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ACTIVITIES OF THE LOUISIANA STATE DEPARTMENT OF EDUCATION AT THE ELEMENTARY SCHOOL LEVEL, 1940 TO 1964

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Education in The Department of Education

by
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August, 1969
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ABSTRACT

This study traced the activities of the Louisiana State Department of Education in the field of elementary education from 1940 to 1964. It was concerned with a period which involved the administrations of two State Superintendents of Public Education—John E. Coxe, 1940 to 1948, and Shelby M. Jackson, 1948 to 1964.

This study encompassed the activities of the Department at the elementary level in the areas of its regulatory, in-service, and program development functions. Special emphasis was given to the functions of the Elementary Section of the State Department of Education.

The introductory chapter dealt with state educational leadership prior to 1940 and brought the picture of elementary education in Louisiana up-to-date for the 24-year period involved in the study. Chapter One furnished the necessary base for the remainder of the study. The second and third chapters involved the years 1940 to 1964. Chapter Two was devoted to regulatory and in-service activities of the Louisiana State Department of Education; Chapter Three was concerned with the Department's program development activities.
Some of the primary data used in this study came from the official files of the Louisiana State Department of Education. These included circular letters, bulletins, annual reports, directories, pamphlets, and official proceedings of the Louisiana State Board of Education. Other primary data were obtained in interviews and by letters. Secondary data included dissertations, theses, books, and articles.

Regulatory activities at the elementary school level during the period 1940 to 1964 were concerned primarily with state approval and regional accreditation of schools.

In-service activities at the elementary school level during this period involved both state supervisors in the Elementary Section and special subject area supervisors from the other sections such as music, art, language arts, science, mathematics, audio-visual education, and Negro education. In-service responsibilities included school and classroom visits, group meetings, workshops, writings, and participation in the activities of professional organizations and the Cooperative Program in Elementary Education.

Program development at the elementary level during the years 1940 to 1964 was affected by the activities of legal, professional, and non-professional groups and
agencies. Among these groups were the Legislature, the State Department of Education, and the State Board of Education.

Activities of the State Department of Education involved changes in materials of instruction and scheduling and the publication of guides. During these years, the materials of instruction improved in both quantity and quality. Scheduling received close attention during Superintendent Jackson's administration as four publications of the State Department of Education dealt with the topic. Curricular development in subject areas was promoted through the publication of various bulletins and pamphlets.
CHAPTER I

STATE LEADERSHIP IN EDUCATION PRIOR TO 1940

Activities in elementary education by the State Department of Education during the years 1940 to 1964 were determined and influenced greatly by what happened in previous years. Chapter I concerns these years, while Chapter II and Chapter III are concerned specifically with the regulatory, in-service, and program development activities of the State Department of Education in elementary education during the years 1940 to 1964.

Since the State Superintendent of Public Education did not have a staff prior to the twentieth century, the early background of education in Louisiana is dealt with primarily in terms of the activities of the persons who held this office. Also, state educational responsibilities originally were not divided in terms of elementary and secondary levels. It was not until 1908 that such a differentiation was made in the State Department of Education. Therefore, in many instances, the material in Chapter I will pertain to the entire school program, rather than being limited to activities in elementary education.

During the period between the arrival of the Ursuline sisters in New Orleans in 1727 and the election of John E. Coxe as State Superintendent of Public Instruction in 1940,
the State Department of Education emerged and gradually assumed major direction of the educational enterprise.

Prior to the adoption of a new state Constitution in Louisiana in 1845 and the appointment of the first State Superintendent, Alexander Dimitry, in 1847, state educational leadership rested largely with the elected state officials and the members of the Legislature. From 1847 to 1908, the State Superintendent performed the responsibilities of gathering data and reporting status and needs to the Governor and the Legislature. Between 1908 and 1940, the State Superintendent acquired a professional staff that expanded services by providing vigorous leadership in the details of teaching as well as the management of the schools at the local level.

I. STATE EDUCATIONAL LEADERSHIP PRIOR TO 1845

Efforts to promote education in Louisiana had been made for more than one hundred years before the appointment of Louisiana's first State Superintendent of Public Instruction. Public officials had experienced some support for education during the colonial, territorial, and early statehood periods of Louisiana history.

The Colonial Period, 1718 to 1803

Both the French and Spanish supported education during the colonial period.
Formal education in Louisiana began when the French colonial government made possible the arrival in New Orleans of a group of Ursuline sisters in 1727 and the founding there of a convent for the training of future wives and daughters of the French colonists. The Ursuline convent became the first establishment for the education of young women in what is now the United States.¹

Since education in Louisiana was almost entirely in private hands under the French,² it remained for the Spanish to give public education its first expressed support. In 1771 the Minister of the Indies wrote Governor Louis de Unzaga y Amezaga of Louisiana that the King of Spain had decided to establish free public schools in the territory so that Christian doctrine, elementary education, and grammar be taught.³ Though the Spanish sponsored public education with some able teachers, little was accomplished because the French inhabitants refused to attend classes conducted in Spanish.⁴

¹Joel L. Fletcher, Louisiana Education Since Colonial Days (Lafayette: Southwestern Louisiana Institute, 1948), p. 3.


