school year of intensive attack and study to improve lesson planning, seven teachers, or one-half of the group, had failed to make perceptible changes in their plans . . . at the conclusion of the second year two teachers had not shown change in their planning." p. 551. It appeared to the author that "the extent to which a change of method takes place has a definite and decided influence on the type of lesson plan the teacher uses."
857. BRICKHOUSE, L. N. Leaves of absence for study and travel. In Department of classroom teachers. Fourth yearbook, 1929. p. 139-40. Washington, D. C., National education association, 1929.
- Largely an outline of the extent to which some cities give salary increases to encourage foreign travel for the improvement of teachers in service.
858. BROWN, E. J. Self-rating scale for supervisors. *American school board journal*, 77: 36-37, August 1928.
- A self-rating scale, which may be utilized in their efforts toward self-improvement is presented to supervisors. Groups in Oregon, California, and Michigan approved it.
859. BUELL, H. C., ch. Wisconsin teachers' and young people's reading circles. Madison, Wis., State reading circle board, O. S. Rice, Secretary, 1915-16. 26 p.
- Contains the statutory provisions for reading, an alternative to examinations, for the renewal of teachers' certificates annually. The list from which the required reading must be selected is given.
860. CATTELL, J. McKeen, ed. Courses for teachers at the American museum. *School and society*, 30: 536-37, October 19, 1927.
- Various lectures and lecturers, sponsored by the American museum, for the benefit of teachers, are described.
861. COOKE, DENNIS H. and SCHMITZ, BERNARD A. The participation of teachers in the administration of small high schools. *School review*, 40: 44-50, January 1932.
- An investigation of the extent to which, and the form in which, teachers in small city high schools (cities of 2,500 to 10,000 population in Missouri) do and should participate in the administration.
862. COUNTS, GEORGE S. Current practices in curriculum-making in public high schools. In National society for the study of education. Twenty-sixth yearbook, 1926. Part I. Curriculum making: past and present. p. 135-62. Bloomington, Ill., Public school publishing co., 1926.
- This study includes a section showing the provisions which were made for training teachers in service to use the course of study.
863. COURTIS, STEWART A. Current practices in curriculum-making in public elementary schools. In National society for the study of education. Twenty-sixth yearbook, 1926. Part I. Curriculum-making: past and present. p. 119-34. Bloomington, Ill., Public school publishing co., 1926.
- This is a questionnaire study of the agents who are charged with the responsibility for curriculum revision, the range of their activities, and the methods used. The study includes discovery of the provision for the training of teachers in service to understand and use the new opportunities provided by the revised course of study.
864. GOODYKOONTZ, BESS. Classroom teacher as a research worker. In Department of classroom teachers. Fifth yearbook, 1930. p. 294-99. Washington, D. C., National education association, 1930. 307 p.
- An article supporting the growing recognition of values to be derived by teachers from classroom participation in the evaluation of teaching procedures and in the search for new ways in which to improve present practices. Certain fields of investigation and experimentation, particularly well suited to classroom situations are designated.
865. LONG, VIRGIL LEWIS. The recognition of teacher travel by boards of education in selected school systems of Nebraska and the United States. Master thesis. Lincoln, Nebr., University of Nebraska, 1929. 100 p. ms.
- A study of the trend and of the extent to which teacher travel is recognized by boards of education. The evidence gathered in the study does not justify final conclusions. Opinions based upon mature judgment, experience, and common practice (as presented in this study) constitute the best guide to date. This phase of in-service training for teachers is comparatively new and past recognition of teacher travel is hardly a safe criterion to follow. Undoubtedly, a method of recognition which may be followed sanely awaits the completion of much experimentation and the passage of time.
866. NORTON, JOHN K., ed. Leaves of absence for study and travel. *Research bulletin of the National education association*, 6: 225-27, September 1928.
- A study of the plans under which cities of 10,000 to 30,000 grant leaves of absence. Outline of controversial opinions given.
867. ROWLAND, R. W. State plan of teacher rating as a means of improving instruction. In School of education, schoolmen's week. Eleventh annual proceedings, 1924. p. 65-70. Philadelphia, Pa., University of Pennsylvania press, 1924. (University of Pennsylvania bulletin. v. 24, no. 38)
- A general discussion on the value and use of a teacher's rating scale is followed by a description of that used by the state of Pennsylvania. Some figures showing the results obtained are given.
868. RUEG, H. O. Self-improvement of teachers through self-rating: A new

scale for rating teachers' efficiency. *Elementary school journal*, 20:670-84, May 1920.

The distribution of the ratings for elementary and high school teachers in a large city system in 1917.

869. SKINNER, V. P. Sabbatical leave for teachers. In: Department of classroom teachers. Fourth year-book. 1929. p. 135-39. Washington, D. C., National education association, 1929.

The practice regarding sabbatical leave and conditions under which it is granted in the United States are described. Seven views of superintendents regarding its value for in-service improvement are listed. Values enunciated by teachers to whom sabbatical leave had been granted are reproduced.

870. WILSON, LUCY L. W. A method of training teachers in service, the Dalton laboratory plan. *Educational administration and supervision*, 14: 117-22, February 1928.

A five-point summary of "the teacher-training advantages of the laboratory plan to those already in service" is given.

Summer Sessions

871. AVENT, JOSEPH EMORY. The summer sessions in state teachers colleges as a factor in the professional education of teachers. *Richmond, Va., William Byrd press, inc.*, 1925. 393 p.

A comprehensive study of summer sessions in state teachers colleges. Describes summer sessions in respect to organization, administration, courses, qualifications of staff, type of student served, and relations to regular year. Estimates fulfillment of stated purposes and suggests modifications. Questionnaire study of 54 state teachers colleges' summer sessions.

872. CATTELL, J. MCKEEN, ed. Enrollment of teachers in summer schools. *School and society*, 32:756, December 6, 1930.

Some data that show the large place summer schools are playing in in-service teacher training.

873. FOSTER, FRANK K. Trends in summer sessions for teachers. *School life*, 17:153-55, April 1932.

"Directors of summer sessions were asked to indicate the demands for certain types of work in their summer sessions from 1926 to 1931." The results are presented in a table, which shows trends regarding 13 fields of study.

874. FREEMAN, FRANK N. and GILLET, HARRY O., eds. Rewards for summer-school work. *Elementary school journal*, 22:483-84, March 1922.

Summary of pamphlet by Miss Clara Langvick, "Growth of teachers in service." Results of an inquiry sent to the Minnesota state department of education and to 300 city systems.

875. HUMPHREY, A. Opportunities in summer schools. *Journal of the National education association*, 18:123-30, April 1929.

List of 1929 summer schools in all states. Shows membership in American association of teachers

colleges. Lists unusual features. Editorial on p. 123 quotes need for courses to serve teachers.

876. MILDRED, SISTER MARY. Teacher training courses during summer schools. *Catholic educational review*, 27:81-90, February 1929.

A plan whereby the training of elementary teachers could be improved during summer school. Detailed reports of individual plans.

Supervision, Observation, and Demonstration

877. BENNETT, A. A. Clinics for teachers. *Virginia journal of education*, 24:290-91, March 1931.

Describes a plan in use in Albemarle county which makes it possible for white elementary teachers to observe regular classroom instruction. Four schools were selected and each taught on a separate Saturday. The superintendent of education sends a written notice when a teacher is required to visit a school but any teacher may visit any school on any Saturday.

878. BRAUN, MARY S. After-school demonstration centers in the intermediate grades. *Baltimore bulletin of education*, 9:132-33, February 1931.

One of the most potent agencies in Baltimore for in-service training. List of type lessons with topics. Supervisor and her part in it.

879. COCKING, W. D. Stenographic report as a supervisory instrument. *Peabody journal of education*, 8:131-39, November 1930.

A study to show how exact reproduction of class activities can be a real aid to supervision. Suggests that more money spent on such stenographic reports may pay larger dividends.

880. COOK, KATHERINE M. Improvement of instruction in rural schools through professional supervision. *Washington, U. S. Government printing office*, 1926. 54 p. (Bureau of education. Bulletin, 1926, no. 12)

This bulletin presents abstracts of addresses delivered at the first conference of supervisors of the Southeastern states, held at Nashville, Tenn., December 14 and 15, 1925.

881. GERSON, ARMAND J. Philadelphia's demonstration school. *Journal of education*, (Boston), 112:523-24, December 22, 1930.

Gives the purpose and describes the plan and operation of the Logan demonstration school, which the author claims has been the most valuable instrument for in-service training yet tried in Philadelphia.

882. HALL, H. E. Efficient supervision in the county school district with a small supervisory staff. *American school board journal*, 77:57-58, November 1928.

Gives a plan for effective county supervision with a small county supervisory staff. Shows definitely the program and policies involved.

883. HOFF, H. A. Training teachers in service. *School executives magazine*, 50:223-26, January 1931.

How teachers are helped to overcome weaknesses through scientific supervision.

884. IRELAND, E. W. Training teachers in service in the Western Connecticut supervisory region. *Journal of rural education*, 2:257-65, February 1923.
Analyzes the specific problem and then gives eighteen definite ways in which the problem was attacked.
885. KIBBE, D. E. Analysis of activities of rural school supervisors. *Elementary school journal*, 28:346-52, January 1928.
Shows how the rural school supervisors in Wisconsin organized a plan for the professional improvement of their teachers and put it to work under difficulties.
886. KNUDSEN, CHARLES W. Evaluation and improvement of teaching. *New York, N. Y., Doubleday, Doran and co., inc.*, 1932. 538 p.
Organization of material concerning the evaluation and improvement of instruction. Supervisory aspects are emphasized.
887. NUDD, HOWARD. The opportunity and responsibility of the teachers college in developing the visiting teacher point of view. In *American association of teachers colleges. Yearbook*, 1925. p. 34-35. *Washington, D. C., National education association*, 1925.
A proposal for having a visiting teacher in practice schools teach problem children so that practice teachers may have an opportunity to see these children taught by a person who can discover difficulties and secure cooperation.
888. O'BRIEN, IRENE. Training teachers in service through supervision from the state department of education. (Abstract). In *National education association. Addresses and proceedings*, 1931. p. 528-29. *Washington, D. C., National education association*, 1931.
The Missouri plan which originated in 1923 is brought to date. It is primarily a plan of rural supervision.
889. SMITH, NORMA. Introducing newer techniques and procedures to rural school teachers. *School news and practical educator*, 45:3-4, September 1931.
A discussion of procedures outlined by some rural supervisors in Alabama for training teachers in-service.
- Teachers' Meetings, Conferences
and Institutes*
890. BAWDEN, WILLIAM T. The preparation of teachers. *Washington, U. S. Government printing office*, 1924. 36 p. (Bureau of education. Industrial education circular no. 22, March 1924)
Report of a conference of men from institutions in the Mississippi valley engaged in training teachers of manual arts and industrial education. held at Urbana, Ill., November 16, 16, 17, 1923.
891. BAWDEN, WILLIAM T. Preparation of teachers of manual arts and industrial subjects. *Washington, U. S. Government printing office*, 1922. 24 p. (Bureau of education. Industrial education circular no. 11, November 1929)
This is a report of a conference of men from institutions in the Mississippi Valley engaged in training teachers of manual arts and industrial education. It was held at Ann Arbor, Mich., December 8-10, 1921.
892. CHAPMAN, H. B. Faculty and Departmental meetings in secondary schools, August 1, 1929. In 100th annual report of the Baltimore board of school commissioners, 1928-1929. *Baltimore, Md., Department of education*. p. 66-73.
An investigation of the principal topics considered (including the titles of papers read and studies reported), addresses to faculty members by speakers not on the faculty, and a discussion of various results from such meetings.
893. CLIFFORD, J. M. Outside speakers not allowed. *American school board journal*, 81:110, August 1930.
A description of the organization plan of evening discussion groups for teachers at Imlay City, Mich., and their success and influence in surrounding communities.
894. DELONG LEO RAY. City school institutes in Pennsylvania: a study of the development and administration of the program of in-service education of teachers, with proposals for improved state control and local administration. Doctor's thesis, Columbia university, New York, N. Y., 1930. *Camp Hill, Pa., Ell Ess Dee educational publishers*, 1930. 147 p.
City school institutes were studied under the headings: legal basis and development of city school institutes; development of approved equivalent types of teacher training in-service; evaluation of city institutes by superintendents and teachers; personnel and programs of city school institutes; financing of city school institutes; need for a reconsideration of the standards of state control and local administration. Conclusions: There is need for a critical professional study of the field for in-service and pre-service education of teachers, and for changes in local administration and state control.
895. EGINTON, DANIEL P. Criteria for teachers' meetings. *Journal of education (Boston)*, 115:87-88, January 25, 1932.
Suggestions to those charged with the responsibility for organizing and conducting teachers' meetings—one of the techniques of supervision.
896. GROVE, FRANK L., ed. Third state education conference at University, Ala. *Alabama school journal*, 49:9, September 1931.
An illustration of the use of a state-wide conference for the in-service training of administrators and teachers.
897. HIRSCHMAN, M. L. Supervising the beginning teacher. *Baltimore bul-*

letin of education, 9:126-30, February 1931.

Outline of the needs of beginning teachers for management, care of materials, planning, and other duties. The supervisor in Baltimore solved the problem through teachers' meetings.

988. LOURMEN, G. The teachers institute as an agency for training teachers in service. In *National education association*. Addresses and proceedings, 1922. p. 1141-1149. *Washington, D. C., National education association*, 1922.

Contains a brief history of institutes and a discussion of the administration of the teachers' institute.

989. NORTON, JOHN K., ed. Teachers' meetings. *Research bulletin of the National education association*, 7:326-31, November 1929.

A detailed discussion of the types, place, and values of teachers' meetings in the school. Bibliography.

990. ORTMAN, E. J. Teacher councils. In *National education association*. Addresses and proceedings, 1921. p. 293-301. *Washington, D. C., National education association*, 1921.

A general treatise that gives statistics, purposes, powers, and history of teachers' councils. Indicates that they may have much to do with in-service training.

991. PALMER, BERTHA R. Report of teachers' institutes in 1927. *Bismarck, N. Dak., State department of public instruction*, February 1928.

The new plan in North Dakota, whereby a corps of visiting teachers go to the various schools and aids the teacher in her work, is described. Reasons for its adoption are given.

992. REINHARDT, EMMA. Teachers' institutes in Illinois. *Elementary school journal*, 31:25-34, September 1930.

"This article deals with two major questions: (1) What is the nature of the programs of county institutes in Illinois? (2) What is the personnel of the corps of instructors?" The material is based on eighty-six programs which were received from seventy-nine county superintendents.

993. REYNOLDS, ANNIE. Report of the cooperative study of teachers' meetings. In *Certain phases of rural school supervision*. p. 31-36. *Washington, U. S. Government printing office*, 1929. (Bureau of education. Bulletin, 1929, no. 28)

This article gives the results of a questionnaire study concerning organization, characteristic program activities, supplementary measures, and time distribution of teachers' meetings.

994. ROSENLOF, GEORGE WALTER. An in-service training agency. *Nebraska educational journal*, 8:133-34, March 1928.

Emphasizes the value of the Nebraska state teachers' association meeting and the county institute as in-service training agencies. Makes four recommendations for improving the institute.

995. RUSSELL, CHARLES. Westfield conferences for young teachers. *Elementary school journal*, 30:176-88; 256-65, November-December 1929.

See also: *Teachers college record*, 29:223-41, December 1927.

Describes the conferences held by the Massachusetts state normal school at Westfield, as a result of which teachers get a better insight into conditions under which their students must teach, and can note problems which might have been avoided had teaching been different.

996. SECREST, R. T. Effective teachers' meetings. *Ohio schools*, 8:330, October 1930.

Written to set forth in definite manner the purpose of teachers' meetings and the means by which this purpose may be realized. Based upon "Seven cardinal principles."

997. SWENSON, ANNA. A state program for the improvement of teaching in the rural schools. *Educational method*, 11:87-89, November 1931.

"The study of teaching problems by means of visits and conferences with teachers actually at work and the use of this knowledge as a basis of institute instruction—is the unique contribution of the Minnesota plan." p. 88.

998. ———. Teachers' institutes in Minnesota. *Journal of rural education*, 1:407-10, May 1922.

The author describes the programming and objectives of the teachers' institutes.

PERSONNEL: FACULTIES

Critic Teachers and Training Supervisors

999. BOWDEN, A. O. The training of critic teachers in the United States. *Journal of educational research*, 15:118-25, February 1927.

Only 3.5 per cent of the critic teachers have taken courses primarily designed for their work. Most critic teachers expressed need for more work in tests and measurements.

910. COOK, WILLIAM A. Some aspects of the status of the critic teacher. *Educational administration and supervision*, 14:247-56, April 1928.

The critic teacher in this questionnaire study is that teacher or supervisor, in training schools operated by higher institutions, under whom the student teacher most directly does his work. Conclusions: the critic teacher is not a specialist, but has other important functions to perform, in both normal schools and universities; the somewhat higher salaries paid in the college department are adequate temptation to draw the critic from his task whenever the door is opened; the individual with no degree of any sort seems destined to find himself almost out of consideration for a critic's position, although the grade of work for which the critic is engaged is quite clearly related to the degrees held; the median hours of education and psychology desired by principals in candidates for critic work is about thirty; a fourth of all critics have less than four years previous teaching experience, and another fourth have over 13 years.

911. GARRISON, NOBLE LEE. Status and work of the training supervisor. *New York, N. Y., Bureau of publications, Teachers college, Columbia uni-*

versity, 1927. 98 p. (Contributions to education, no. 280)

Data were secured, through a questionnaire, from 433 instructors and officials in 55 teachers colleges to determine the status and work of the training-school teacher and to suggest procedures for aiding the training supervisor in meeting her obligations to the college and to the student in training.

912. HERTZLER, SILAS. Duties of critic teachers in the secondary schools of Indiana. *Peabody journal of education*, 9:90-97, September 1931.

A study to find what was done by critic teachers in helping student teachers overcome their problems and to do better work.

913. SUHRIE, AMBROSE L. Standard provisions for equipping and staffing of the laboratory school departments of normal school and teachers' college. . . . *Educational administration and supervision*, 16:345-51, May 1930.

The writer declares: "The following somewhat distinct types of laboratory school facilities must be provided for each independent institutional unit of a state or city teacher-training system, that is to say, for each normal school or teachers college . . . (p. 345). Four types are then enumerated, and described.

914. WEST, JOE HENRY. The status and training of critic teachers. *Educational administration and supervision*, 13:563-67, November 1927.

A questionnaire study which seems to show that critic teachers use their job as a stepping-stone to something more attractive. They stay in the profession only a relatively short time. When they obtain training equal to that of academic teachers, such a position becomes very inviting, since it means a higher faculty rank, an increase in salary, and a position somewhat less irksome.

Instructional Staff; Professors, etc.

915. ARNETT, TREVOR. Teachers salaries in certain endowed and state supported colleges and universities in the United States. *New York, N. Y., General education board*, 1928. 83 p. (Occasional papers no. 8)

A report of salaries and studies of living costs in certain colleges and universities.

