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### Dictionary Catalog of the University Library, 1919-1962

University of California, Los Angeles. Library 1963

*Annual Report* Stanford University. Libraries 1978

*Choice* 2002

**Paul Robert Hanna** Jared R. Stallones 2013-11-01 Analyzing and ultimately placing in context Paul Hanna's vast contributions, this book provides a richly textured narrative of his life and his major role in twentieth-century American education and the development of modern American education.

**Educating Man for the 21st Century** 1974

**The Greenwood Dictionary of Education** John William Collins

2003 The first of its kind since the 1980s, this book provides authoritative definitions for more than 2,600 terms that apply to educational research, practice, and theory. The overall focus is on the most critical terms in education as used by current

practitioners, yet references to significant historical events in education are also included. Terms were taken from such fields as: BL Early childhood education BL K-12 education BL Special education BL Higher education BL Adult education BL Career education BL Comparative education BL Curriculum BL Mathematics education BL Science education BL Language arts BL Reading BL Social studies education BL Educational philosophy BL Educational technology BL Educational research BL Language acquisition BL Measurement BL Teaching BL And other fields Each of the definitions is 25-250 words and has been written by a knowledgeable practitioner or researcher in the field. Included are acronyms and initialisms commonly used in the field, names and descriptions of relevant organizations, and important legal decisions relating to education. An extensive bibliography provides useful sources for further research. This reference work will be valuable for professionals in the K-12

setting, students of education, and educators and researchers in colleges of education. Librarians at academic, public, and school libraries will find the dictionary immensely useful in interpreting education terminology.

**New Strategies for Social Education** Bruce R. Joyce 1972  
*The Social Studies in General Education* Progressive Education Association (U.S.). Commission on the Secondary School Curriculum. Committee on the Function of the Social Studies in General Education 1939

*Community Education Journal* 1975

*Yearbook* National Education Association of the United States. Dept. of Elementary School Principals 1935

**Perspectives in Primary Education** L. Borghi 2012-12-06  
PURPOSE OF THE STUDY Primary education in Europe, as in the United States and other continents, is passing through a period of profound change, affecting some of the fundamental educational aims at primary school level and teaching structure, content and methods. The purpose of this study is to sketch a broad picture of the European educational scene which may be brought about by the impact of innovation in industrialised countries. We are only too aware of the difficulties inherent in our task. Even when projections and forecasts are firmly rooted in an analysis of existing data, they are liable to be contradicted by the facts. We shall attempt to allow for those alternative situations which may provide the context for the organisation and functioning of primary education. We make no claim to portray the European primary school at the end of the twentieth or at the beginning of the twenty-first century. We shall do no more than analyse existing achievements and experiments based on research in the associated fields of education, psychology and sociology and from this analysis extrapolate a series of forecasts based on objective factors of a social and intellectual nature, offering realistic hypotheses for the future. Our aim is to provide sound guidelines for those who are to build a better future for our children.

Dissertation Abstracts International 2000

**Encyclopedia of Education** James W. Guthrie 2003 This fully-revised second edition offers a complete view of the institutions, people, processes, roles and philosophies found in educational practice in the United States and throughout the world. Features include 121 biographies of influential educators; profiles of historic colleges and universities; profiles of organizations active in the field; and an appendix of full text primary source documents including education related legislation, international treaties and testing methods.

**Annual Report of the University Libraries** Stanford University. Libraries 1984

Hoover Digest 2003

**Curriculum Patterns in Elementary Social Studies** Robert Murray Thomas 1971

**Yearbook** 1935

*Assuring Quality for the Social Studies in Our Schools* Paul Robert Hanna 1987 A collection of articles by Paul R. Hanna pertaining to the educational curriculum.

*Social Studies* Association for Supervision and Curriculum Development 2003

*Bulletin of the Department of Elementary School Principals* 1935-07 Includes the Yearbook of the Dept. of Elementary School Principals of the National Education Association of the U.S., and beginning with v. 34 includes the department's Membership Directory and Annual Report.

Bibliographic Guide to Education 2002 ... lists publications cataloged by Teachers College, Columbia University, supplemented by ... The Research Libraries of The New York Public Library.

**American Book Publishing Record** 2002

**Elementary School Curriculum and Instruction** Joel L. Burdin 1971

Education & the Great Depression David Hicks 2006 Education and the Great Depression: Lessons from a Global History examines the history of schools in terms of pedagogies, curricula, policies, and practices at the point of intersection with worldwide patterns of economic crisis, political instability, and social transformation. Examining the Great Depression in the historical contexts of Egypt, Turkey, Germany, Brazil, and New Zealand and

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in the regional contexts of the United States, including Virginia, New York City, Cleveland, Chicago, and South Carolina, this collection broadens our understanding of the scope of this crisis while also locating more familiar American examples in a global framework.