³Ibid.

⁴Ibid., p. 168.
The Territorial Period, 1803 to 1812

When Louisiana became a possession of the United States in 1803, both the Territorial Legislature and Governor William C. C. Claiborne expressed a strong interest in the establishment of public schools. The first Territorial Legislature considered the question and provision was made for an academy to be established in each county of the territory to teach elementary and secondary subjects. 5

The Governor's message to the first Legislative Council in 1804 emphasized the significance of an educational program:

In adverting to your primary duties, I have yet to suggest one, that which none can be more important or interesting. I mean some general provision for the education of youth. If we revere science for our own sake, or for the innumerable benefits she confers upon society; if we love our children and cherish the laudable ambition of being respected by posterity, let not this great duty be overlooked. Permit me to hope then, that, under your patronage, seminaries of learning will prosper, and the means of acquiring information be placed within the reach of each growing family . . . My advice, therefore, is that your system be extensive and liberally supported. 6

Early Statehood Period, 1812 to 1845

Between 1812 and 1845, many expressions of support

5 Ibid.

for education were voiced by the elected state officials. However, despite this vocal support, little was accomplished other than chartering private academies, providing state support for some of them, and making available scholarships at private academies for children of the needy.  

Generally, public education in Louisiana during this period was lacking in financial support and organization. Although there was some sentiment for free schools for children of parents unable to pay, free public schools for all were not envisioned at this time. The well-to-do citizens throughout the State preferred private schooling for their children and the French Catholics in South Louisiana generally opposed secular education.  

Perhaps the most significant step taken to promote public education was the passage of an act in 1833 designating the Secretary of State as "Ex-Officio Director of Public Education," and requiring school boards to report to him. This act was the first attempt to provide official leadership at the state level for public education.

7Fletcher, op. cit., p. 10.
8Rodney Cline, Builders of Louisiana Education (Baton Rouge: Louisiana State University, 1963), p. 2.
9Ibid.
II. STATE EDUCATIONAL LEADERSHIP, 1845 TO 1876

During the years between the adoption of the Constitution of 1845 and the Civil War, sporadic efforts were made to establish public education in Louisiana.\textsuperscript{10} The Civil War prevented progress in public education. Following the conflict, poverty in Louisiana stifled leadership attempts to develop an educational system, as virtually every effort was directed toward making a living. Also, attempts to open the schools to Negro and white children handicapped elementary education during the Reconstruction period.\textsuperscript{11} During the years 1845 to 1876, little success was realized in public education.

\textbf{The Constitution of 1845}

The new Constitution adopted by the State of Louisiana in 1845 called for the appointment by the Governor of a State Superintendent of Public Education. It also called for new laws to support the schools through the levying of taxes and the abolishment of financial aid to private academies. Acting in response to the provisions of the Constitution, the Governor and the Legislature took the necessary

\textsuperscript{10}C. Winston Hilton, Donald E. Shipp, and J. Berton Gremillion (prep.), \textit{The Development of Public Education in Louisiana} (Baton Rouge: Louisiana State University, 1965), p. 8.

\textsuperscript{11}McGinty, \textit{op. cit.}, p. 168.
steps to set up a public school system with a State Superintendent of Public Instruction in 1847. The first State Superintendent was Alexander Dimitry.\textsuperscript{12}

**Pre-Civil War Years, 1847 to 1861**

Dimitry's two-year term laid the foundation for development of state leadership in public education, but many years were to elapse before the office of the State Superintendent would be in a position to give vigorous leadership and direction to the schools of Louisiana.\textsuperscript{13}

Dimitry visited schools throughout the State to familiarize himself with the problems and to offer advice. His greatest efforts were directed toward arousing public sentiment to provide adequate tax support for public education.\textsuperscript{14}

All of the superintendents who followed Dimitry—Robert Carter Nicholas (1849–1853), John N. Carrigan (1853–1855), Samuel Bard (1855–1857), W. T. Hamilton (1857–1859), and Henry Avery (1859–1861)\textsuperscript{15}—were beset

\textsuperscript{12}Cline, \textit{loc. cit.}

\textsuperscript{13}Murphy P. Rogers, \textit{A State's Supervision of Its Elementary Schools} (New York: Columbia University, 1936), p. 9.