916. BIRKELÖ, CARL P. A study of some factors involved in the selection of normal school and teachers college instructors. *Educational administration and supervision*, 14:393-402, September 1928.

This questionnaire study was undertaken for the purpose of discovering some of the social and economic factors concerning the selection of instructors in teacher-training institutions. The findings of this investigation are compared with those of six similar studies.

917. BLACKWELL, C. P., and CRANDALL, W. G. Professional improvement of college teachers. *Educational administration and supervision*, 7:388-400, October 1921.

Data, tabulated from the replies of 92 institutions and 101 educators, are presented in three

tables, the first of which is a list of methods, offered by institutions and suggested by educators, for the in-service improvement of college and university instructors. Frequency of mention is given.

18. BOLTON, FREDERICK E. College teaching as a career for men. *School and society*, 21:213-17, February 21, 1925.

Presents information on salaries, "extra-curricular" activities of professors, and preparation required.

919. BREITWIESER, J. V. Professors of education. *University, N. Dak., University of North Dakota*, 1929.

The age, time of beginning college teaching, highest degrees held, and school experience of 100 leading educators were secured. Findings: The professors begin earlier, more of them have doctorates and they specialize earlier than formerly.

920. COOK, HARRIS MALONE. Training of state teachers college faculties. *Nashville, Tenn., George Peabody college for teachers*, 1931. 143 p.

A study of the specific subject preparation, professional preparation, and concentration and spread of courses in the training of teachers college faculties.

921. DEARBORN, NED H. Service load of state normal school faculty members. *Albany, N. Y., State education department*, 1928.

A study of the size of classes in relation to service load of state normal school faculty members. A direct relation was found between the number of faculty members and student enrollment.

922. DONOVAN, HERMAN Lee. Computation of teaching loads in teachers colleges. In *National education association. Addresses and proceedings*, 1930. p. 867-871. *Washington, D. C., National education association*, 1930.

Data, gathered by means of a questionnaire to each member of the association, are presented.

*923. EAVEY, C. B. A study of the relation of the doctor's degree in the field of education to preparation for the teaching of undergraduate education. Doctor's thesis. *New York, N. Y., New York university*, 1931. 143 p. ms.

The aim of this study is to discover the relation of the training undergone by candidates for the doctor's degree in the field of education to the training needed by teachers of undergraduate education. Findings: Data indicate that the work of the candidate for the doctor's degree in education is elected with little recognition of the needs of the undergraduate teacher, especially in respect to principles and technique of teaching; too much attention is given to administration in relation to the amount given some of the basic courses such as principles of education; specialization is intensive; the student obtains little knowledge of fields of learning outside of education.

924. EVENDEN, E. S. The improvement of college teaching. *Teachers college record*, 29:587-96, April 1928.

"For the double purpose of provoking thought which may lead to the refinement of some of these adjustments and encouraging the formulation of

* Deposited with the library of the U. S. Office of Education and available as an interlibrary loan.

- others, a list of specific suggestions for improving the quality and effectiveness of instruction in our colleges is presented." "Most of the suggestions listed in this paper have been assembled from observations in college in this country and in Great Britain or from discussions with administrative officers of these institutions." p. 589.
925. FOLEY, ARTHUR L., *ch.* Report of committee on teaching load in colleges. *North central association quarterly*, 4:250-57, September 1929.
- Nine hundred questionnaires were mailed to colleges. This article gives the tabulated results from 564 returns.
926. FRASIER, GEORGE W. and ARMENTROUT, WINFIELD D. Experiments in teachers college administration. II. The supervision of instruction. *Educational administration and supervision*, 14:165-69, March 1928.
- The authors report the success which they feel has attended an attempt to supervise college instruction.
927. FRAZIER, BEN W. Present status of teacher training in the United States. *Journal of chemical education*, 8:63-83, January 1931.
- This is a study of the status of 741 college teachers of chemistry located in 45 states. About one-third of them have had courses in professional education, and about twenty-seven per cent have had previous public school experience in teaching.
928. FRIEDRICH, GEORGE. Study of the teaching load of nature and science teachers in teachers colleges and normal schools with particular emphasis on practices of teaching in the field. *Ithaca, N. Y., Cornell university*, 1930.
- The average number of classroom hours taught by normal school science teachers is 19.45 per week. In 58.7 per cent of the institutions, supervision of practice teaching in science is not required of the staff. Thirty-one and five-tenths per cent of the schools attain the standard of A-1 rating of 16 hours per week set by the National association of teachers' colleges. Eighty-four and eight-tenths per cent of the schools teach by means of field trips, the average number of field trips being 12.1 per semester, only 38.2 per cent of which have classes of 25 students or less. A heavy teaching load is not a deterrent to teaching by the field method.
929. HAGGERTY, M. E. The professional training of college teachers. *North central association quarterly*, 2:108-23, June 1927.
- Studied the attitude of North central association members regarding the proposal to require professional training of instructors of first and second year college work and concluded that the improvement of college education would be retarded, rather than promoted, by such an enactment at the present time.
930. HELLMAN, J. D. Part I. Teachers' qualifications, salaries, and total load. Part II. Student load. *Greeley, Colo. Colorado state teachers college*, 1920. (*Colorado state teachers college bulletin*, series 20, no. 9, December 1920. p. 13-56.)
- This is section four of the educational survey of Colorado state teachers college at Greeley.
931. HENDRICKS, E. L. Twenty years of progress in the qualifications and the salaries of teachers of normal schools and teachers colleges. In American association of teachers colleges. *Yearbook*, 1928. p. 86-97. *Washington, D. C., National education association*, 1928.
- This study is based upon data secured from A. L. Crabbe of the George Peabody college for teachers. Both qualifications and salaries increased during the period.
932. HERDON, THOMAS C. Professional progress of professional college teachers. *Peabody journal of education*, 8:154-57, November 1930.
- This article presents data secured from presidents of colleges situated in 21 states by an inquiry concerning the training-in-service of instructors in teachers colleges.
933. HUDELSON, EARL. Class size at the college level. *Minneapolis, Minn., University of Minnesota*, 1928. 299 p.
- An extensive investigation of class size based upon experiments in 104 classes in eleven departments of the state university.
934. HUNTER, FREDERICK M. Teacher tenure in colleges and normal schools. In National education association, *Addresses and proceedings*, 1925. p. 220-237. *Washington, D. C., National education association*, 1925.
- Data are given showing the prevailing practice concerning teacher tenure in colleges and normal schools. Cases are cited to show the need for teacher tenure legislation which would control the tenure of public school teachers.
935. JESSUP, W. A., *ch.* Work in education in colleges and universities. Report of committee on normal schools. *Chicago, Ill., The University of Chicago press*, 1915. 94 p. (*School review monographs*, no. 6. *Papers . . . National society of college teachers of education*, Cincinnati, Ohio, February 23, 1915. *Publications*, no. 11).
- These papers pertain to the rating, placing, and promotion of teachers. Lists of investigations and other information of interest to members are given.
936. KELLY, E. L. Salaries in state teacher-training institutions. *Greeley, Colo., Colorado state teachers college*, 1920. (*Research bulletin* no. 13)
- This is a repetition of a report (concerning salary schedules, and all other matters pertaining to payment to the faculties of state teachers colleges and state normal schools) made by the department of educational research in 1924-25. It contains data for the fiscal year 1927-28.
937. KELLY, E. L. and ANDERSON, RUTH E. Great teachers and some methods of producing them. *Journal of educational research*, 20:22-30, June 1929.
- From a questionnaire study, it was determined that approximately 75 per cent of 253 "great teachers" held the master's or doctor's degree, and

that 67 per cent achieved greatness without the doctorate. The testimony that great teachers have positive religious influence was more nearly unanimous than in any item of appraisal. The use of the library by students was stimulated to a marked degree by a majority of these teachers.

938. KIMMEL, HERBERT. A catalogue study of the faculty of a state teacher-training institution. *Peabody journal of education*, 7:48-52, July 1929.

A study of the faculty members of a State teacher training institution of the Middle West was made by studying the college catalogues for the years 1914-1927.

939. LINSCHIED, A. In-service improvement of the state teachers college faculty. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1928. 100 p. (Contributions to education, no. 309)

Detailed questionnaires were sent to the presidents of state teachers colleges. The purpose of the study was: (1) To survey practices in selecting new staff members, in-service improvement of the staff, and in retaining desirable teachers for relatively long tenure; and (2) to make constructive suggestions.

940. LUDEMAN, W. W., and McANALLY, J. R. Training and experience in teachers college faculties. *Educational administration and supervision*, 16:130-34, February 1930.

The central tendency in faculty training is the master's degree. The average is greater in public school experience than in college experience. There is a longer experience background in mathematics, education, and the training school departments than in the others.

941. MACDONALD, MARION E. Students' opinions as regards desirable and undesirable qualifications and practices of their teachers in teacher-training institutions. *Educational administration and supervision*, 17:139, February 1931.

A ranked list of the qualities and characteristics of teachers which are approved and disapproved by students.

942. McMULLEN, LYNN BANKS. The service load in teacher training institutions of the United States. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1927. 98 p. (Contributions to education, no. 244)

How teachers college teachers spend their time. There were 1,956 teachers who cooperated.

943. PRESSEY, S. L., and others. Concerning professional training for college teachers. *In their Research adventures in university teaching*. p. 140-147. *Bloomington, Ill., Public school publishing co.*, 1927.

Results of a questionnaire addressed to members of the American psychological association concerning activities of its members, and data from the association yearbook. The study deals with certain possible criticisms of, and improvements in, the program of work for the doctor's degree. The majority favor some specific training with reference to college teaching problems.

944. REEYES, FLOYD W., and RUSSELL, JOHN DALE. Some aspects of current efforts to improve college instruction. *Lexington, Ky., University of Kentucky*, December 1928. 95 p. (College of education. Bulletin of the bureau of school service, v. 1, no. 2)

Supplement to the Seventeenth yearbook of the National society of college teachers of education. Includes discussions and data concerning: intelligence test results, prediction of scholastic success, selective admission of students, classification of students into ability groups, class size, educational measurement, diagnosis and remedial instruction, and other topics.

945. SANDREN, PAUL V. An arraignment of productivity. *Journal of higher education*, 2:87-92, February 1931.

A comparison between the intellectual productivity of faculties of teachers colleges and those of colleges and universities.

946. SELBY, P. O. Training college teachers in service. *Education*, 50:481-84, April 1930.

This is a description of a procedure "by which college teachers would be educated while in service," being tried in the Northeast Missouri state teachers college at Kirksville.

947. SMYSTER, W. E., ch. Report of the committee on professional training of college teachers, 1930. *North central association quarterly*, 5:56-60, June 1930.

In response to a request sent to each college in the association, 150 personnel or application blanks for the use of applicants for positions on the faculty were received. One hundred six colleges said no such blanks were in use. Of the blanks received, in only one item did they agree; each provided a space for the name.

948. WAGNER, JONAS E. The professional status of faculty members in Pennsylvania teacher training institutions. *Educational administration and supervision*, 15:202, March 1929.

Studied the personnel cards of all the state supported teacher training institutions of Pennsylvania, 604 full-time staff members involved.

949. WALDO, D. B. Preparation of teachers for teachers colleges and normal schools. *In American association of teachers colleges. Yearbook*, 1926. p. 17-25. *Washington, D. C., National education association*, 1926.

Proposes four principles, which, it is said, may be wisely applied in the selection of a teachers college.

Presidents and Deans

950. HILL, CLYDE M. The college president and the improvement of college teaching. *Educational administration and supervision*, 15:212-22, March 1929.

A questionnaire reply received from 99 liberal arts colleges and universities which seem fairly representative. "With only three exceptions the presidents and deans reporting expressed their desire to increase the amount of professional train-

ing required of college teachers as soon as it is possible for candidates to obtain such training."

951. RUTLEDGE, SAMUEL A. The development of guiding principles for the administration of teachers colleges and normal schools. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1930.* 107 p. (Contributions to education, no. 449)

The check list of duties of presidents of teachers colleges and normal schools was derived by an analysis of the guiding principles for the administration of teachers colleges and normal schools. The guiding principles were submitted for validation to forty-five experts in three fields of educational administration.

952. STURTEVANT, SARAH M.; STRANG, RUTH, and HOOTON, MARY. Turnover among deans of women. *Personnel journal*, 8:384-92, April 1930.

A study was made of the turnover rate of deans of women in 374 liberal arts colleges and universities and in 128 normal schools and teachers colleges. Data secured are useful in estimating the probable number of positions available to qualified deans, and in suggesting some of the factors related to turnover in this vocation.

PERSONNEL: STUDENTS

Guidance, Prognosis, Elimination and Records

953. ADAMS, EDWIN W. How can we effect the early identification and the certain elimination of students distinctly unpromising as prospective teachers? *In American association of teachers colleges. Ninth yearbook, 1930. p. 40-46. Washington, D. C., National education association, 1930.*

A description of a program for early identification of satisfactory or unsatisfactory teaching timber.

954. AVERILL, LAWRENCE A. and MOEHLER, ALFRED D. Some results of intelligence tests and achievement tests in English given to entering normal school students. *Educational administration and supervision*, 13:20-25, January 1927.

Scores on the Otis advanced intelligence examination, the Cross English test, and the Inglis test of English vocabulary, given to 114 students entering the Worcester, Mass., State normal school, together with the school grades awarded at the close of the first semester's work, form the basis of the discussion.

955. BOOKER, IVAN A. A study of the records of certain students of the University of Chicago who have attained eminence in life. Master's thesis. *Chicago, Illinois, University of Chicago, 1927.*

Study of 1,055 former students, the names of whom appeared in "Who's Who" in 1926-27, showed that there is a definite relation between college marks and eminence. The relation is closer among candidates for higher degrees than for others. College marks are most prophetic of success in the teaching profession.

956. BURFORD, MRS. CHARLOTTE S. Reasons for entering the teaching profession. *Terre Haute, Ind., Indiana state teachers college, 1930.* 40 p. ms.

A compilation of answers from 218 questionnaires to secure reasons students give for entering the profession of teaching.

957. BUSWELL, G. T. A personnel study of students who have received the master's degree from the University of Chicago. *School and society*, 25:730-86, June 18, 1927.

The study was made of 242 graduate students in education during the period 1924-27. Percentile rank on psychological examinations was 10 points higher than median of other graduate students. Median salary received was \$2,600. Correlation between salary in first position after master's degree ($N=168$) plus years of teaching experience and score on psychological examinations was .066; between salary and age, .31.

958. CADE, GEORGE N. and GRAY, WILLIAM S. Objective studies of the achievements of training-school and public-school pupils in the freshman year of the high school. *In National society for the study of education. Eighteenth yearbook, 1919. Part I, The professional preparation of high school teachers. p. 273-91. Bloomington, Ill., Public school publishing company, 1919.* 372 p.

The authors say: "The scores indicate that training schools do slightly better work than public schools. This is particularly true in those phases of school work in which reflective processes are involved." p. 289.

959. COOK, WILLIAM A. The quality of work done by graduates of state normals who enter the university. *Educational administration and supervision*, 12:179-86, March 1926.

From a study of scholarship grades over a ten-year period the author concludes: "In the light of all the evidence at hand, one need not fear any damage to college standards by the admission of normal students with advanced standing commensurate with their residence period." p. 187.

960. COURTIS, STUART A. Identifying and eliminating the unfit in teachers colleges. *Nation's schools*, 4:21-26, September 1929.

In February, 1928, 30 girls, from the high school graduates entering the Detroit teachers college, were given a test to determine their teaching ability. The experiment has been repeated twice, and will be repeated each spring and fall until the girls are graduated. The author presents an elimination program which he has found to be practical.

961. CREAGER, J. O. The professional guidance of students in schools of education in state universities. *Educational administration and supervision*, 13:192-99, March 1927.

Information secured from a questionnaire to 22 institutions to determine to what extent schools of education in state universities are directing the program of studies of their students. The largest single student guidance factor in 22 schools of education is the degree of autonomy granted to these schools in the control of curricula in its own field, with a single rather than a divided system

of guidance. The most satisfactory results are obtained by required registration in the school of education.

962. FRASLER, GEORGE W. and HEILMAN, J. D. Experiments in teachers college administration: III. Intelligence tests. *Educational administration and supervision*, 14:268, ff., April 1928.

Seven ways in which intelligence test scores are useful in administration are enumerated.

963. GUILER, WALTER SCRIBNER. Remedial instruction. *Educational research bulletin (Ohio state university)* 8:265-66, May 29, 1929.

Data are presented to indicate the ability level of candidates for teacher preparation.

964. ——— Remediation of teachers college freshmen. *School and society*, 30:242-44, August 17, 1929.

A remediation plan for weak freshmen has been used for the past three years in the School of Education of Miami University. The program covers the units of learning in English and arithmetic. After remedial instruction in spelling the group as a whole was raised from tenth-grade ability to a level far above that of the average college freshman. The gain in punctuation signifies an improvement from ninth-grade ability to that of the average college sophomore.

965. HOLLIS, E. V. Why they teach. *Educational administration and supervision*, 15:678-84, December 1929.

In attempting "to get more than 400 freshmen in this institution to recognize, classify, and evaluate their reasons for going into teaching" the author lists, in order of frequency of mention, "ought" reasons and "real" reasons.

966. KRIEGER, LAURA B. Prediction of success in professional courses for teachers. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1930. 77 p. (Contributions to education, no. 420)

Studied predictive ability of the general examination given to entrants in Teachers college. Preliminary study showed that the average correlation between test score and academic grades (with tests used between 1912-15) to be approximately .40, and with tests used since 1918, .43 and .48. These results were from approximately 50 colleges and universities.

967. MESSENGER, HELEN R. The probability-table, a possible means for the early elimination of poor students from teachers colleges. *DeKalb, Ill., Northern Illinois state teachers college*, 1930. 84 p. (Northern Illinois state teachers college quarterly, v. 25, no. 3, May 1930)

The author said: "The criterion for judging the success of any predictive measure in school must be teachers' grades . . . the best single measure to predict first quarter college success was found to be that of high school average. A far better and more consistent measure for predictive purposes, however, was a combination of the six entering measures: intelligence quotients, arithmetic test scores, English test scores, reading test scores, history test scores and high school averages." Obtained correlations are reported. The assumption that first semester marks are an adequate criterion is based upon the correlation of .50 between them and later success in the field reported

by Somers. The assumption that mastery of the subject matter taught (in contrast to college marks) in the teachers college correlates highly with later teaching success, is not mentioned.

968. NAPIER, T. H. The causes of student failures in normal schools. *Peabody journal of education*, 2:32-38, July 1924.

In this study, 100 normal school students from accredited high schools and 100 from non-accredited high schools were selected for study. During the first term 68 per cent of the former group and 36 per cent of the latter failed one or more courses. English, history, and mathematics had failures quite out of proportion to that which was expected. The causes of failure in each were studied.

969. PERRY, WINONA M. Measurement and analyses of student achievement in a beginning course in educational psychology. *Education*, 48:12-22, September 1927.