**The Greenwood Dictionary of Education** Bloomsbury Publishing 2011-07-19 This book defines over 3,000 terms from the field of education to assist those charged with teaching students to become global citizens in a rapidly changing, technological society. John W. Collins and Nancy Patricia O'Brien, coeditors of the first edition of *The Greenwood Dictionary of Education* published in 2003, have acknowledged and addressed these shifts. This revised second edition supplements the extensive content of the first through greater focus on subjects such as neurosciences in educational behavior, gaming strategies as a learning technique, social networking, and distance education. Terms have been revised, where necessary, to represent changes in educational practice and theory. The Dictionary's focus is on current and evolving terminology specific to the broad field of education, although terms from closely related fields used in the context of education are also included. Encompassing the history of education as well as its future trends, the updated second edition will aid in the understanding and use of terms as they apply to contemporary educational research, practice, and theory.

Subject Matter in Money Management in Junior High School

Home Economics Lora Belle MaGee 1937

*Social Education of Young Children* Mary Willcockson 1950

*Books In Print 2004-2005* Bowker Editorial Staff 2004

**Revista** Asociación de Maestros de Puerto Rico 1950

**Elementary School Social Studies for Today's Children** John E. Ord 1972

**Social Studies** Malcolm Paul Douglass 1967

*In the Shadow of Authoritarianism* Thomas D. Fallace 2018 In the Shadow of Authoritarianism explores how American educators, in the wake of World War I, created a student-centered curriculum in response to authoritarian threats abroad. For most of the 20th century, American educators lived in the shadow of ideological, political, cultural, and existential threats (including Prussianism, propaganda, collectivism, dictatorship, totalitarianism, mind control, the space race, and moral relativity). To meet the perceived threat, the American curriculum was gradually moved in a more student-centered direction that focused less on "what to think" and more on "how to think." This book examines the period between World War I and the 1980s, focusing on how U.S. schools countered the influence of fascist and communist ideologies, as well as racial discrimination. Fallace also considers this approach in light of current interests in the Common Core State Standards. "Perhaps the recent rise of new authoritarian threats—not just abroad, but also at home—will rejuvenate our long tradition of democratic education. Schools have served as the bulwarks of democracy before. Let's hope they can do so again, guided by this smart little book." —Jonathan Zimmerman, University of Pennsylvania "Fallace offers a fresh, provocative history of democratic education as it has been practiced in the United States." —Walter Parker, University of Washington

**The Community School** National Society for the Study of Education. Committee on the Community School 1953

**Frontiers of Democracy** George Sylvester Counts 1941 Included section "The teacher's bookshelf."

Yearbook National Education Association of the United States. Department of Elementary School Principals 1935 Vol. 1-32 includes List of members.

**America, History and Life** 2005 Article abstracts and citations of reviews and dissertations covering the United States and Canada.

**The Social Studies** G. Wesley Sowards 1963

Turning Points in Curriculum J. Dan Marshall 2007 *Turning Points in Curriculum: A Contemporary American Memoir*, 2nd edition, is a text designed to engage readers in a story of curriculum as a field of intellectual study and invite them to identify with and ultimately participate in this important work. Focusing on the United States, it contains five parts, the first of which offers a backdrop or contextual panorama for parts two through five, which present curriculum's journey through the last

half of the twentieth century. Throughout the book, the authors use the term curriculum work over curriculum studies, theory, or development. The broader notion of work allows for variations that include reflection, study, theorizing, construction, inquiry, and deliberation. At the same time, the possibilities for interpretation inherent in the notion of curriculum work allow the authors to steer clear of the more fixed and differential meanings typically associated with more distinctive phrases such as curriculum theorizing or curriculum development. An important goal of *Turning Points* is to provide readers with multiple levels of engagement in its complex conversation. Toward this end, the authors have combined five distinct elements into the book with

an eye toward personalizing readers' interpretative processes. -- Publisher description.

Paul Robert Hanna Jared Stallones 2002 Jared R. Stallones is an assistant professor of education at California State Polytechnic University in Pomona, California.

**Addresses by Paul R. Hanna and W. H. Cowley Upon the Occasion of Their Installation as Lee L. Jacks Professor of Child Education and David Jacks Professor of Higher Education delivered at the Ceremonies of Installation, Cubberley Auditorium, Stanford University April 30, 1954**  
Paul Robert Hanna 1954