Describes a series of 10 tests constructed as a teaching device and as a means for measuring student achievement. A statement concerning the results secured through their use is made.

970. SCOTT, CHARLES E. "Student government" in teachers colleges. *Journal of education*, 103:699-701, June 24, 1926.

The subject as studied in the State normal school, Dickinson, N. Dak.

971. STEVENSON, DWIGHT H. The correlation between intelligence ratings and school marks in the county normal schools of Ohio. *Educational research bulletin (Ohio state university)*, 1:108-11, September 1922.

The Terman group test was given to students in 49 schools. Of 106 drop outs, 70 per cent had below median intelligence. Correlation between intelligence and school marks was: first semester, $r = .407$; second semester, $r = .418$.

972. TILSON, LOWELL MASON. A study of the predictive value of music talent tests for teacher-training purposes. *Teachers college journal*, 3:101-29, November 1931.

The author concludes that "this study seems to indicate that the Seashore musical talent tests have considerable predictive value as a means of deciding which students should be permitted to enter courses intended for the training of music supervisors." p. 125.

Student Activities

973. BELL, HUGH M. Study habits of teachers college students. *Journal of educational psychology*, 22:538-43, October 1931.

The report of an investigation to analyze the time factor in study, and to relate it to intelligence and scholastic standing. Students in state teachers colleges were used as subjects.

974. BEU, FRANK A. How college freshmen spend their time and its relation to failure in the case of 25 members of the class. *Teachers college journal*, 2:87-89, 94, January 1931.

A form having a list of 11 activities was filled out by 25 students, each student indicating the number of minutes or hours he usually spent in an

activity. The data are presented in relation to test scores and scholarship.

975. FRASIER, GEORGE W. and WRINKLE, W. L. Experiments in teachers college administration; V. An experiment in student participation. *Educational administration and supervision*, 14:499-505, October 1928.

The authors make ten declarations which they maintain; student government at Colorado state teachers college has demonstrated.

976. KUHN, EFFIE G., ch. The assembly in the teachers college. *Trenton, N. J., State teachers college*, March 1931. 22 p. (Trenton studies in education, no. 1)

A study of the practices in conducting the assembly or chapel program in 30 teacher training institutions and 12 liberal arts colleges.

977. STRATTON, GERALDINE. First play day for teachers' colleges in middle west is held at Warrensburg, Mo. *Journal of health and physical education*, 1:10-12, February 1930.

After describing the event the author says, "We are all sincerely hoping that play day will become at least an annual affair." p. 12.

Student Welfare

978. ANDERSON, ROY N. A study of the teachers college students who are regularly employed. *Teachers college record*, 31:773-77, May 1930.

This study was undertaken to determine the number of students attending teachers college who were holding full-time positions while pursuing their academic activities. If the sampling is representative of the student body it can be concluded that practically half of the students are holding regular positions while they are pursuing their professional training. Of these, three-fourths are teachers, or at least engaged in the profession of education.

979. ANDREWS, BENJAMIN R. Student costs in Teachers college, Columbia university, summer session. *School and society*, 25:203, February 12, 1927.

One hundred twenty-two women students gave statements of cost for six weeks at summer session. Median cost including travel is \$293.00.

980. CRAMER, ROSCOE V. A study of the output of teacher-training departments of Missouri high schools. *School and community*, 11:64-66, February 1925.

Gives results and conclusions of a study of 6,215 graduates of high school teacher-training courses with respect to services rendered since graduation. This number of graduates constituted approximately 90 per cent of the total over a 10-year period.

981. MEYER, JACOB G. Small colleges and teacher training. *Bloomington, Ill., Public school publishing company*, 1928. 162 p.

Makes a plea for the further development of teacher training in small colleges. Data on occupational distribution of graduates of such institutions show that 54 per cent have undertaken teaching.

982. REINHARDT, EMMA. Probable future occupations of freshmen in a teachers college. *Elementary school journal*, 30:200-7, November 1929.

Replies to a questionnaire from 400 freshmen in the Eastern Illinois state teachers college show that only one out of four definitely intend to make teaching a life-work, and 60 per cent of the remainder expect to teach five years or less. A list of reasons given by students for deciding to teach and reasons for preferring other occupations than teaching is presented. Two hundred and sixty students named other occupations which they expect to enter after they stop teaching.

Trails (Personal); Socio-Economic Background

983. AVERILL, LAWRENCE A. A mental survey of fifty-nine normal-school students; some correlations and criticisms. *Journal of educational research*, 7:331-37, April 1923.

The following correlations, from 59 cases, were reported: instructor's estimate of student ability versus scores on the Otis test and the Thurstone test, .64 and .36 respectively; average scholarship mark versus the same two test scores, .51 and .35.

984. BEIK, A. K. Foreignness in relation to intelligence, scholarship, and age of students entering a college for teachers. *Albany, N. Y., New York state college for teachers*, 1930.

Records of over 800 students entering the New York state college for teachers, showed that foreignness is not a very significant factor in the upper levels of scholarship represented in the study; it is of doubtful significance in its effect on mental test scores; and it is significantly related to age of entrance to college.

985. BENSON, CHARLES E. The results of the Army alpha test in a teacher-training institution. *Educational administration and supervision*, 7:348-49, September 1921.

Average scores for each of the 4 classes are given. Average freshman and sophomore scores are compared with averages at five other institutions.

986. BLISS, WALTON B. Who shall teach? A summary of the department's program of mental measurement of prospective teachers. *Columbus, Ohio, State of Ohio, department of education*, 1923. 34 p. (Special study series, no. 4)

"It is the purpose of this monograph to definitely set down as a matter of permanent record some of the data resulting from three annual surveys of the mental ability of students in county normal schools in so far as such evidence as to ability is vouchsafed by group test scores. . . . Data secured by other workers are brought together here in order to assemble as much evidence as possible which has any definite bearing, pro and con, upon the conclusions pointed to in a measure by the data secured by the writer." p. 2.

987. CLEMENT, STEPHEN C. Social backgrounds of teachers-college students. *Journal of educational sociology*, 4:34-37, September 1930.

A study which attempts to picture the complex of behavior which constitutes student life in the State teachers college, at Buffalo, N. Y. It in-

volves investigation into historical, ecological, statistical, and personality trend techniques.

988. DOUGHERTY, ELEANOR M. A study of the personnel of normal training classes in 25 high schools. Master's thesis. Minneapolis, Minn., University of Minnesota, 1925.
A study of the social, mental, and scholarship status of high school pupils enrolled in high school normal training courses.
989. FLORY, CHARLES D. Personality rating of prospective teachers. *Educational administration and supervision*, 16:135-43, February 1930.
Ninety-nine students of psychology at Manchester college, Ind., and 35 students in the introduction to education class at Park college were the subjects of this experiment. Findings: Students tend to agree fairly well on the traits which are necessary for successful teachers. There is a positive and significant relationship between the personality scores (as determined by self-rating) and the average rating of both two and five intimate friends.
990. GEYER, DENTON L. The intelligence of prospective teachers. Chicago, Ill., Chicago normal college, Bureau of experimental education, 1927.
Comparative scores of teachers in training as a group and by courses elected; reliability and validity of five intelligence tests. About 2,000 cases.
991. HOLLIS, E. V. A personnel study of teachers-college students. *Journal of educational sociology*, 3:203-208, December 1929.
A study of certain economic and social backgrounds of the 1927-1928 and 1928-1929 student body of the State teachers college at Morehead, Ky. The composite student of this study is a girl between 18 and 19 years of age, single, a member of some evangelical church, one who has never been more than 300 miles from home, and expects to teach in a rural school for a period of two or three years.
992. KIRKPATRICK, E. A. Intelligence tests in Massachusetts normal schools. *School and society*, 15:55-60, January 14, 1922.
Intelligence tests were given in all the normal schools of Massachusetts. "The average score for [all] Massachusetts normal school students is higher than for Massachusetts high school students and for freshmen in ten normal schools in other states, but less than that for college freshmen." (p. 56)
993. McCLELLAN, KATHERINE. A survey of nationalities and some phases of social and economic background of entrants to a teacher-training institution. Master's thesis. Albany, N. Y., New York state college for teachers, 1930.
Findings: Students come from homes of small families, a considerable number of foreign-born extraction, majority not "urban," many had relatives in teaching, majority came directly from high school to college.
994. McCROBY, JOHN R. A comparative study of two groups of teachers college students. *Educational administration and supervision*, 14:469-75, October 1928.
"These data seem to warrant the validity of the contention that on the whole the certificate students of the St. Cloud state teachers college are not quite as capable as the diploma students, considered from the point of view of intellectual ability." p. 473.
995. MCGUFFEY, VERNE. Some elements in the cultural background of students in one of the New York city training schools for teachers. *Educational administration and supervision*, 14:279-82, April 1928.
"Due to the fact that most of the students preparing for work in the elementary schools of New York City are of foreign parentage and come from homes in which English is not the mother tongue, it seems there is a real danger that the culture of the city will become something essentially different from that of most of the other parts of the United States." p. 282.
996. MADSEN, I. N. Intelligence of normal-school students and its relation to learning and teaching. *Educational administration and supervision*, 10:445-56, October 1924.
This article contains: (1) A report of a study of the mental ability of the normal students of the Idaho normal school, (2) of the relation between intelligence and educational achievement in normal school, and (3) previous school marks.
997. MARTENS, ELISE H. Student teachers and Thurstone psychological examination. *School and society*, 27:638-40, May 26, 1928.
A report of the scores made by 206 student teachers at the University of California as compared to 5,077 college freshmen on the Thurstone psychological test. Student teachers had finished 4 years of college. The percentile rank of median composite score of 206 student teachers on the freshman norms was 76.
998. McOFFETT, M'LEDGE. Social background and activities of teachers-college students. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1929. 133 p. (Contributions to education, no. 375)
An interpretation of the social background of teachers-college students; their personal and extracurricular activities; the inter-relation of certain desirable professional characteristics and student activities.
999. MOSHER, R. M. Intelligence and achievement of normal-school students. *Journal of applied psychology*, 12:335-42, June 1928.
The importance of determining the intelligence of prospective teachers. Success not entirely dependent upon intelligence, but upon a series of attributes not yet wholly known.
1000. PETERSON, H. A., and KUDERNA, J. G. Army alpha in the normal schools. *School and society*, 13:476-80, April 16, 1921.
"The central tendencies for college women are from 6 to 8 points, or from 5 to 7 per cent higher than those for normal-school women." p. 477.
1001. RETZLAFF, ALICE. The graduate students. *School of education record of the University of North Dakota*, 15:43-48, November 1929.

An analysis of the graduate students enrolled during the summer session of 1929 at the University of North Dakota, showing the social composition, collegiate training, and major and minor fields of interests.

1002. REYNOLDS, O. EDGAR. The social and economic status of college students. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1927.* 57 p. (Contributions to education, no. 272)

The author reported that "the most significant contrast between students in teacher-training institutions and students in liberal arts colleges is in connection with the parental occupations of the two groups."

1003. SIMS, VERNER MARTIN. A comparison of normal school students with certain other groups. *School and society, 30:68-70, July 12, 1929.*

A group of 67 women enrolled in the two-year normal course at the Louisiana polytechnic institute in the fall of 1927 were compared with 91 women enrolled in the different four-year college courses planned for prospective high-school teachers. Conclusions: The normal students are inferior to the college students studied in intelligence, in vocabulary, in socio-economic status, and in English ability. They have parents with less education, graduate from smaller high schools, and make lower grades in both high school and college than college students within the same institution.

1004. STOCKDALE, W. T. The background of the future teacher. *North Central association quarterly, 3:354-58, December 1928.*

There are 16 points in the summary. This is followed by a description of "the typical young lady entering college to prepare for teaching" and of "the typical young man entering college to prepare for teaching."

1005. TYLER, HENRY T. The bearing of certain personality factors other than intelligence on academic success. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931.* 89 p. (Contributions to education, no. 468)

Teachers college students who were candidates for degrees, or who had completed eight or more points of academic work during the semester were rated on the Bogi scales, a test of personality. One thousand three hundred and sixty-four completed scales were available for the study. The investigation shows a new test technique by means of which aspects of personality almost wholly unrelated to intelligence but playing a part in academic and other types of success may be measured with a high degree of reliability.

1006. VITELES, M. S. The influence of age of pubescence upon the physical and mental status of normal-school students. *Journal of educational psychology, 20:360-68, May 1929.*

This investigation represents an attempt to establish in a preliminary way the extent to which early maturity confers a benefit in the way of superior mental status, height, weight, and other characteristics, extending into adult life. No significant relationship, in the case of 236 post-pubescence girls in the first year of the normal school, was found.

1007. WHITNEY, FREDERICK L. (Director, Department of educational re-

search.) The social and economic background of state teachers college students. *Greeley, Colo., Colorado state teachers college, 1925.* 69 p. (Colorado state teachers college bulletin, series 25, no. 6. Research bulletin no. 11, September 1925)

Nearly 2,000 college students willingly furnished confidential information for the core of the study. Facts about many thousands in a half dozen states comprised the comparative data used.

1008. ———. The social and economic background of teachers college and university students. *Education, 47:449-56, April 1927.*

Among other things, the author finds that the largest group of teachers college students comes from homes in cities of 2,500 to 25,000 population, and the largest group of university students have homes in the country. The fathers of approximately half the teachers college students are either farmers or skilled workers, and the fathers of approximately half the university students are either business men or farmers.

PERSONNEL: PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS

General Status—National and Regional

1009. ANDERSON, EARL W. Combinations of subjects. *Educational research bulletin (Ohio state university), 8:234-38, May 29, 1929.*

A table shows the most frequent subject combinations taught by inexperienced high school teachers for two successive years (1927-1928, and 1928-1929).

1010. ———. A. Teacher personnel. *Review of educational research, 1:1-15, April 1931. Washington, D. C., American educational research association, National education association.*

This review gives a summary of references up to November 1930. "The organization of topics in this issue follows, in general, the chronological order. First, the need for teachers and the recruitment of teachers are dealt with. Next comes the preparation of teachers and their selection and placement. Then matters relating to the teacher in service, such as salary, teaching load, rating of teachers, professional ethics, the teacher's health, legal status and tenure, and professional organizations. The final topic deals with provisions for pension and retirement."

1011. BUCHNER, EDWARD FRANKLIN. The professional preparation of secondary teachers in the fifteen southern states. *In National education association. Journal of proceedings and addresses. p. 618-28. Chicago, Ill., The University of Chicago press, 1907.*

"This report attempts to sketch the conditions relating to the preparation of secondary teachers prevailing in the southern states of the United States." It is a questionnaire study. One of the three means the author suggests for equipping teachers more effectively for the high school is: "City systems could require that college graduates aspiring to high-school positions should become elementary teachers for a time at least. This would make the schools responsible for 'professionalizing' their own teachers." p. 627.

1012. BUCKINGHAM, B. R., *ch.* The relation of general to professional education of teachers. In Department of superintendence. Ninth yearbook, 1931, p. 253-75. Washington, D. C., National education association, 1931.

A report of the committee on the economic status of the teacher. Discusses the problems of supply and demand, functions of teacher education, and the principles underlying the solution of problems related to the general and professional education of teachers.

1013. COFFMAN, LOTUS D. Social composition of the teaching population. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1911. 87 p. (Contributions to education, no. 41)

Studied 4,215 teachers, not quite 1/4 of whom were men. He describes the median female teacher as 34 years old, entered teaching at 19, with 4 years training beyond elementary school. First position was in a rural school where she remained 2 years. No additional training (only experience) was required for teaching in town. In a city she needed at least one additional year. The median male teacher was 29 years old, began teaching at age of 20 with 3 or 4 years of training beyond elementary school. Has had 7 years experience (out of the 6). First experience was in rural schools, remained 2 years. Four years training beyond elementary school required to teach in town while 6 was required by cities.

1014. DAVIS, CALVIN O. The training and experience of the teachers in the high schools accredited by the North central association. *School review*, 30:335-54, May 1922.

This report shows that in 1922 out of approximately 14,000 teachers in the high schools accredited by the North Central association, 57.2 per cent were teaching entirely the work for which they were prepared; 37.8 per cent were teaching such subjects only in part; and 3 per cent were teaching subjects for which they had made no specific preparation.

1015. DEXTER, EDWIN G. The present status and personnel of the secondary teaching force in the United States. In National society for the study of education. Fourth yearbook, 1905. Part I, p. 49-62. Chicago, Ill., The University of Chicago press, 1905. 117 p.

Two per cent had finished four years of high school only. Twelve per cent continued through two years of normal school. Sixty per cent completed four years of college. Thirteen per cent completed one or more years of graduate work.

1016. FITZPATRICK, EDWARD A. and HUTSON, PERCIVAL W. The scholarship of teachers in secondary schools. New York, N. Y., The Macmillan company, 1927. 2 v.

Part I is an examination and an organization of existing data from which conclusions are drawn. Part II is a study of the training of teachers in high schools of ten teachers or fewer in Pennsylvania and California. This study supplements two earlier studies of high school teachers in Minnesota and in Washington.

1017. FOCHT, HAROLD W. Efficiency and preparation of rural school

teachers. Washington, U. S. Government printing office, 1915. 54 p. (Bureau of education. Bulletin, 1914, no. 49. Whole no. 623)

This study, based on 53 typical counties in different parts of the United States, purposed to ascertain the preparation of teachers now in the rural schools of the country.

1018. KNAPP, FLORENCE R., *ch.* Report of secondary teacher training committee. *New York state education*, 19:178-81, November 1931.

Majority are teaching both their major or minor subjects. Over one-third answering questionnaire had no practice teaching.

1019. KOOS, LEONARD V. Some aspects of the job-analysis of high-school teaching. *Journal of educational research*, 10:228-35, October 1924.

Deals with number of subjects taught by each teacher, combination of subjects taught, and teacher preparation, followed by certain definite recommendations. Refers to study by Clifford Woody and himself (Koos) published in 18th yearbook of National society for the study of education. Among 294 2-subject combinations, 57 appear only once; among 178 3-subject combinations, 120 appear only once, mentions that Dean Haggerty made a study supporting above evidence.

1020. LIGON, M. E. Training and teaching combinations of teachers in accredited secondary schools of the south. *School life*, 15:44-45, November 1929.

This study was made under the auspices of the Association of colleges and secondary schools of the southern states. Questionnaires were sent to the 12,912 teachers in the 833 schools in the association. Replies were received from 11,472 teachers in 838 schools. Three tables are presented showing the combinations of subjects taught and the per cent of teachers teaching each of several major-minor combinations.

1021. MORRIS, LYLE L. The single salary schedule. An analysis and an evaluation. New York, N. Y., Teachers college, Columbia university, 1930. 79 p. (Contributions to education, no. 413)

When two groups of cities were compared in respect to the training of the teachers, it was found that the elementary teachers of the single salary cities were better trained than were those of the regular salary cities.

1022. REUDIGER, I. I. Need for better teacher preparation. In Department of classroom teachers. Third yearbook, 1928. p. 35-39. Washington, D. C., National education association, June 1928.

A summary of classroom teachers (with special reference to their education, training, salary, social, and professional status) depicting: (1) The inadequately prepared teacher, (2) the average teacher, (3) teacher with status, training, and teaching conditions as should be. Recommends a department of education with a secretary in president's cabinet; thinks many inequalities could be bettered in school system.

1023. ROBERTS, C. R. and DAVIS, ROBERT A. Reading interests of

teachers. *Educational administration and supervision*, 15:102-16, February 1929.

A questionnaire study of the amount and kind of reading that 246 elementary and secondary teachers enrolled in University of Colorado summer session said they did.

1024. SHANNON, J. R. Academic training of city and town superintendents. *School executives magazine*, 50:214-16, January 1931.

A study showing the academic training of superintendents of city and town schools in the United States.

1025. — Professional advancement of city and town superintendents. *School executives magazine*, 50:271-72, February 1931.

A study of the professional advancement of superintendents holding the bachelor's and master's degrees.

1026. SHARP, LAWRENCE A. Present status of rural teachers in the south. *Nashville, Tenn., George Peabody college for teachers*, 1922. 83 p. (Contributions to education, no. 2)

Questionnaires to 3,226 teachers in 16 Southern states. Median teaching life was: 4 years in one and two-room schools, 5 years in larger schools, with 2 consecutive years in one position.

1027. STRAYER, SAMUEL B. The status of teachers in junior high schools. *School review*, 29:379-87, May 1921.

Salaries and the degree of specialization and training found among junior high school teachers revealed by statistical charts.

*1028. THOMAS, EARL DAVIS. The influence of departmental specialization of the attitudes of teachers. Master's thesis. *Chicago, Ill., University of Chicago*, 1930. 120 p.

A study of the views of high-school teachers on seventeen administrative and supervisory problems in education; the influence of departmentalization, teaching experience, and professional training on these views; and their correlation with the views of authorities in the field. Findings: There are significant deviations in the attitudes of the teachers on problems of the curriculum due to departmentalization and the professional training of the teachers. Generally, in the other problems, the deviations in attitudes are of little significance. The attitudes expressed, in general reflect mature professional judgment.

General Status—State and Local

1029. ANDERSON, C. J. Status of teachers in Wisconsin. *Madison, Wis., Department of public instruction*, 1922. 156 p.

More than half the Wisconsin high school teachers began teaching before the age of 21; 67 per cent have taught in the present school three years or less; 32 per cent were inexperienced; and 43 per cent teach two or more subjects.

1030. BOWEN, A. O. The qualifications of the teachers of New Mexico.

* Deposited with the library of the U. S. Office of Education and available as an interlibrary loan.

School and society, 30:818-24, December 14, 1930.

Data were obtained from teachers in New Mexico showing age, length of service, number of grades taught, tenure, preparation, kind of certificate held, and professional growth. Findings: There is a great diversity in the types of schools in New Mexico and a corresponding inequality in opportunity for the children of the State.

1031. BREITWIESER, THOMAS J. Occupational stability of the graduates of Pennsylvania state teachers colleges, 1910-1930. *Bloomington, Ind., Indiana university*, 1931. 202 p.

From a questionnaire study of the graduates of Pennsylvania normal schools and teachers colleges, found among other things that: (1) Graduates of teachers colleges do not remain in the profession for which they were trained as well as the graduates of other professional schools, such as law, medicine, ministry, pharmacy, and others; (2) forty per cent of the male graduates who are not teaching say that "small salary" is the reason, and marriage was given as the reason by 84% of the female graduates; (3) the length of the preparatory course does not determine the length of teaching service rendered by non-teaching graduates.

1032. COLE, ROBERT D. The high school teaching population of North Dakota. *University, N. Dak., University of North Dakota*, October 1929. (School of education bulletin no. 5)

This is a questionnaire study in which 641 teachers replied. Teachers were grouped according to size of school.

1033. COWART, R. W. Preparation of white teachers in the public schools of Alabama. *Alabama school journal*, 43:11-13, January 1926.

Thirteen per cent were college graduates; eighteen per cent were normal graduates; forty-eight per cent were high school graduates; and twenty-one per cent had less than high school preparation.

1034. COXE, WARREN W. and SOPER, WAYNE W. A study of the high school teacher in New York state. *Albany, N. Y., The University of the state of New York press*, 1931. 42 p. (University of the state of New York bulletin no. 964, January 15, 1931)

This study "is part of the larger investigation of teacher training and embraces particularly those data pertaining to general, professional and special training, kinds of certificates, salaries, subjects taught, teaching experience and other factual material." p. 7. and 8.

1035. DEVRICKS, Robert K. Follow-up study of class of 1928 of Indiana state teachers college. *Teachers college journal*, 1:17-20, September 1929.

This study shows the percentage who were teaching their subject-major, the combinations which they were teaching, and other important aspects of this problem.

1036. DOUGLASS, AUBREY A. The market for prospective high school teachers. *School and society*, 13:602-6 May 21, 1921.

Among the conclusions are: "The inexperienced teacher goes into the small high school, where the chances are two to one that he will be required to

teach in two or more fields; . . . with three exceptions, standard combinations do not exist in Washington high schools." p. 608. This study uses documentary evidence.

1037. FISH, LOUIS J. Professional equipment of Boston teachers. *Boston, Mass., Superintendent of schools*, 1927. 15 p.

Professional and academic training and courses taken by Boston public school teachers.

1038. HAWES, EDITH MAE. The academic and professional improvement of teachers in Wyoming. Master's thesis. *Boulder, Colo., University of Colorado*, 1930.

The purpose of this study has been to ascertain the sources of teacher training in Wyoming; the status of teacher training for 1929-30 in college term hours; and improvements made in certification of rural and elementary grades. Data were obtained from personal surveys in two counties, state teacher certification records, annual reports of county superintendents, and questionnaires sent to all county superintendents (of whom one-third replied).

1039. HEFFERNAN, HELEN. Division of rural education. In California state department of education. *Biennial report, Part I, 1928*. p. 51-91. *Sacramento, Calif., California state printing office*, 1929.

The following research studies are briefly summarized: (a) Siggins, Margaret E. The status of the teacher of one-room rural schools in California. p. 60-67; (b) Eyman, Ralph L. Differentiation in the function and training of rural and urban elementary school teachers. p. 67-79; (c) Canfield, James W. The daily program in one-teacher schools in California. p. 79; (d) Hurd, Florence L. The status of the rural supervisor in California. p. 80-83. Some of these studies present data gathered from several states and are of more than local significance.

1040. HEIGES, J. S. How many and what subjects should a high school teacher in Pennsylvania be prepared to teach? *School review*, 38:286-99, April 1930.

Materials taken from state department of public instruction in Pennsylvania and include materials from 867 high schools outside Philadelphia and Pittsburgh, employing total of 8,197 teachers. The study gives the number of fields taught and most frequent combinations.

1041. HUFFAKER, C. L. and KNEELAND, KATHERINE P. The elementary school teacher of Oregon. *Eugene, Oreg., University of Oregon*, 1929. p. 21-40. (University of Oregon publications, Education series, vol. 2, no. 2)

Data are given concerning the salary, training, experience, and turnover of teachers in the elementary schools of Oregon.

1042. KEMP, WALLACE R. What do teachers' personnel records indicate? Master's thesis. *Ann Arbor, Mich., University of Michigan*, 1930. 94 p.

An analysis of teaching personnel in Hamtramck, Mich., public schools. Findings: The median age of teachers is 31.6 years; 84 per cent received training in institutions of higher learning outside of the State; 36 per cent were new to the system and had had no previous experience. The teachers have had an average of 16 years of formal

education, six years more than their parents. Major reasons given by teachers for choosing teaching as a vocation are enjoyment, livelihood, interest, prestige, growth, training and long vacations.

1043. KIRBY, THOMAS J. Subject combinations in high-school teachers' programs. *School review*, 34:494-505, September 1926.

"The exact teaching programs of 1,478 teachers in Iowa high schools were secured, distributed in such a way as to represent proportionately the high schools of various sizes in the State." Data from the programs of 1,190 teachers are presented. (See: Thomas J. Kirby. Subject combinations in high schools teachers' programs. University of Iowa extension bulletin no. 136, College of education series no. 14. Iowa City, Iowa, University of Iowa, 1925. 48 p.)

1044. KRATT, EDWIN L. Salaries, teaching load and personal data of California rural high school teachers. Master's thesis. *Stanford University Calif., Stanford university*, 1929. 150 p. ms.

The study includes the following: a comparison of the size (number of pupils and number of teachers) of California rural high schools with those of neighboring states; salaries of rural high school teachers; salaries of married and single teachers; teaching load; professional and non-professional reading; number belonging to professional and non-professional organizations; number attending institutions and conventions; and the amount of time spent by teachers in supervision of extra-curricular activities.

1045. McALLISTER, JANE E. The training of negro teachers in Louisiana. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1929. 95 p. (Contributions to education, no. 364)

This book gives a general picture of the level of negro teacher training and improvements made within recent years. The teaching situation, economic condition of the state, social and economic status of the negro, and biological and historical facts are studied as important conditions influencing the teacher-training program in Louisiana. Demand, supply, and certification requirements of Louisiana teachers are studied in detail. Specific teacher-training agencies are evaluated by the standards adopted by the Ohio state board.

1046. MACDONALD, MARION E. The significance of various kinds of preparation for the city elementary school principalship in Pennsylvania, with implications for a program for preparing for the elementary school principalship. *New York, N. Y., Teachers college, Columbia university*, 1930. 104 p. (Contributions to education, no. 416)

Findings: The median elementary school principal is a graduate of a two-year normal school and is normal certificated; 39 per cent of the principals hold degrees and 34 per cent are working for a degree. Of 463 principals only one per cent have ever taken a leave of absence or resigned for purpose of study.

1047. MYERS, CHARLES EVERETT. Normal school graduates in one-teacher schools. *Harrisburg, Pa., Pennsylvania state educational association*, 1927. (Bulletin no. 2)

Twenty-three per cent of the one-teacher schools of Pennsylvania were found to be taught by normal school graduates.

1048. NELSON, M. G. Subject combinations in the programs of teachers in small secondary schools in New York state. *School review*, 37:426-32, June 1929.

Judging from 210 schools, about $\frac{1}{4}$ of the teaching principals teach 3 or more subjects, and in general the smaller the school the larger the number of subjects taught by the principal. However, only 17 out of 100 teachers in these secondary schools are asked to teach 3 or more subjects.

1049. NOBLE, M. C. S. Jr. Teacher training in North Carolina. In State educational commission on the public school system of North Carolina. Consolidated report, 1928. Part II. p. 153-255. *Raleigh, N. C., Edwards and Broughton co.*, 1928. 657 p.

This section of the report contains the following chapters: I. The number of public school teachers in North Carolina, II. The quality of the professional preparation of the teachers in North Carolina public schools, III. The supply and demand for public school teachers in North Carolina.

1050. NOBLE, STUART G. and ROY, V. L. The personnel, preparation and programs of the high school teaching staff of Louisiana. *Baton Rouge, La., T. H. Harris, State department of education*, December 1926. 57 p. (Department of education publications, v. 2, no. 2. Educational pamphlets, no. 14)

Number of teachers in Louisiana high schools, grouped according to size and the place and extent of their training. Shows the extent to which teachers are teaching the particular subject for which they are trained, and the range, type and number of combinations taught.

1051. SHILDER, SAMUEL E. Qualifications, salary, and tenure of the teachers in the commissioned high schools of Indiana. *School review*, 21:446-60, September 1913.

Amount of professional training possessed by Indiana secondary teachers was determined by means of a questionnaire, supplemented by reports to the North central association.

1052. WOODY, CLIFFORD. Number and combination of subjects taught in the 1924-25 school year in the North central high schools of Michigan. *Educational administration and supervision*, 12:529-48, November 1926.

Only 58 per cent of the teachers of the different subjects or related activities were devoting their energies to a single subject or activity. The percentage of teachers of one subject increased with experience up to five years and as size of city increased.

1053. YEEND, ELIZABETH WIDDECOMBE. A study of the graduate placement and training of four undergraduate women's physical education departments in New York state. *New York, N. Y., New York university*, 1931. 48 p.

This study aimed to collect and analyze material relating to positions, salaries, executive and instructional duties, training, entrance requirements, and expenses of graduates of four undergraduate women's major physical education departments in New York state during a four-year period.

Certification and Examination of Teachers

1054. BRIGGS, THOMAS H. The junior high school. *Boston, Mass., Houghton Mifflin co.*, 1920. 350 p.

Cites the requirements of teachers' professionalization in California, Minnesota, and Ohio in 1916. p. 210-220.

1055. BUEBIS, BENJAMIN J. Certification and teacher-training as a state program. In American association of teachers colleges. Yearbook, 1927. p. 129-136. *Washington, D. C., American association of teachers colleges, National education association*, 1927.

"The need is for a state program that will outline, within certain limits, the curricula which may be offered in a high school, and a course in training adequate to meet the needs of the respective teachers who will be needed." p. 132.

1056. CARPENTER, W. W. Certification requirements of teachers of secondary school science in certain southern and border states. *School science and mathematics*. 27:929-36, December 1927.

The author considers the different agencies that concern themselves with the certification of teachers including the requirements of selected state teachers colleges of the Southern and Border states, the state universities in these same states, the certification requirements in these same states, and the requirements of the Southern association of schools and colleges.

1057. CAVINS, LORIMER V. An experiment with standardized tests in a state teachers' examination. *Journal of educational research*, 14:206-12, October 1926.

"The chief contribution of the experiment was the proof of the practicability of using standard tests in teachers' examinations. Tests permit an objective rating of teachers, which in turn, will permit widespread comparisons. They introduce teachers in a concrete way to educational tests and measurements and also permit a ready method of analyzing and diagnosing an individual's specific and general weaknesses in various subjects."

1058. COOK, KATHERINE M. State laws and regulations governing teachers' certificates. *Washington, U. S. Government printing office*, 1928. (Bureau of education. Bulletin, 1927, no. 19) 296 p.

This is a study of progress made in the 48 states, between 1921 and 1926, in improving state laws and regulations governing the certification of teachers.

1059. FAST, H. E. A plan for certification of teachers in Ohio. Master's thesis. *Columbus, Ohio, Ohio state university*, 1930. 50 p. ms.

This is a study of certification procedure in the United States. Questionnaires were sent to all

state departments of education and to 400 scattered county superintendents. A definite trend toward state control of certification and greater specialization of certification was found.

1060. FENTON, NORMAN. Bars to the teaching certificate. *Journal of juvenile research*, 13: 141-45, April 1929.

The author reports that physical handicaps are perhaps the outstanding bars to admittance. This is a questionnaire study of 83 teacher-training institutions.

1061. KINDER, J. S. Requirements for secondary-school teaching certificates in the case of persons without teaching experience. *School review*, 38: 110-14, February 1930.

By means of a questionnaire and follow-up letters, the author collected and presented in tabular form the requirements for each of the 48 states. These have been checked for accuracy by the state superintendents. Of the 48 states, 26 have specified the number of semester hours required for subject certification.

1062. LEAKE, JAMES DONALD. The certification of high school teachers in the United States. Master's thesis. Boulder, Colo., *University of Colorado*, 1930.

This study of certification requirements for high school teachers in the United States has for its purpose the following: to study the various agencies of certifying authority, showing the tendency of centralization within the state department of education; to tabulate the requirements made by the states for high school certificates; to evaluate the present tendencies and make suggestions for a more uniform method of certification for teachers by establishing uniform standards.

1063. LONGSHORE, W. T., *ch.* State certification of elementary school principals. In Department of the elementary school principals, National education association. The seventh yearbook, April 1928. The elementary school principalship. p. 563-65. Washington, D. C., *The Department*, 1928. (Bulletin of the department of elementary school principals, vol. 7, no. 3)

Lists states reporting no special certification requirements for the elementary school principalship. Presents a tabulation of special certificates issued by 11 states. In 37 states no special certificate is needed in order to be an elementary school principal. In 11 states such a special certificate is required. Each of the 11 is described.

1064. OVERSTREET, JOHN WILLIAM. Certification of Mississippi high school teachers. Master's thesis. Nashville, Tenn., *George Peabody college for teachers*, 1930. 79 p. ms.

This study gives a history of certification in Mississippi, a survey of the present situation, and a comparison of Mississippi with a group of selected states. Findings: Mississippi has made steady progress in her certification requirements, but is not quite up to the standards of the more progressive states. She should revise her certification laws, and centralize issuing agencies.

1065. SNEDDEN, DAVID. The certification of high school teachers. *Education*, 31: 335-38, January 1911.

There exists little uniformity of standards for the training of secondary teachers. Most small

high schools employ a college graduate, well enough prepared academically, but poorly professionalized.

1066. STOUTEMEYER, J. HOWARD. Facts and fallacies in the certification of secondary school teachers. *Educational administration and supervision*, 15: 38-46, January 1929.

A digest of several bulletins and reports on certification laws and practices. There is a marked lack of uniformity of any kind in the requirements for certificates.

1067. TEWESSBURY, MARY ADELIN. Certification of public-school teachers in the United States. Master's thesis. Seattle, Wash., *University of Washington*, 1930. 105 p. ms.

The purpose of this study was to investigate the present tendencies in certification of elementary, junior, and senior high-school teachers.

1068. WALTERS, R. G. Commercial teacher-training requirements. Columbus, Ohio, *Ohio state university*, 1927. (Bulletin no. 32)

A questionnaire survey of 45 states and District of Columbia. Thirty-six states had accredited commercial teacher-training institutions. Public training institutions seem to be displacing private. Majority of states require two to four years beyond high school. Seventeen states and District of Columbia do not certificate to teach entire range of commercial subjects. Subjects specified on face of certificate.

Codes of Ethics

1069. DIENER, HARRY C. Study of behavior of high school teachers. Master's thesis. Ithaca, N. Y., *Cornell university*, 1930. 67 p. ms.

This study is based on questionnaires sent to superintendents of cities of 5,000 to 10,000 population. Two hundred and one returns were received concerning 4,485 teachers. Findings: A behavior code seems essential, especially for inexperienced teachers.

1070. LANDIS, BENSON Y. Professional codes. New York, N. Y., *Teachers college, Columbia university*, 1927. 108 p. (Contributions to education, no. 267)

A sociological analysis of code-making and code-enforcement in twelve professional but non-teaching organizations.

1071. MARTIN, T. D. Ethics in the teaching profession. *Research bulletin of the National education association*, 9: 1-90, January 1931.

An analysis of the codes of ethics for teachers in comparison with those of other professions. A description of present practice with respect to instruction in professional ethics and recommendations for procedures in normal schools and teachers colleges.

1072. REEDER, WARD G. A code of ethics. *Educational research bulletin (Ohio state university)*, 10: 12-19, January 7, 1931.

Lists the 93 unethical practices (with frequency value) which were mentioned at least 10 times by 1,500 respondents who had been asked to, "Please list here in the order of their seriousness and frequency the six most unethical practices which you have observed that teachers, principals,

supervisors, and superintendents most frequently engage in and of which you think that a code of ethics should take cognizance."

Difficulties and Methods of Teaching

1073. BARR, A. S. Characteristic differences of good and poor teachers. *Bloomington, Ill., Public school publishing company, 1929.*

An inquiry into the characteristic differences in the teaching performance of 47 good and 47 poor teachers of the social studies in the junior and senior high school. The question of causes of failure and success in teaching is looked into. Finally an effort was made to test the assumption that there are significant qualitative and quantitative differences between the teaching performance of good and poor teachers.

1074. CLEMENS, PAUL B. and NEUBAUER, PAUL F. A supervision project in multiplication. *Journal of educational research, 18:387-96, December 1928.*

The use of special drills on the different types of multiplication situations for a period of two weeks reduced the percentage of errors from 7.6 to 0.8, and at the end of three months the percentage of errors was only 1.4.

1075. COLE, E. L. and others. Teaching rated by teachers. A study of teachers' ratings of elementary school subjects. *Sierra educational news, 23:93-94, February 1927.*

A survey made in Shasta and Tehama counties in second semester 1925-26 to secure information that would assist in reorganizing the teacher-training course.

- *1076. DIEFENDORF, JOHN WILLIAM. Vocational and trait analysis of high school teaching. Doctor's thesis. *Columbia, Mo., University of Missouri, 1926. 46 p.*

A study of teacher traits, and a study of teacher activities. List of traits evaluated by employers and others. Suggestions given for teacher-training curricula.

1077. FREEMAN, FRANK N. Principles of method in teaching writing as derived from scientific investigation. *In National society for the study of education. Eighteenth yearbook, 1919. part 2. p. 11-25. Bloomington, Ill., Public school publishing co., 1919.*

A series of rules for the teaching of writing is given. Whether the evidence is indirect, statistical, experimental, or observational is indicated for each rule. Citations from a bibliography of 22 references are also made for each rule.

1078. GRAY, WILLIAM S. Principles of method in teaching reading as derived from scientific investigation. *In National society for the study of education. Eighteenth yearbook, 1919, part 2. p. 26-51. Bloomington, Ill., Public school publishing co., 1919.*

The author cites and discusses, among other things, investigations relating to factors influencing the rate of silent reading and methods of teaching for the improvement of rate and compre-

hension of reading. A bibliography of 25 references is appended.

1079. HAMMONDS, CARSIIE. The distribution of time of teachers of vocational agriculture in Kentucky . . . *Lexington, Ky., University of Kentucky, March 1931. 113 p. (Bulletin of the bureau of school service, v. 3, no. 3)*

"From the teacher-training standpoint it seems that there are two roads open: (1) Accept the findings as to what teachers did as being what they should continue to do, and see that teachers have the best training possible for these activities; (2) Help bring about desirable changes in what teachers do, and see that teachers are trained for the job as they will meet it." p. 99.

1080. HORN, ERNEST. Principles of method in teaching spelling as derived from scientific investigation. *In National society for the study of education. Eighteenth yearbook, 1919, part 2. p. 52-77. Bloomington, Ill., Public school publishing co., 1919.*

After presenting the existing experimental evidence which throws light on economy in learning to spell, the author says, "In the opinion of the writer there are five factors of major importance on which the evidence is clear." They are presented as rules in the method of teaching. A bibliography of 133 references is appended.

1081. KITSON, H. D. Teaching as a profession. *Bloomington, Ind., Indiana university bookstore, 1924. (Indianapolis vocational information series, no. 5)*

Data on the character of teaching activities as a basis of educational guidance. Desirable high-school teaching combinations. Salaries.

1082. MCGUFFEY, VERNE. Differences in the activities of teachers in rural one-teacher schools and of grade teachers in cities. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1929. 65 p. (Contributions to education, no. 346)*

A check list was constructed and 112 activities (seemingly inclusive of most of the teaching activities in rural one-teacher schools, according to the "consensus of opinion" of "experts in rural education and in teacher training") were retained. Secured returns, in which each item performed was checked, from 550 teachers of one-teacher schools in 24 states and 200 grade teachers in towns and cities of 8 states. Concluded that there was a significant difference on every item except two, on the basis of the standard error of a difference in per cent.

1083. MONROE, WALTER SCOTT. Principles of method in teaching arithmetic as derived from scientific investigation. *In National society for the study of education. Eighteenth yearbook, 1919. part 2. p. 78-95. Bloomington, Ill., Public school publishing co., 1919.*

The author states a number of principles, or rules, for teaching arithmetic and says, "some of them are indicated by the experimental evidence that is now available; others are deduced from general psychological or educational principles." A bibliography of 30 references is appended.

1084. MOSSMAN, Mrs. LOIS COFFEE. Changing conceptions relative to the

*Deposited with the library of the U. S. Office of Education and available as an interlibrary loan.

planning of lessons. *New York, N. Y., Teachers college, Columbia university, 1924.* 72 p. (Contributions to education, no. 147)

A dissertation which gives the historical development of lesson planning, present attitudes and practices, and suggestions relative to continuous preparation for daily work.

1085. PILLSBURY, W. H., Ch. Report of committee on elementary teacher training. *New York state education, 19*:174-78, November 1931.

A report of progress on an investigation of the difficulties of beginning teachers, as conducted by a committee on elementary teacher training in New York state. A questionnaire was sent to all graduates of teacher-training institutions, and to supervisors of such graduates for 1930. The same procedure was followed in 1931, and also a personal rating of such supervisors by selected field representatives of the committee.

1086. THREADGOULD, FRANCIS A. A survey of rural schools in Michigan. *American schoolmaster, 15*:228-30, June 1922.

Questionnaire replies from 42 representative teachers of one-room rural schools in Michigan, show the ordinary duties of the teacher to be: (1) Teaches seven grades; (2) hears thirty recitations per day; (3) has enrollment of twenty-one pupils.

1087. WAPLES, DOUGLAS. Initial difficulties in high-school teaching. *Chicago, Ill., School of education, University of Chicago, 1925.*

An analysis of difficulties reported by beginning teachers during their first four months in the classroom. A basic study of objectives in training secondary teachers.

Pensions and Retirement

1088. CARLSON, PHILIP E., ch. A statement and an explanation of the fundamental principles of a teachers' retirement system. *Research bulletin of the National education association, 2*:69-83, May 1924.

A list of fundamental principles of teachers' retirement systems. A selected list of references is appended. Other material pertaining to teacher-retirement follows this report of the Committee of one hundred.

1089. CARR, WILLIAM G. Teacher opinion on retirement salaries. *Sierra educational news, 24*:8-9, 63, November 1928.

A questionnaire study of the attitude of teachers toward the flat-rate and step-rate plans of financing a teacher-retirement system, the study being made in California.

1090. FURST, CLYDE, and KANDEL, I. L. Pensions for public-school teachers. *New York, N. Y., Carnegie foundation for the advancement of teaching, 1918.* 85 p. (Bulletin no. 12)

A report on the social philosophy of pensions.

1091. ——— Mattocks, R. L. and SAVAGE, H. J. Retiring allowances for officers and teachers in Virginia public schools. *New York, N. Y., Carnegie foundation for the advancement of teaching, 1926.* 70 p. (Bulletin no. 17)

A study of the problem of teacher retirement in Virginia. A plan for that state, which embodied the provisions considered most desirable, was formulated.

1092. NORTON, JOHN K. Current issues in teacher retirement. *Research bulletin of the National education association, 8*:221-88, November 1930.

A discussion of the principles and status of state and local systems and of the legislation on the problems of teacher retirement. This issue of the Research bulletin is a reprint of the 1930 report of the committee on retirement allowances.

1093. PALMER, NIDA PEARL. Pension systems for public-school teachers. *Washington, U. S. Government printing office, 1927.* 84 p. (Bureau of education. Bulletin, 1927, no. 23)

Analysis of teachers' pension systems in the United States for tendencies, and criteria for evaluating pension systems.

1094. PRITCHETT, HENRY S. Pension systems and legislation. In Carnegie foundation for the advancement of teaching. Twenty-second annual report of the president and of the treasurer, 1927. p. 77-108. *New York, N. Y., Carnegie foundation for the advancement of teaching, 1927.*

Special pension systems in educational institutions, in industry, and in selected foreign countries are described. The data underlying a sound state-wide teachers' retirement system are included.

1095. ——— Pension systems and pension legislation. In Carnegie foundation for the advancement of teaching. Twenty-third annual report of the president and of the treasurer, part 4, 1928. p. 73-100. *New York, N. Y., Carnegie foundation for the advancement of teaching, 1928.*

The fundamental principles of a teachers' retirement system presented on February 27, 1928, by the National education association are given and discussed. Teachers' retirement plans in the several states and in some selected foreign countries are described, as are some specific examples in industry.

1096. ——— The social philosophy of pensions with a review of existing pension systems for professional groups. In Carnegie foundation for the advancement of teaching. Twenty-fourth annual report of the president and of the treasurer, part 3, 1929. p. 35-77. *New York, N. Y., Carnegie foundation for the advancement of teaching, 1929.* (Reprinted as Carnegie foundation bulletin no. 25)

Deals with the rise of pension systems in the United States; pensions as retired pay; the part of the actuary in creating and operating a pension system; the economic and social philosophy underlying a sound pension system; and retired pay systems for college teachers and public-school teachers.

1097. RIETZ, HENRY L. Pensions for superannuated employees. *Scientific monthly, 30*:224-31, March 1930.

The author notes the early development of the pension system in Europe, the attitude which

should be developed toward retirement systems, and discusses six chief features of future plans for employees.

1098. RYAN, W. CARSON, and KING, ROBERTA. State pension systems for public-school teachers. Washington, U. S. Government printing office, 1916. 46 p. (Bureau of education. Bulletin, 1916, no. 14)

A summarization of the extent of the teachers' pension movement.

1099. SMITH, ILSE M. Teacher retirement in theory and practice. Master's thesis. New York, N. Y., Teachers college, Columbia university, 1930. 172 p. ms.

An analysis of teacher retirement legislation in the United States and teacher retirement literature in relation to 16 fundamental problems.

1100. STAFFELBACH, ELMER H. Retirement salaries: the differential principle. *Sierra educational news*, 26:28-32, January 1930.

The author studied teachers' salaries and their purchasing power for the years 1890 to 1923. He favors the use of the differential principle in the payment of retirement salaries because a retirement allowance based on some form of salary differential would better serve the purposes of the retirement law, in that it would more nearly meet the needs of the superannuated members of the profession.

1101. STUDENSKY, PAUL. Teachers' pension systems in the United States. New York, N. Y., D. Appleton and co., 1920. 460 p.

A critical and descriptive study of the history, problems, benefits, financing, and management of teachers' retirement systems.

Personal and Social Traits of Teachers

1102. AVENT, JOSEPH EMORY. The excellent teacher. Knoxville, Tenn., J. E. Avent 1931. 477 p. (Teacher education series III)

A volume about teachers, by teachers, for teachers, containing the composite judgments of 1002 teachers as to what the excellent teacher is.

1103. BARR, A. S. and EMANS, L. M. What qualities are prerequisite to success in teaching? *Nation's schools*, 6:60-64, September 1930.

The authors compared the rating scales used in 209 cities with the check list compiled by Charters and Waples in their Commonwealth study. Many of the scales analyzed appeared to reflect the special viewpoints or systems of teaching of those using them.

1104. BELL, SANFORD. Study of teachers' influence. *Pedagogical seminary*, 7:493, December 1900.

The author collected 1,031 answers to a questionnaire sent to college students in psychology and pedagogy classes, concerning "the one [teacher] that did you most good." Descriptions contained in the responses are classified and presented.

1105. BIRKELO, CARL P. What characteristics in teachers impress them-

selves most upon elementary and high school students? *Educational administration and supervision*, 15:453-56, September, 1929.

Data received from a questionnaire sent to 614 college students indicate that public school pupils are impressed by the genuine and real qualities possessed by their instructors; and that they recognize genuine teaching ability. Power to inspire the student, enthusiasm for work, a sympathetic attitude, and a pleasing personality are qualities which attract the students.

1106. DAVIS, CALVIN O. Qualities essential to a teacher. *High school teacher*, 6:139-42, April 1930.

One hundred forty-eight replies to a form letter distributed in 48 states, asking public school officials to name the qualities they demanded of candidates for teaching positions, were received. The author presents in summary form the 10 outstanding qualities superintendents say they seek in teachers.

1107. DOLCH, EDWARD W. Pupils' judgments of their teachers. *Pedagogical seminary*, 27:195-99, June 1920.

Compilations of the opinions of pupils of various ages concerning the most desirable traits of teachers.

1108. ELLIS, SAMUEL R. The social status of the American teacher. *School and society*, 31:47-50, January 11, 1930.

The kinds of behavior which lower the social status of teachers in their communities, and some ways in which they may correct this situation, are designated.

1109. HANTHORN, A. My best teacher. *American childhood*, 15:5-6, January 1930.

A written expression from each child (total 6,404) between grades 3B and high school.

1110. HILL, L. B. Teaching qualities in former graduates as guides in improving student-teaching. *Educational administration and supervision*, 15:362-66, May 1929.

Two lists of qualities were derived, viz.: (a) Qualities deemed characteristic of superior teachers, ranked according to frequency of mention; (b) qualities lacking in weak teachers, ranked according to frequency of mention.

1111. JORDAN, FLOYD. A study of personal and social traits in relation to high school teaching. *Journal of educational sociology*, 3:27-43, September 1929.

Gives the opinions of 150 high school seniors, 120 teachers, 100 supervisors, and 100 school patrons on the significance of certain social and personal traits in relation to high school teaching.

1112. KING, JAMES ROBERT. Pupil ratings of teacher traits. Master's thesis. Boulder, Colo., University of Colorado, 1929. 27 p. ms.

Two hundred high school pupils were asked to list traits or characteristics they like best in the teacher, in whom they would confide secrets. Findings: Honesty and straight-forwardness is most important; patience, understanding, sympathy (not pity), and general character rank high.

1113. KRATZ, H. E. Characteristics of the best teachers as recognized by children. *Pedagogical seminary*, 3: 413-18, June 1896.

The author collected 2,411 papers from children in grades two to eight inclusive, in which they described their best teacher and ways in which she helped them. The percentage of children who said she "helped in studies," decreased regularly from 100 per cent in the second grade to 39 per cent in the eighth grade. The per cent of pupils who said she was "patient" increased regularly from 2 per cent in the second grade to 22 per cent in the eighth grade. Percentages did not vary uniformly from grade to grade regarding other frequently mentioned characteristics.

1114. MALAN, C. T. What are the most desirable character traits of teachers? *Education*, 52:220-26, December 1931.

The most desirable character traits of teachers as viewed by three hundred two teachers in service in Indiana and three hundred thirty-six seniors in Indiana university and State teachers college in Terre Haute, Indiana.

1115. MASON, FRANCES V. A study of seven hundred maladjusted school-teachers. *Mental hygiene*, 15:576-99, July 1931.

A study of 733 maladjusted school teachers who were placed in hospitals for mental patients because of failure of adaptation to social life of which they were a part.

1116. MERSEREAU, EDWARD B. A study of the virtues and faults of practice teachers. *Educational administration and supervision*, 13:467-75, October 1927.

"This study was undertaken to determine what the most commonly noted virtues and faults are of those students of Baylor university doing practice-teaching in the public high schools." p. 467.

1117. NEWMARK, DAVID. Students' opinions of their best and poorest teachers. *Elementary school journal* 29:576-85, April 1929.

Compilations of the opinions of normal school students concerning the most desirable traits of teachers.

1118. REYMERT, MARTIN L. The psychology of the teacher: an introductory study. *Pedagogical seminary*, 24:521-58, December 1917.

The author submitted a questionnaire regarding the "best teacher" and the "worst teacher" to students and secured 714 returns, upon which the discussion is based. The ages of the greatest susceptibility to teacher-influence are not quite the same as was found by Sanford Bell. A bibliography of 74 references is appended.

1119. ROBINSON, WILLIAM M. Teachers as the pupils see them. *School life*, 10:42, November 1924.

Compilations of the opinions of several thousand high school juniors concerning the most desirable traits of teachers.

1120. RYLE, FLORENCE. Qualities that students admire in teachers. *California quarterly of secondary education*, 4:82-85, October 1928.

Compilations of the opinions of high school seniors concerning the most desirable traits of teachers.

1121. SCHÄFFLE, ALBERT E. F. The pupil checks the teacher. *School executives magazine*, 51:151-53, December 1931.

A survey of student opinion regarding good and undesirable qualities of teachers.

1122. SHANNON, J. R. Personal and social traits requisite for high grade teaching in secondary schools. *Terre Haute, Ind., State normal press*, 1928. 112 p.

Evolved a list of 73 teacher traits and arrayed them in importance by nine different techniques.

Special Subject Teachers—General

1123. BAKER, FRANKLIN T., CH. Preparation of high school teachers of English. *English journal*, 4:323-32, May 1915.

Analysis of facts concerning educational preparation most useful for English teachers.

1124. COLE, WILLIAM E. The status of rural supervisors of instruction in the United States. *Ithaca, N. Y., Department of rural education, New York state college of agriculture, Cornell university*, 1930. 57 p.

The table of contents includes the following chapter headings: The supervisory personnel; the professional preparation of rural supervisors of instruction; the performance of the supervisors; the extent to which the teachers under the supervision of rural supervisors request supervisory assistance and the nature of the requests. Data represent replies to a questionnaire from 706 white supervisors and from 82 colored supervisors.

1125. CRANDALL, W. G. The training of teachers for agriculture evening class work. *Washington, U. S. Government printing office*, April 1928. 69 p. (Federal board for vocational education, Bulletin no. 129, agricultural series, no. 34)

A statement of experiences, working facilities, operative practice, and procedure relative to one phase of teacher training.

1126. EIKENBERRY, DAN HARRISON. [Academic and professional training] In Status of the high school principal. p. 7-25. *Washington, U. S. Government printing office*, 1925. (Bureau of education, Bulletin, 1925, no. 24)

Reference is to chapter on academic and professional training of the high school principal.

1127. MORRISON, ROBERT H. Qualities leading to appointment as school supervisors and administrators. *Educational administration and supervision*, 12:505-11, November 1926.

The first 5, ranked in order, derived from 40 interviews with employers of teachers are: (1) Executive ability, (2) leadership, (3) ability to supervise, (4) broad experience and training, and (5) ability to get on with people.

1128. POWERS, S. RALPH. The training of science teachers. *General science quarterly*, 8:481-96, 1924.

From the programs of 60 science teachers selected at random, found: (1) None are single full-time chemistry teachers, (2) teachers of science may be required to teach such diverse subjects as history, English, Latin, etc.

1129. ROSEMAN, E. J. Training of general science teachers. *General science quarterly*, 10:322-34, November 1925.

This is a study of teaching combinations, special and general academic training, and professional training. No data on student teaching.

1130. SHYROCK, RICHARD H., CH. Report of the committee on the training of high school teachers of the social studies: submitted to the National council for the social studies, Feb. 1927. *Educational administration and supervision*, 13:476-84, October 1927.

The committee makes recommendations.

Special Subject Teachers—State and Local

1131. APPLEMAN, C. E. Training, experience, number, and combination of subjects taught and salaries of mathematics teachers in non-North central high schools of Michigan. Master's thesis. *Ann Arbor, Mich., University of Michigan*, 1930. 41 p. ms.

This study involves 281 public high schools not on the accredited list of the North central association, and 1,636 teachers. Findings: One-third of the teachers were teaching mathematics; one-third had no degrees; one-third have had less than 10 hours academic preparation in mathematics; four years was average time teachers remained in system; 51 per cent were teaching one other subject in addition to mathematics.

1132. BOGUE, ROLLAND M. The status of social science teachers in the North central association in Michigan. Master's thesis. *Ann Arbor, Mich., University of Michigan*, 1930. 77 p. ms.

An analysis of the status of 638 social science teachers. Factors considered were educational training, distribution in relation to academic majors and minors taught, teaching load, teaching experience, and salaries.

1133. DIAMOND, THOMAS. A study of the teachers of industrial arts and industrial education in the state of Michigan. *Ann Arbor, Mich., School of education, University of Michigan*, June 1927. 52 p. (Vocational educational department. Special studies, no. 3)

This study presents information "concerning the professional preparation of teachers, the salaries they receive, their industrial experience, their teaching schedule, their professional training since they began teaching, the relation between self-improvement and salary increases, the relation between the length of service and salary increases, and the like."

1134. EDMONSON, J. B. Preparation of Michigan superintendents in smaller

systems. *Moderator-topics*, 44:203, November 29, 1923.

Questionnaire returns of 128 Michigan superintendents.

1135. FOSTER, F. K. The status of the biological sciences in accredited high schools of the state of Washington. *School science and mathematics*, 24:407-33, 1924.

Of 144 biological teachers in Washington 2.5 per cent were undergraduates, 88.8 per cent had bachelor's degree, and 8.7 per cent had higher degree.

1136. GENTRY, C. B. Survey of Connecticut natural science teachers, 1929-1930. *Storrs, Conn., Connecticut agricultural college*, 1930. 39 p.

Questionnaires were sent to all teachers of natural sciences in high schools (280). One hundred and eighty-two replies were received, showing combinations of subjects taught, extracurricular duties of science teachers, science texts and reference books used.

1137. JONES, GRADY E. A study of the high school mathematics teachers of Louisiana. *Nashville, Tenn., George Peabody college for teachers*, 1930. 75 p.

Findings: 63 per cent of the teachers hold degrees; two-thirds of them majored or minored in mathematics; science and social science combined most frequently with mathematics as teaching combinations.

1138. KNOX, W. W. and WALTER, GENEVIEVE. Teaching assignments and training of New York state science teachers. *Albany, N. Y., New York state education department*, 1930. 15 p.

A study of subjects taught by representative science teachers in various sized high schools with reference to teacher qualifications. Science teachers need well-rounded background in all special fields of science; beginning science teachers should probably qualify themselves to teach mathematics.

1139. KUYKENDALL, BENJAMIN, jr. A study of the commercial, English, mathematics, and science teachers in the state of Pennsylvania. Master's thesis. *New York, N. Y., New York university*, 1930. 83 p.

A study of educational qualifications, training, experience, salary, turnover, certificates, and subject combinations of teachers in Pennsylvania.

1140. LEGER, FRANK W. The status of the teachers of manual arts as determined by training, experience, tenure, salary, teaching load, and subject combination in towns and cities in Nebraska of less than 15,000 population. Master's thesis. *Lincoln, Nebr., University of Nebraska*, 1930.

Also in (*Educational research record* [University of Nebraska] 2:124-194, April 1930. [Abstract.]

A list of teachers of manual arts was obtained from the directories in the State superintendent's office for the years 1912-13, 1922-23, 1924-25, and 1927-28. These lists were checked to find certain trends.

1141. LEIPER, M. A. A study of the training of teachers of English in Kentucky high schools. *Peabody journal of education*, 3:26-31, July 1925.

"Of the one hundred and sixty-six teachers of English discussed in this article, only seventy-nine majored in English in their college or other preparatory work. Thirty others, however, made the subject a minor." p. 31.

1142. MONTGOMERY, C. E. Biology teachers in Indiana schools. *School science and mathematics*, 16:220-32, March 1916.

Of 40 botany teachers 8 had less than 1 year's college work in botany, 15 had between 1 and 2 years' college work; 3 had between 2 and 3 years' college work; and 14 had between 3 and 4 years' college work.

Supply of and Demand for Teachers

1143. ANDERSON, EARL W. Positions for high-school teachers. *Educational research bulletin (Ohio state university)*, 9:240-47, April 30, 1930.

Data are taken from the reports of high-school principals to the Ohio state department of education which represent three-fourths of the Ohio high school teaching positions for the school year 1928-29.

1144. ———. A study in supply and demand. *Educational research bulletin (Ohio state university)*, 8:399-403, December 4, 1929.

This study relates to high school-teachers of English. The number of inexperienced teachers employed was the measure of "demand."

1145. ———. Teaching opportunities in 1931. *Educational research bulletin (Ohio state university)*, 11:91-93, February 17, 1932.

A survey of the operation of the law of supply and demand for teachers in the state of Ohio.

1146. ——— and ELIASSEN, REUBEN H. High-school home-economics teachers in the United States. *Journal of home economics*, 24:227-29, March 1932.

Report of a survey of 26 state reports of personnel within a state. An estimate is presented that teachers of home economics comprise approximately 7 per cent of secondary-school personnel.

1147. BELKNAP, FREDERICKA. A comparison of supply and demand for teachers and school administrators, based on statistics of the bureau of appointments from May 1, 1926, to July 1, 1927. Master's thesis. *New York, N. Y., New York university*, 1928. 45 p.

This is a questionnaire study based on replies from appointment offices.

1148. BENSON, CHARLES E. The output of professional schools for teachers. *Baltimore, Md., Warwick and York*, 1922. 88 p.

Data concern approximately 10,000 graduates of 26 teacher-training schools in 21 of the northern states. Compared years 1910, 1915 and 1920. The

proportion of graduates (approximately 50-60) going into supervised and unsupervised schools is approximately constant.

1149. BLACKBURN, J. ALBERT. A study of the new teacher situation in public secondary schools of Pennsylvania. Doctor's thesis. *Philadelphia, Pa., University of Pennsylvania*, 1928. 155 p.

"The aim of this study is to present as fully as possible the facts concerning the new teacher situation from the two main viewpoints of how many new (secondary) teachers are employed and what they are required to do."

1150. BOLTON, FREDERICK E. Training and supply of high-school teachers in the Northwest states. *Oregon education journal*, 2:5-6, 28-30, June 1928.

The author reported that an over-supply of teachers of English, history, mathematics, civics, economics, sociology and home economics existed. There was an undersupply of chemistry, physics, biology, Spanish, music, physical education and industrial arts teachers.

1151. BUCKINGHAM, B. R., CH. Teacher demand and supply. *Research bulletin of the National education association*, 9:307-405, November 1931.

The primary data forming the basis of this study were secured by means of a questionnaire to the departments of education of the 48 states and the District of Columbia and by means of a standard interview form used in interviews with state officials in 37 state departments of education. This investigation was sponsored by a committee (on the economic status of the teacher) appointed by the president of the National education association at its sixty-fifth annual meeting in Seattle 1927. An annotated bibliography containing 173 references is included. (This study was conducted by Dr. Frank Hubbard of the research staff of the National education association.)

1152. CAMPBELL, DOAK S. Beginning teachers in the accredited secondary schools of the association of colleges and secondary schools of the southern states. *Nashville, Tenn., Division of surveys and field studies, George Peabody college for teachers*, 1931. 34 p.

This is a study of the available annual supply of beginning teachers, the annual demand for beginning teachers, and the training and teaching assignments of beginning teachers. It is a questionnaire study.

1153. CLEMENT, EVELYN A. The supply and demand of teachers in California, 1928-1930. *California schools*, 1:154-64, June 1930.

From this study it was found that the total excess of supply over demand for teachers in California during 1928-1930 was 1,248 teachers.

1154. EAKIN, RUTH M. Supply and demand of teachers in California 1926-27. *Sacramento, Calif., California state printing office*, 1928. 23 p. (State department of education bulletin no. H-3.)

A study based on records collected by the state department of education.

1155. ELIASSEN, REUBEN H. and ANDERSON, EARL W. The supply of teachers and the demand. *Educa-*

tional research bulletin, (Ohio state university) 9:437-73, November 5, 1930.

Contents and summary of the studies which have appeared since 1924 with 19 pages of carefully annotated bibliography.

1156. EVENDEN, E. S. The supply and demand for junior high school teachers, elementary teachers, and high school teachers. *School life*, 17:92-93; 112-13; 132-33, January-March 1932.

These data were collected in the National survey of the education of teachers and were presented in advance of publication of the survey report.

1157. GERSON, ARMAND J. Supply and demand in Philadelphia. In New York society for the experimental study of education. Proceedings, 1928. vol. 3. p. 14-18. Albany, N. Y., Fort Orange press, 1928.

Pretraining selection of teachers is suggested in this study as a method for improving the situation.

1158. GRANT, ALBERT and COWLEY, W. H. A technique for analyzing the supply and demand of educational workers. *School and society*, 29:618-20, May 1929.

Supply (in this study) has reference to the number registered with the placement office in the University of Chicago. Demand refers to the requests from the field. In the gross (1926-27) the supply was 74.8 per cent of the demand.

1159. HUFFAKER, C. L. Teacher supply and demand in Oregon. Eugene, Oreg., University press, 1931. 156 p. (University of Oregon publication, vol. II, no. 5, January 1931)

Presents information regarding the number of new teachers required, supply, preparation, teaching experience, salaries, married women as teachers, and a general summary of the situation in Oregon.

1160. KLONOWER, HENRY. Supply of teachers for the schools of Pennsylvania. In Schoolmen's week. Thirteenth annual proceedings, p. 59-69. Philadelphia, Pa., University of Pennsylvania press, 1926.

Data collected from records in state departments of education and from colleges and public schools. The author also made predictions for five to ten years in advance.

1161. MYERS, ALONZO F. Teacher demand and the supply. *School and society*, 35:210-15, February 13, 1932.

Conclusions and recommendations growing out of a study of National education association research bulletin "Teacher demand and supply."

1162. OVERN, ALFRED VICTOR. Indices of supply and demand of teachers in Minnesota. Doctor's thesis. Minneapolis, Minn., University of Minnesota press, 1931. [300 p.]

Eleven-year trends in the demand for teachers of each activity in the high school elementary grades of all schools in the State, outside of the three largest cities, were calculated. Demand was treated quantitatively and supply qualitatively. Certain samplings were validated statistically. An oversupply was indicated for many activities;

for other activities saturation points in the demand were not yet in evidence.

1163. PLENZKE, O. H. and DOUDNA, EDGAR G. The training and work of high-school teachers in Wisconsin in new positions. Madison, Wis., State department of education, 1930. 16 p.

A statistical study of new teachers in Wisconsin for the first semester of the year 1929-30. A study in the field of supply and demand.

1164. ROBINSON, WILLIAM M. Output of teacher-preparing institutions insufficient to supply country's needs. *School life*, 11:97, January 1928.

A brief discussion of attempts being made to provide competent rural school teachers. Shows whereas there were 600,000 elementary school teaching positions in the United States in 1923-24, but 40,482 teachers were graduated in that year from normal schools and teachers colleges. States that this would be adequate "if each teacher should remain actively in the profession for 30 years, but not otherwise."

1165. SHANNON, J. R. The influence of geographical location of teacher-training institutions on the personnel of high school teachers. *Educational administration and supervision*, 15:693-97, December 1929.

The study shows that even though the profession recruits new members mainly through the accident of proximity that, so far as the number of active years is concerned, it neither suffers nor benefits because of it.

1166. TRABUE, M. R. Supply and demand of teachers in New Jersey. In New York society for the experimental study of education. Proceedings, 1928. vol. 3. p. 8-14. Albany, N. Y., Fort Orange press, 1928.

This report gives data on the supply and demand of teachers in New Jersey with predictions for five or ten years in advance.

1167. ULLRICH, FELIX H. The supply and demand of teachers in the state of Texas. Master's thesis. Austin, Tex., University of Texas, 1929.

Data show an oversupply of high school teachers, elementary teachers, and prospective superintendents.

1168. WHITNEY, FREDERICK L. Teacher demand and supply in the public schools. Greeley, Colo., Colorado state teachers college, 1930. 139 p. (Educational series no. 8)

The facts for Colorado are reported, with comparative data from Wisconsin, Ohio, Vermont, and Kentucky.

1169. WILDE, A. H. Demand, supply, and preparation of high school teachers. *American education*, 30:139-43, January 1927.

The author reported that an over-supply of teachers of English, history, and Spanish existed, and that there was an under-supply of mathematics, science, and commercial teachers. Some of these data were collected through teachers' agencies.

1170. WILLIAMS, LEWIS W. Supply and demand as applied to high school teachers. Urbana, Ill., University of

Illinois, 1929. 11, p. (University of Illinois bulletin, vol. 26, no. 26, Educational research circular, no. 50)

This study of supply and demand, as applied to high school teachers, shows that there is an over-supply of history, social science, English, Spanish, and French teachers; and an under-supply of commercial, science, music, and combinations of English and Latin teachers.

- *1171. ZEIGEL, WILLIAM HENRY. Some factors affecting teacher supply and demand in Missouri. *Columbia, Mo., University of Missouri*, 1930. 62 p.

The purpose of the study was to bring together as many facts bearing on the general problem of teacher supply and demand in Missouri as time, finance, and available state records permitted. The study is concerned primarily with the status of both the experienced and inexperienced public school teachers in Missouri, excepting the teachers of Kansas City and St. Louis, who taught in 1929-30.

Teaching Load

1172. ANDERSON, EARL W. The teaching-load of the beginner in high school. *Educational research bulletin (Ohio state university)*, 7:280-81, 291-92, October 1928.

Report of a study made in 1928 that had for its purpose the determination of the typical first year's teaching requirements of graduates from Ohio state university.

1173. AYER, FRED C. How the teaching load is handled in state and other universities. *Nation's schools*, 3:21-25, June 1929.

A study of teaching load and procedures in 22 state and 28 non-state universities. Conclusion: The size of the teaching load decreases in state universities as the rank of the faculty member becomes higher and the enrollment at the university becomes larger.

1174. BUSH, RALPH H. Teacher load in the junior college. *Bulletin of the Department of secondary-school principals*, 30:253-62, March 1930.

A report of the teacher load in 87 public junior colleges for 1928-29.

1175. HARWOOD, T. C. Standards of other regional associations on pupil-teacher ratio and teacher load. *High school quarterly*, 18:71-75, January 1930.

Standards of regional associations for pupil-teacher ratio and teacher load.

1176. HUDELSON, EARL. Class size in high schools. In National association of secondary-school principals. Proceedings, 1927. p. 33-47. Bulletin no. 15. *Berwyn, Ill., National association of secondary-school principals*, March 1927.

A study of the attitudes of high-school teachers towards large and small classes. It was found that the majority of the teachers favored small classes, but this unfavorable attitude towards the larger classes was largely personal and not sufficiently

based upon experimental facts to be highly significant.

1177. NOBLE, M. C. S., jr. The subject load of teachers and principals in the high schools of North Carolina, 1929-30. *Raleigh, N. C., State department of public instruction*, 1930. 18 p. ms.

The study shows the number of persons teaching various subject combinations. The data concern teachers and principals of both races. Tables are also presented showing the number of subjects taught and the number of periods taught per day in rural and urban high schools in North Carolina.

1178. TRITT, W. W., and KEYES, MARIEN M. Estimating teaching loads by means of subject coefficients. *Nation's schools*, 5:61-65, April 1930.

The authors attempt to determine subject coefficients which could be used with Earl R. Douglas' formula by which the teaching load in the high schools might be measured. The subject coefficients were tried out with the 91 members of the faculty of Belmont high school, Los Angeles.

Trends

1179. BURGESS, W. RANDOLPH. The rate of progress in teacher training. *Journal of educational research*, 4:180-86, October 1921.

Giving each of the 10 states equal weight, the average number of years of training beyond high school per teacher was given for each year, 1910 to 1920, inclusive. Prediction for 1930 is 2.60 years. The average annual increase per teacher for the 10 States is .04 years.

1180. FRAZIER, BEN W. Professional education of teachers. Chapter XIV. Vol. 1. Biennial survey of education in the United States, 1928-1930. *Washington, U. S. Government printing office*, 1931. 40 p. (Office of education. Bulletin, 1931, no. 20)

Trends are presented for the decade 1920-30 in supply and demand, certification, overhead, and internal administration and control, fiscal aspects, staff personnel, improvement of instruction, student personnel, curricula, student teaching, in-service preparation, and research and publications. Data secured from state department reports, Office of education statistics, surveys, and general literature of the field.

1181. LOMAX, CHARLES E. The comparative status of the commercial teachers. *Education bulletin* (Trenton, N. J.), 13:359-65, May 1927.

Comparisons are made between commercial, English, mathematics, and science teachers. Trends, in some respects, between 1912-13 and 1924-25 are shown. The article quotes from a more complete study by the author.

1182. RANKIN, MARJORIE. Trends in educational occupations. *New York, N. Y., Teachers college, Columbia university*, 1930. 83 p. (Contributions to education, no. 412)

The study deals with the types of educational positions available, their distribution, past trends, and probable implications for the future. Fourteen cities were studied in the investigation. Data indicate that the supply of undergraduate students does not agree with the demand for teachers, but that the supply of graduate students is close to the demand.

* Deposited with the library of the U. S. Office of Education and available as an interlibrary loan.

1183. SAMBAUGH, C. G. Teacher turnover in California and its significance. *Nation's schools*, 7:77-84, January 1931.

This is a study (using documentary sources) showing the trend in the number of high school teachers dropping out of California schools between 1914 and 1928. Teacher turnover is also studied according to size of school. Comparisons are made with the findings of seven other studies.

1184. WILEY, GEORGE M. Teaching personnel in village and rural schools, 1923-24. *Albany, N. Y., University of the state of New York press*, 1925. 24 p. (Bulletin no. 823, March 1, 1925)

Trends in the four year period 1920-24, shown by the 7,862 teachers of one-room schools.

Turnover and Tenure

1185. ALMACK, JOHN C. The problem of teacher tenure. *American school board journal*, 63:29-30, November 1921.

The author examined available statistics and concluded that "permanent tenure does increase the teacher's term of service."

1186. ANDERSON, EARL W. The teacher's contract and other legal phases of teacher status. *New York, N. Y., Teachers college, Columbia university*, 1927. 180 p. (Contributions to education, no. 246)

Not only is careful placement in a school system important but the legal status of the teacher should be such that she will be able to render the most efficient service for the good of the pupils.

1187. ELSBREE, WILLARD S. Teacher turnover in the cities and villages of New York State. *New York, N. Y., Teachers college, Columbia university*, 1928. 88 p. (Contributions to education, no. 300)

In the State of New York the author found that the rate of avoidable turnover or the rate of dismissal was not significantly different between two groups of communities of comparable size, one group under the tenure law and the other group without such law.

1188. FOSTER, RICHARD R. Continuous employment for the teacher. *Journal of the National education association*, 20:343-44, December 1931.

The types of legislation affecting the contractual status of teachers and the factor of surplus licensed teachers operating against continuous employment.

1189. HILL, CLYDE M., and BLAIR, ANNA L. A factor in teacher turnover in New England schools. *Educational administration and supervision*, 16:591-97, November 1930.

A discussion of the social and economic factors affecting the teacher turnover in New England.

1190. HOLMSTEDT, RALPH W. A study of the effects of the New Jersey teacher tenure law. Doctor's thesis. *New York, N. Y., Teachers college, Columbia university*, 1930.

Data on dismissals, teacher turnover, salary schedules, and administrative policies due to tenure were secured by questionnaire from 79 New Jersey school systems with staffs of less than 350 teachers. Similar data were secured from Connecticut. Information on teaching experience, transiency, and efforts to improve professional service was secured by questionnaire from 1,716 teachers in New Jersey and 1,681 teachers in Connecticut. The investigation shows no evidence that teacher tenure decreases total amount of dismissal; any effect of tenure to decrease turnover has been balanced by other factors; no general tendency was found for teachers to decrease their efforts to improve professionally; teacher tenure tends to make boards of education more reluctant to employ local persons as teachers; elimination of unjust dismissal and protection against political and social attacks are chief values of tenure law.

1191. HUNTER, FREDERICK M., *ch.* Teacher tenure in the United States. Report of the Committee of one hundred on tenure. *Washington, D. C., National education association*, 1927. 31 p.

A comparison of states having tenure laws and states not having tenure laws in a certain group of cities of over 100,000 population.

1192. MILLER, MABLE E. Tenure of office of teachers in Colorado. *Colorado school journal*, 42:22, September 1926.

The author shows the tenure of office of 4,888 public school teachers in the state of Colorado, 1925-26: (1) Superintendent; (2) high school principal; (3) elementary principal; (4) rural teacher; (5) consolidated school teacher; (6) elementary teacher; (7) city junior high school teacher; and (8) city senior high school teacher, given separately. The median of all is slightly less than 3 years.

1193. WALLER, JESSE C. Tenure and transiency of teachers in Kentucky. *Nashville, Tenn., George Peabody college for teachers*, 1929. 54 p. (Contributions to education, no. 60)

Reasons given by teachers in Kentucky for leaving one school to go to another.

PLACEMENT AND SELECTION OF TEACHERS BY ADMINISTRATORS

General Placement Problems

1194. ALLEN, HOLLIS P. Teacher turnover and the placement problem. *American school board journal*, 70:45-46, May 1925.

A report on teacher turnover of high school teachers in California in 1921-1922.

1195. ANDERSON, EARL W. Graduates and positions they fill. *Educational research bulletin*, 10:87-94, February 18, 1931.

Information about 1,867 of the 2,000 graduates from the training courses for high school teachers in Ohio in 1929 was received. "Percentages of those who taught their major subjects in high school ranged all the way from 96 to 3. Much higher percentages of the graduates who majored in the so-called 'special fields' taught one or more classes in their major subjects than did those who majored in academic fields."

1196. FISHER, CHARLES A. The college placement office in the light of the present situation. In National association of placement and personnel officers. Seventh annual meeting, 1930. p. 20. *Atlantic City, N. J. National association of placement and personnel officers, 1930.*

Recommendations for closer cooperation between the high school and the teacher-training institutions, and systematic guidance of students, both during the pre-training and the training periods.

1197. MULLINS, VIRGIL R. A summary of a five-year study of placement at Indiana state teachers college. *Teachers college journal*, 2:131-38, May 1931.

Placement phases of the supply and demand problem in Indiana.

1198. MUSHLITZ, M. E. Are there too many teachers? Master's thesis. *Stanford University, Calif., Stanford university, June 1930.*

A questionnaire study. Replies received from 122 superintendents in cities between 25,000 and 100,000 population in 38 states. The questionnaire contained six questions; the first 3 asked for the number of teachers, principals, and supervisors employed; the last 3 asked how many of each the superintendent would desire to take along into a new and similar position if he were perfectly free to do so. Results are given for size of school and for geographical divisions. Aggregate per cents superintendents desire to retain: principals, 51 per cent of 2,309; supervisors, 52 per cent of 839; and teachers, 57 per cent of 40,484. There was found no significant differences as size of school system (within limits of study) or geographical distribution varied.

1199. NOBLE, M. C. S., jr. The relationship between area of source of supply from high schools and area of beginning service in the teaching profession. *Raleigh, N. C., State department of public instruction, 1929.* 25 p. ms.

Monographed report by the Division of information and statistics.

Traces the prospective student from high school into college and from college into the first years of the teaching profession. Study is based on certificates issued to 774 prospective teachers in 1924-25

1200. SMITH, Q. M. Do graduates of teachers colleges return service to the communities from which they came? *Educational administration and supervision*, 14:189-93, March 1928.

Approximately 50 per cent of the graduates come from a distance of 50 miles or less. The percentage is higher if the institution is 50 miles or more from the border of the state. Approximately 50 per cent of the graduates accept positions within a radius of 50 miles of the institution.

Placement Agencies

1201. ANDERSON, EARL W. and LITCHEN, RUTH E. The status of the state college teacher placement bureau. *School and society*, 27:728-32, June 16, 1928.

Questionnaire sent to every teachers college, state university, and land-grant college in the United States. September 1925 to September 1928. Returns from 243 schools.

1202. BROGAN, WHIT. Work of the placement officers in teacher training institutions. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1930.* 97 p. (Contributions to education, no. 434)

This is a questionnaire study attempting "to answer three questions which arise out of this strategic importance of the placement office as it relates the teacher training institution to the profession in the field."

1203. HIGLEY, CARL A. A study of commercial teachers' agencies. Master's thesis. *Columbus, Ohio, Ohio state university, 1930.* 62 p. ms.

Covers the origin and development of teachers' agencies in this country, their methods of operation, and the extent of their service. Findings: The first such agency was founded in 1846 and there are now 170 of them distributed throughout all the states but 11. They enroll over 250,000 teachers and place one-eighth of this number annually. In other words they fill about one-sixth of all vacancies occurring.

1204. JUDD, CHARLES H. The professional significance of appointments by teachers' agencies. *Elementary school journal*, 16:442-48, April 1916.

Stresses the responsibility of the state for the best selection and placement of teachers.

1205. MCCARBOLL, ELIZABETH and MCCLOUD, MARGARET. Teacher-placement by state agencies. *Educational research bulletin (Ohio State university)*, 9:247-50, April 30, 1930.

Gives a summary of the types of service given toward the placing of teachers by the various state departments of education and the state teachers associations.

1206. MILLER, CLYDE R. Policies and practices of the bureau of educational service of teachers colleges. *Teachers college record*, 31:357-63, 1930.

"This is a statement for employers who use the 'appointment' service of the Bureau of educational service for bureau registrants, for members of faculty and staff of teachers colleges, and for all who write letters of reference about Bureau registrants."

1207. MORITZ, R. D. Report of the department of educational service of the University of Nebraska. *Educational research record (University of Nebraska)*, 2:49-66, December 1929.

The article describes the work of the Bureau of educational service in helping people trained in the University of Nebraska to secure teaching positions, and in assisting prospective employers to select the best trained teachers available. Data were secured from the records of the office.

1208. NELSON, M. J. The placement bureau. 1930. *Iowa state teachers college, Cedar Falls.* 7 p. ms. (Research report, no. 3)

Of 1,303 persons enrolled with the placement bureau, 972 were placed. The combination of subjects called for is sometimes such that, even though the student may have taken the proper

major and minor, he will have failed to prepare in another subject to be taught. Information is given in this report concerning the subject combinations for which there is a demand.

1209. WILLETT, GEORGE E. Efficiency of teacher placement agencies. *North central association quarterly*, 3:187-99, September 1928. 35

Part of the study is an inquiry concerning the sources from which high schools of the North central association secure their teachers.

1210. YEUELL, GLADSTONE H. The special work and the office of the state director of teacher training. Doctor's dissertation. Cincinnati, Ohio, University of Cincinnati, 1927. 21 p.

Ten states (1926) had regular divisions or bureaus of teacher training and 14 others had teacher training work in high school supervised by some member of the state department. Names 10 activities in which the directors were engaged. Only one-third had previous experience in the work.

Selection of Teachers

1211. ADAMS, LOGAN S. Methods of selecting and appointing new teachers in Texas. *Educational administration and supervision*, 13:85-89, February 1927.

A study showing that practically all superintendents participate in the appointment of teachers. Usually they nominated the teachers, subject to the approval of boards of education. The personal interview, if properly conducted, is considered one of the more reliable techniques.

1212. ANDERSON, W. N. The selection of teachers. *Educational administration and supervision*, 3:83-90, February 1917.

Recommends extensive testing program including tests of health, interest, intelligence, English and reading, achievement, and professional information.

1213. BALLOU, FRANK W. Appointment of teachers in cities. Cambridge, Mass., Harvard university press, 1915. 202 p. (Harvard studies in education vol. 2)

Survey of 70 cities in 1915 showed that practically all superintendents participated in the appointment of teachers.

1214. BENNETT, E. Qualifications of teachers. *American school board journal*, 76:65-66, May 1928.

The study is based upon results of a questionnaire answered by 531 superintendents in Kansas, Missouri, and Oklahoma, who were asked to rate teacher qualifications comparatively on a 4-point scale.

1215. BONSER, F. G. Qualities desired in teachers by administrators. *School and society*, 31:260-62, February 22, 1930.

The author showed some of the implications of the ranking of teacher traits which was assigned by administrators and reported in the Commonwealth teacher-training study, directed by Charters and Waples.

1216. CALLAWAY, JAMES F. Teacher qualities desired by superintendents

of Nebraska. Master's thesis. Lincoln, Nebr., University of Nebraska, 1930. 90 p. ms.

Opinions were obtained from 160 superintendents of Nebraska and a study made of qualities sought by 89 application blanks and 69 reference sheets. Findings: Superintendents of Nebraska emphasize personality, scholarship, successful experience, morality, leadership, sympathy, judgment, ambition, cooperation, ability and discipline, enthusiasm, and interest.

1217. CARR, WILLIAM G. Director of research. Administrative practices affecting classroom teachers. Part I: The selection and appointment of teachers. *Research bulletin of the National education association*, 10:1-33, January 1932.

A bulletin including the following topics: 1. Training requirements for newly appointed teachers, 2. experience requirements for newly appointed teachers, 3. employment of married women as teachers, 4. appointment of local residents as teachers, 5. routine procedures in the selection of teachers. Data were gathered by means of a questionnaire. An annotated bibliography of 34 references is included.

1218. CROW, O. F. The selection of teachers in South Carolina. Columbia, S. C., University of South Carolina, 1925. 88 p. (Extension division bulletin, no. 169)

In this study of the selection of teachers in South Carolina, the personal interview, if properly conducted, is considered one of the more reliable techniques.

1219. DOZIER, MIRIAM. Confidential recommendation as a basis of selecting teachers. *Journal of educational research*, 14:325-35, December 1926.

From a study of 1,132 confidential letters of recommendation the author concludes that, although those phases of teaching ability which pertain to scholarship and professional training are usually considered most important in the success of a teacher, all writers of recommendations place social qualities above the professional qualities in importance. The value of recommendations varies with the point of view and training of those who write them. Rating sheets should fit the point of view and training of those who make use of them.

1220. FRANKLIN, RAY. What superintendents ask applying teachers. Analysis of application and reference blanks. *American school board journal*, 80:51, 142, April 1930.

Application blanks in use in 44 of the largest cities of the United States were analyzed in this study, and suggestions were given for the preparation of blanks which would contain only relevant material.

1221. FRAZIER, BEN W. Selection of teachers. *American school board journal*, 68:37-38, 139-40, May 1924.

A study of the evaluation of applicants, and of the methods that appear to be most effective in the selection of good teachers by superintendents.

1222. HINES, HARLAN C. Finding the right teaching position. New York, N. Y., Charles Scribners' sons, 1926. 200 p.

The author purposes, in this volume, to answer the question: "How should we go about securing

the first position or promotion?" He continues, "Success in teaching can come through success in finding the right position in the right school and in the right community under the right supervision and administration."

1223. **JOHNS, W. B. and WORCESTER, DEAN A.** The value of the photograph in the selection of teachers. *Journal of applied psychology*, 14:54-62, February 1930.

Sets of photographs of teachers were sent to a number of representative men and women engaged in hiring teachers to discover whether or not the photographs had value in determining their choice. Replies were received from 148 judges with about 3,500 separate estimates. Conclusions: There is little if any value in a photograph as a means of furnishing information about ability to teach.

1224. **JOHNSON, RALDO R.** The hiring of teachers in the small school systems. *American school board journal*, 79:59-60, 127-28, 130, November 1929.

Answers to a questionnaire were received from 359 superintendents in Minnesota cities of less than 5,000 population. This article describes the actual practice of teacher hiring as carried on in Minnesota.

1225. **LAIRD, D. A. and HANCE, H. T.** Photographs in teacher selection. *American school board journal*, 66:48-49, June 1923.

This technique is very commonly employed in teacher selection, but it is little better than pure guess work.

1226. **MCINTYRE, W. A.** Choosing a teacher. *Western school journal*, 23:278-80, September 1928.

To facilitate the work of the placement office, the school administrators should submit full descriptions of the positions for which teachers are desired.

1227. **POFFENBERGER, A. T. and VARTANIAN, V. H.** The letter of application in vocational selection. *Journal of applied psychology*, 6:74-80, March 1922.

Twenty-five students in a training school wrote letters of application for a position as religious worker. (a) 12 faculty members of the Union theological seminary arranged them in order of merit. (b) 5 teachers in the training school arranged the students in order of merit regarding (1) general ability, (2) intelligence, and (3) tact. (c) each of the 25 students arranged the others and himself in order of merit in the three traits. The correlation between the rankings as of (a) with the rankings as of (b) and (c) combined in general ability was .50.

1228. **REYNOLDS, H. M.** Recruiting the teaching corps—cadet plan. *Educational method*, 9:290-97, February 1930.

The cadet plan of starting and training young teachers as tried in Seattle, Wash. Detailed description of the plan and discussion of its merits.

1229. **RICE, JOHN P.** The selection of teachers by the non-professional school official. *American school board journal*, 79:47-48, August 1929.

A questionnaire, containing factors considered in selecting teachers, was sent to township trustees of Indiana and to school-board members in Illinois. One hundred ninety-seven returns were received from trustees and 101 from school-board members. All school officials look for practically the same characteristics when selecting teachers, but the importance assigned to the various factors differs with the particular official.

1230. **RISSEY, J. RAY.** Some of the qualities of a teacher which are predictive of administrative success. Master's thesis. *Los Angeles, Calif., University of southern California*, 1929. 106 p. ms.

The problem of this thesis was to determine those factors significant for selection of successful administrators from successful teachers. In attempting to solve this problem, three techniques were used: historical research, personal interviews, and the questionnaire method. Questionnaires were sent to 210 teachers and to 220 superintendents, principals of senior and of junior high schools, and principals of elementary schools.

1231. **WALLIN, J. E. WALLACE.** The Baltimore plan of training special-class teachers and other workers in the field of special education. *Elementary school journal*, 31:607-18, April 1931.

Outlines the principles in operation regarding general requirements for election as a special-class teacher, salaries of teachers thus elected, and accepted training courses which may have bearing on salary schedule.

1232. **WANG, CHARLES K. A.** A study of the basic information utilized in employing teachers in the United States. *Education*, 48:355-74, February 1928.

In this study, the author found that character was most frequently mentioned in employing teachers in the United States.

SURVEYS AND COMPREHENSIVE STUDIES OF THE EDUCATION OF TEACHERS

1233. **ALLEN, WILLIAM H.** Self surveys by colleges and universities. *Yonkers-on-Hudson, N. Y., World book company*, 1917. 394 p.

A manual, comprising analyses of phases of college activities, utilized for self-survey purposes.

1234. ———. Self-surveys by teacher-training schools. *Yonkers-on-Hudson, N. Y., World book company*, 1917. 394 p.

This book "consists of first-aid tests that will help a trustee, president, professor, parent, or student act as business doctor of efficiency engineer to his own college—each with respect to his own responsibility."

1235. **BACHMAN, FRANK P., Director.** Public education in Indiana. *New York, N. Y., General education board*, 1923. 304 p.

Four of the chapters in this report are: III. Teachers: training, licenses, and salaries, p. 34. IV. Teacher-training institutions, p. 61. XIV.

New license system and salary schedule, p. 225.
XV. Improved provisions for teacher training,
p. 236.

1236. BAGLEY, WILLIAM C. The teaching personnel of the rural schools. In W. C. Bagley, and others. Rural school survey of New York state. Part I. p. 13-107. Philadelphia, Pa., William F. Fell co. 1923. 279 p.

Chapter VI describes the educational qualifications of rural-school teachers. This is followed by a chapter on the high school teacher-training classes.

1237. ——— The professional education of teachers in Cleveland. Cleveland, Ohio, Western Reserve university, 1922. 92 p. (Western reserve university bulletin, v. 25, March 1922, no. 3)

Advises organization of a senior teachers college. Provides for continuous growth of teaching personnel. Provides close relationship of teachers and executive officers through study of common problems.

1238. ——— Educational surveys. Report of the committee on normal schools. Harrisburg, Pa., Department of public instruction, 1925.

This is one of the report made by a group of committees appointed by Governor Gifford Pinchot of Pennsylvania "to study certain major educational problems in the fields of appropriations and subsidies, high schools, normal schools, rural schools, and institutions." The section on "The state and the normal schools" and the tables of Exhibit C, "The financial management, costs, etc., of the state normal schools" give significant data on teacher-training finance in a typical commonwealth where the state has recently taken over and reorganized all separate institutions for the preparation of public school teachers.

1239. ——— Report of the survey commission on the Louisiana state normal college, the Louisiana polytechnic institute, the Southwestern Louisiana institute. Baton Rouge, La., State department of education, 1924. 233 p.

The last section of the report is concerned chiefly with the three schools that are especially considered in the study. The following questions were considered: "How far are these institutions adequate to the needs as revealed in the first part of the report? What steps may be taken to improve their work and extend their services?"

1240. BOGARDUS, F. S. A continuous survey for teacher-training institutions. In American association of teachers colleges. Yearbook, 1928. p. 14-16. Washington, D. C., American association of teachers colleges, National education association, 1928.

The basic feature is a system of cumulative records in four main sections, "Students," "Teachers," "Finance," and "Library." The system expands with use. "Placement" was to have been added in the year of the report. This system is regarded as an administrative device intended to reduce guessing to an absolute minimum when formulating policies.

1241. BRACKNEY, ALBERTA. A study of the facilities of the training schools in 98 state normal schools of the United States. Thesis. Chicago, Ill., University of Chicago, 1919.

Summary of facts extracted from catalogs of normal schools, from a report of the United States Bureau of education, and from returns on a questionnaire.

1242. BURGESS, W. RANDOLPH. The education of teachers in fourteen states. *Journal of educational research*, 3:161-72, March 1921.

A study of the training of the teachers of 14 states in which statistics were available for the school year 1917-18. "Of the 180,000 teachers for whom figures were available almost exactly half are college or normal school graduates." The average number of years training beyond high school was 1.27 years per teacher. Correlations between training and other factors are as follows: per cent of populations which is urban (1910) .89; annual salaries of teachers, .77; ratio of high school attendance to total attendance, .66; Ayres, index number, .44.

1243. CAPEN, SAMUEL P., ch. Articulation of teacher-training agencies—present situation in six selected states. In Department of superintendence. Seventh yearbook, chap. 24. p. 401-409. Washington, D. C., Department of superintendence, National education association, 1929.

A survey or study of Alabama, California, Maryland, Missouri, New York, and Wisconsin, of the state or local community plan for the articulation of teacher-training agencies. A "guide" was prepared and submitted to the state departments of education, to presidents of normal schools and teachers colleges. Answers to questions in this guide constitutes the material in the chapter.

1244. ——— State higher educational institutions of Iowa. Washington, U. S. Government printing office, 1916. 223 p. (Bureau of Education. Bulletin, 1916, no. 19)

A report to the Iowa state board of education of a survey made under the direction of the Commissioner of education.

1245. CAVINS, LORIMER V., Director. Survey of education in West Virginia. Vol. 2, Educational achievement. Charleston, W. Va., State board of education, 1928. 160 p.

The correlation between the average salary of the teacher and pupil achievement was .43. The achievement test scores averaged appreciably higher in supervised districts than in nonsupervised districts.

See vol. 4 for faculty data.

1246. CROSS, E. A. III. Entrance and graduation requirements. Greeley Colorado State teachers college, 1920. p. 7-12. (Colorado state teachers college bulletin, series 20, no. 9, December 1920)

This section of the survey is presented under the following topic-headings: "Requirements for entrance and graduation, 1917-18," "Observations upon the requirements," and "Supplementary data affecting graduation."

1247. DONOVAN, HERMAN LEE. A state's elementary teacher-training problem (Kentucky). Nashville, Tenn., George Peabody college for teachers, 1925. 93 p. (Contributions to education, no. 17)

"The purpose of the study has been to determine to what extent Kentucky has accepted its responsibility for the training of elementary teachers; to analyze the present status of elementary teachers; to ascertain the state's need for trained elementary teachers, and the facilities for preparing them; and to estimate the cost of employing professionally trained teachers for the elementary schools of the state."

1248. EVENDEN, E. S., and others. The education of teachers. In Publicly supported higher education in the state of Missouri, Part II. p. 243-415. New York, N. Y., Division of field studies, Institute of educational research, Teachers college, Columbia university, 1929.

The following topics are considered in successive chapters: Missouri's need for trained teachers, the curricula of Missouri teachers colleges, adequacy of present physical plants, the staffs, the students, administration and control, financial support, and the Harriet Beecher Stowe teachers college in St. Louis. "The attempt has been made . . . to study and present in this report those phases of the teacher-training program for Missouri which are most directly concerned with the state's responsibility for the preparation of teachers for its schools." p. 245.

1249. ——— Survey of higher education for the United Lutheran church in America. V. 1. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1929. 623 p.

Chapter 4 of volume 1 (p. 388-397) is entitled: "Education of teachers." Chapter 5 of volume 1 (p. 398-407) is entitled: "Instructional situation in junior colleges." Chapters 4 and 5 of volume 2 (p. 183-284) concern student counseling.

1250. FINGAN, THOMAS E. Report of the survey of the public schools of Philadelphia. Philadelphia, Pa., Public education and child labor, association of Pennsylvania, 1922. 343 p.

Book III, part 2, p. 129-179, history of normal school, school of pedagogy, curricula, faculty teaching load, students, criticisms, examination system, status of teachers including training.

1251. FLEXNER, ABRAHAM and BACHMAN, FRANK P. Public education in Maryland. New York, N. Y., General education board, 1916. 176 p.

A report to the Maryland education survey commission.

Not over 40 % of the regular high school teachers of state are adequately prepared.

Less than 10 % of the special high school teachers of state are adequately prepared.

1252. FOSTER, EMBRY M. Statistics of universities, colleges and professional schools. Chapter 4. Vol. 2. Biennial survey of education, 1929-1930. Washington, U. S. Government printing office, 1932. 285 p. (Office of education. Bulletin, 1931, no. 20)

A compilation of data concerning student and faculty personnel and sources of revenue and expenditures.

1253. ——— Statistics of teachers colleges and normal schools, 1929-30. Chapter V. Vol. II. Biennial survey of education in the United States, 1928-30. Washington, U. S. Govern-

ment printing office, 1932. 78 p. (Office of education. Bulletin, 1931, no. 20)

"This chapter presents detailed statistics for 331 public and private teachers colleges and normal schools that reported to the Office of Education for the year ended June 30, 1930." The previous bulletins in this series of biennial surveys give similar data.

1254. FRAKIER, BEN W. The pre-service and in-service education of teachers. In Buffalo school survey, Part I. Chapter 8. p. 183-215. Buffalo, N. Y., Buffalo municipal research bureau, inc., 1930. 271 p.

Discusses place of higher institutions of Buffalo in pre-service teacher education, selection, appointment and salaries of teachers, Buffalo center plan, demonstration school, effectiveness of program, and possible direction of future growth.

1255. ——— Teacher training, 1926-1928. Washington, U. S. Government printing office, 1929. 35 p. (Bureau of education. Bulletin, 1929, no. 17)

General survey based upon state reports, Bureau of education statistics, and current educational literature. Summarizes existing conditions with considerable interpretation.

1256. GRANT, JAMES R. A state's teacher-training program. Nashville, Tenn., George Peabody college for teachers, 1925. 101 p. (Contributions to education, no. 18)

This study describes (a) Forces that brought about teacher-training in Arkansas, (b) the growth of the public school system and the increasing demand for more teachers, (c) Arkansas' teacher-training institutions, and (d) a proposed teacher-training program for Arkansas.

1257. HAGAN, JOHN R. The Diocesan teachers college. Doctor's dissertation. Washington, D. C., Catholic university of America, 1932. 292 p.

Basic principles of a promising recent movement in Church school teacher-preparation are presented. Historical survey is given in Chap. 1, p. 9-22.

1258. HART, HARRIS and INGLIS, ALEXANDER J. Virginia public schools. A survey of a southern state public school system. Part I. Yonkers-on-Hudson, N. Y., World book co., 1920. 400 p.

In Chapter 8 (p. 149-161) data are presented about "The training of teachers." "The certification of teachers" is treated in the following chapter.

1259. HOLLAND, ERNEST O. The Pennsylvania state normal schools and public school system. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1918. 94 p. (Contributions to education, no. 55)

"This study has shown first, that reform in a state school system is futile until the state assumes control of all examinations for those desiring to enter the teaching profession; secondly, that inevitable and costly conflicts and duplication of work will continue until a unified system is established and large supervisory powers are given to educational experts appointed for the state."

- p. 94. A brief history of the establishment of the Pennsylvania state normal schools is given.
1260. JOYAL, ARNOLD EDWARD. Factors relating to the establishment and maintenance of junior colleges with special reference to California. *Berkeley, Calif., University of California press*, 1932. 453 p. (University of California publications in education, v. 6, no. 6)
- A comprehensive survey of the development of legal standards for the establishment of junior colleges in California, personnel problems, and curricula. Criteria are developed for establishment and maintenance of a district junior college.
1261. KLEIN, ARTHUR J. Survey of land-grant colleges and universities. *Washington, U. S. Government printing office*, 1930. 2 v. (Office of education. Bulletin, 1930, no. 9)
- Part III—Teacher training.
1262. ——— Survey of public higher education in Oregon. *Washington, U. S. Government printing office*, 1931. 298 p. (Office of education. Bulletin, 1931, no. 8)
- A report of the findings and recommendations of a study of the publicly supported institutions of higher education of Oregon.
1263. LEARNED, WILLIAM S.; BAGLEY, WILLIAM C. and others. The professional preparation of teachers for American public schools. *New York, N. Y., Carnegie foundation for the advancement of teaching*, 1920. 475 p. (Bulletin no. 14)
- "The enquiry . . . began with an examination of the agencies for the training of teachers in the State of Missouri. . . . A study of these agencies, however, inevitably disclosed a more far-reaching problem, and led to an attempt to evaluate the process itself whereby teachers are prepared, and to an effort to formulate trustworthy principles of procedure."
1264. LOGAN, JOHN H. Report of the state commissioner of public instruction concerning state teacher training. *Trenton, N. J., State department of education*, 1927. 24 p.
- Abstract of a survey made under the direction of Dr. G. C. Gamble, of existing facilities for teacher training and of phases of supply and demand. Suggestions concerning a 10-year program for teacher training are offered.
1265. MOEHLMAN, ARTHUR B. A survey of the needs of the Michigan state normal schools. *Lansing, Mich., Department of public instruction*, 1922. 250 p.
- The survey proceeds from an analysis of present conditions to a statement of needs. The method was personal inspection and questionnaire.
1266. O'SHEA, MICHAEL V., Public education in Virginia. *Richmond, Va., Davis Bottom, Superintendent of public printing*, 1928. 634 p.
- Report to the education commission of Virginia, of a survey of the public education system of the state, 1928. Division 5, Teacher training and certification.
1267. PARKINSON, BURNLEY L. The professional preparation and certification of white elementary and secondary public school teachers in South Carolina. *Columbia, S. C., Extension division, University of South Carolina*, 1926. 270 p. (Bulletin of the University of South Carolina, no. 184, June 1926)
- The present study, limited in its scope to the training and certification of white elementary and secondary teachers in the state of South Carolina, examines the problem historically, and makes suggestions, in the light of present day facts, for the improvement of the public schools of the state by improving the quality of the teachers therein.
1268. PEIK, W. E. The training of teachers in North Dakota. A survey report. *Reprint from The biennial report of the Superintendent of public instruction, State of North Dakota, 1930, by Bertha R. Palmer. Bismarck, N. Dak., Department of public instruction*, 1930. 76 p.
- The purpose of the survey was to determine whether or not the program of teacher training in North Dakota fits the state-wide needs of the schools in the type, the number, and the quality of teachers trained, and whether or not this is done economically and efficiently.
1269. PHILLIPS, FRANK M. Statistics of teachers colleges and normal schools. *Washington, U. S. Government printing office*, 1929. 71 p. (Bureau of education. Bulletin, 1929, no. 14)
- Statistical data concerning type of practice school, enrollment in training school, amount of teaching salaries, and other factors descriptive of state, city, county, and private institutions.
1270. REEVES, FLOYD W. Report of a survey of the state institutions of higher learning in Indiana. *Indianapolis, Ind., Board of public printing*, 1926. 206 p.
- Chapter V concerns "the teacher preparation problem in Indiana."
1271. ROBINSON, WILLIAM M. Preparation of teachers. *Washington, U. S. Government printing office*, 1928. 34 p. (Bureau of education. Bulletin, 1927, no. 36)
- Data gathered in 1927 from various sources indicated the training of various types of teachers in eleven states. Out of twenty-three groups of teachers included, only seven were reported with over 50 per cent of the teachers having two years of normal school education. Seven groups reported over 90 per cent with high school graduation.
1272. SCHMITZ, SYLVESTER. The adjustment of teacher-training to modern educational needs. Doctor's thesis. *Washington, D. C., Catholic university of America*, 1927. 286 p.
- A comparative study of the professional preparation of teachers in the public and Catholic elementary and secondary schools in the United States, with a proposed plan for the preparation of teachers for American Catholic schools. Brief statements given in different chapters on recent developments in Catholic schools. Numerous references given.

1273. SEERLEY, HOMER H. and others. Report of the inside survey. *Cedar Falls, Iowa, Iowa state teachers college, 1917.* 113 [2] p. (Bulletin, v. 17, no. 4, part 2, April 1917)

Some of the topics treated are: rural demonstration schools; training school building; data concerning training school costs; qualification and experience of staff; and teacher training work of supervisors, critics, and room teachers. A supplement to the report of the inside survey appeared as Bulletin, v. 21, no. 2, part 1 (November 1917).

1274. WRIGHT, FRANK L. The training school. In *Colorado state teachers college, Educational survey, 1921.* 60 p. Greeley, Colo., *Colorado state teachers college, 1921.* (Bulletin, series 21, no. 3)

The report of a self-survey of the laboratory facilities in the Colorado state teachers college at Greeley. The purpose was two-fold: to present facts concerning organization, material, methods, and defects of the system and to bring to the members of the faculty a conscious realization of the problems and shortcomings.

1275. ZOOK, GEORGE F. and others. Report of a survey of the state institutions of higher learning in Kansas. *Washington, U. S. Government printing office, 1923.* 160 p. (Bureau of education. Bulletin, 1923, no. 40)

Some of the topics considered were: Training school facilities in education, preparation and certification of teachers, duplication, training schools, and training school enrollment. Recommendations were made.

1276. ——— and others. Report of the Commission for an investigation relative to opportunities and methods for technical and higher education in the commonwealth including report of a fact-finding survey of technical and higher education in Massachusetts. *Boston, Mass., Survey commission, 1923.* 358 p. (House document no. 1700)

Chapter 6—Training of high school teachers. New England association of colleges and secondary schools' standards for high school teachers including observation and practice teaching. Number of institutions offering practice teaching. Total number of student teachers in four institutions in one year was 88. Chapter 14—State normal schools. Detailed data concerning critic teachers, observation, student teaching, and training school facilities, were presented. Basic principles were formulated, and recommendations were made.

1277. ———. A survey of higher education in Tennessee, 1924. *Murfreesboro, Tenn. Tennessee college association, 1926.* 114 p. Address E. L. Atwood, Tennessee College.

Report of a study undertaken by the United States bureau of education during 1924 and comprising an analysis of problems of higher education in Tennessee.

UNCLASSIFIED REFERENCES

1278. BUCKINGHAM, B. R. A progress report on a few selected projects. (Project 16) *Educational research bul-*

letin (Ohio state university), 4:226-29, May 27, 1925.

Study of 1,114 rural teachers in Ohio. Medians are: age 22 years; 2 years or less of training beyond high school; 3 years of experience; 7 or 8 grades taught; 23 children taught; 11 homes represented in the school; 8-month term; salary \$325.

1279. CHAMBERS, M. M. The structure and legal status of the governing boards of state institutions of higher education in the United States. *Columbus, Ohio state university, 1931.* 363 p. ms.

A discussion of the structure and legal position of governing boards; examination of theories of state higher educational administration; and the development of principles of organization for use in policy making.

1280. CHASSE, L. J. A study of student loans and their relation to higher educational finance. *New York, N. Y., Harmon foundation, inc., 1925.* 169 p.

Discussions and data pertaining to the financial development of higher education; sources of educational income; allocation of costs; the student as a financial risk; financing the student; and the administration of student loans.

1281. FLOYD, OLIVER R. The preparation of junior high school teachers. (Abstract). *Washington, U. S. Government printing office, 1932.* (Office of education. Bulletin, 1932, no. 20)

An abstract of a doctor's thesis—University of Minnesota. Summarizes some existing studies of this topic; shows the extent and quality of the preparation of 1,350 junior high school teachers now in service in all sections of the United States except the South; their teaching loads; the number of different subjects taught, the subject combinations most frequently found; the facilities afforded by teachers colleges, colleges and universities for the education of junior high school teachers; the certification requirements of state departments of education for junior high school teachers; and the practices of local communities in selecting junior high school teachers.

1282. FREEMAN, FRANK N. Statement concerning the National educational service, incorporated, of Denver. *Elementary school journal, 20:346-53, January 1930.*

This is a description of some of the activities of an organization for teacher placement.

1283. GREENLEAF, WALTER J. Self-help for college students. *Washington, U. S. Government printing office, 1929.* 136 p. (Bureau of education. Bulletin, 1929, no. 2)

Financial aspects of going to college are presented in form of specific information relating to student loan funds and self help.

1284. JONES, HENRY LANE. A study of the fitness of the high school teachers of Tennessee to teach as evidenced by their college transcripts. *Nashville, Tenn., George Peabody College for teachers, 1931.* 163 p. (Contributions to education, no. 90)

The author formulates standards and, by using these as a basis for comparison, evaluates the fitness of Tennessee high school teachers to teach as evidenced by college transcripts.

1285. KOOS, LEONARD V. The junior college. *Minneapolis, Minn., University of Minnesota, 1924.* 2 v. (Education series, v. 1 and 2, no. 5)
An investigation, under subventions from the Commonwealth Fund and the University of Minnesota, covering the following phases: Scope and aspirations of the movement; educational functions of the junior college; forces of reorganization in higher education; overlapping in high school and college; and instituting the junior college plan.
1286. KUNIG, ROBERT W. Public school education of atypical children. *Washington, U. S. Government printing office, 1931.* 160 p. (Office of education. Bulletin, 1931, no. 10)
Part of the data reported upon in this questionnaire study pertained to the number of teachers employed for the education of atypical children in "68 cities of over 100,000 population," and to the certification requirements.
1287. LEPLEY, RAY. Dependability in philosophy of education. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931.* 91 p. (Contributions to education, no. 46f)
A discussion of the place of philosophy in education and the criteria used to measure its dependability as a process of inquiry. The relationships between science and philosophy are indicated.
1288. MARTENS, ELISE H. Opportunities for the preparation of teachers of exceptional children. *Washington, U. S. Government, printing office, 1932.* 42 p. (Office of education. Bulletin, 1931, no. 21)
"The present analysis was made on the basis of a questionnaire, supplemented by a study of college and university catalogues . . . Replies to the questionnaire were received from more than 600 institutions." The major purpose of the study was "to supply to teachers or prospective teachers who are interested in preparing themselves to teach exceptional children the requisite information regarding the availability of the more comprehensive types of training."
1289. PANNELL, H. C. The preparation and work of Alabama high school teachers. Unpublished doctor's thesis. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1932.*
An analysis of the high school teaching personnel in Alabama. The teachers were rated on a uniform score card and comparisons were made on such matters as: amount of educational preparation, number of subjects taught, size of schools, experience, and other similar factors. A positive relationship was found between amount of educational preparation in a subject and the teacher's rating.
1290. PETERSON, AXEL G. The training of elementary and secondary teachers in Sweden. *New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1932.*
This study represents a description of the present systems for the preparation of elementary and secondary teachers in Sweden. The data were obtained by the author in a year's study of schools. Detailed descriptions are given of various curricula. Conditions in the United States and Sweden are compared.
1291. RATCLIFFE, ELLA B. Scholarships and fellowships. *Washington, U. S. Government printing office, 1931.* 157 p. (Office of education. Bulletin, 1931, no. 15)
A handbook of scholarships and fellowships available in colleges and universities of the United States.
1292. SANDERSON, VIRGINIA. Another speech department records progress. *Quarterly journal of speech, 17: 339-45, June 1931.*
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