\textsuperscript{14}Cline, \textit{op. cit.}, p. 3.

with many problems as they sought to meet the major responsibilities of gathering data, presenting the needs of the schools to the Legislature, and distributing school funds.

Carrigan complained bitterly of his inability to get reports from the local systems, saying, "No effort on my part has been spared to obtain full and complete information from every parish in the State; and yet, ten parish treasurers have failed to make any returns whatever."\(^{16}\)

Bard, who followed Carrigan, was even more vocal in expressing his frustration. In describing the condition of public education in Louisiana when he took office, he said, "I found the office (of State Superintendent) in a very confused and disordered condition." Official papers were in disarray, the books had been carelessly kept, and the records were inaccurate, Bard reported.\(^{17}\)

In a later report, Bard stated, "There is really not a single feature of the system anything approaching what it ought to be."\(^{18}\) Specifically, he mentioned supervision,

\(^{16}\) *Annual Report of 1853-54, op. cit.*, p. 3.


the employment of competent teachers, the administration of the finances, and the condition of the "school-houses."

About the school books in use, he said, "The books used are not unfrequently [sic] an insult and a wrong to us, and are always a source of serious inconvenience, not to say mischief." 19

During the pre-Civil War era, the state superintendents noted some progress. Their reports showed a steady increase in school attendance and school support. The crowning achievement was probably the establishment of a normal training department in the Girls' High School in New Orleans. Although every superintendent since Nicholas had recommended this step, it was not until 1858, during Hamilton's administration, that the Legislature acted favorably. 20

Civil War Through Reconstruction, 1861 to 1876

Public education was seriously threatened during the Civil War and Reconstruction periods. The cost of the war effort, the division of the State by conquest, and the occupation by Federal troops almost destroyed the meager gains


made during pre-Civil War days.

With the coming of the war to Louisiana, the public schools in the rural parishes had generally been closed.\textsuperscript{21} The major resources of the State were dedicated to personal survival and the financing of the war effort, leaving little for education.\textsuperscript{22}

As the war progressed, parts of the State fell into Federal hands with resulting confusion and conflict in educational efforts. For a time two superintendents served overlapping terms, W. H. N. McGruder serving from 1862 to 1865 in the parts of Louisiana held by the Confederates and John McNair in Federally occupied Louisiana.\textsuperscript{23} Much of the money appropriated by the Confederate Legislature was never expended.\textsuperscript{24} In occupied Louisiana General Butler appointed a school board and funds were supplied for white and Negro children.\textsuperscript{25}

\textsuperscript{21} Report of the State Superintendent of Public Education to the General Assembly of the State of Louisiana, 1863-64 (New Orleans: W. R. Fish, 1864), p. 3.

\textsuperscript{22} McGinty, \textit{op. cit.}, p. 79.


\textsuperscript{24} Fletcher, \textit{op. cit.}, p. 13.

\textsuperscript{25} T. H. Harris, \textit{The Story of Public Education in Louisiana} (New Orleans: Delgado Trade School, 1924), p. 58.
From 1865 to the end of the Reconstruction period, the majority of the people of the State exhibited little interest in public education and refused to cooperate with the state officials in promoting public schools open to both races, as provided in the Constitution of 1868. On the positive side was the provision in the Constitution for a State Board of Education, which has been a part of the framework for public education in Louisiana since that time. Also, the Constitution of 1868 provided for the State Superintendent of Public Education to be elected by the people.  

Three superintendents served during the years 1865 to 1876—Robert M. Lusher (1865-1868), Thomas W. Conway (1868-1872), and William G. Brown, a Negro (1872-1876). Conway and Brown held office under the protection of what was referred to as the "carpetbagger" government.

The general situation is illustrated by the contents of Conway's Annual Report to the General Assembly of Louisiana in 1871:

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27 Cline, op. cit., p. 7.
Whole parishes, in certain sections of the State, have been without a school . . . Thousands of dollars of public school money remain idle in the treasury of the State, and the children for whose instruction it should be employed are suffered to grow up untaught . . .

This bleak description of public education reflected the apparent failure of the General School Act of 1869 to provide a chain of responsibility and some leadership from the individual school community to the office of the State Superintendent. According to this Act, the State was divided into six districts, with a superintendent for each district appointed by the State Board of Education. The State Board also appointed the school board for each parish, as well as for each town. Each parish board in turn appointed a school board for each district within the parish, and each town board appointed a school board for each ward within the town.

III. STATE EDUCATIONAL LEADERSHIP, 1876 TO 1898

During the years 1876 to 1898, many small but significant gains were made in public education. The work during these years helped lay the foundation for the

\[28\] Annual Report of 1871, loc. cit.

\[29\] Hilton (prep.), et al., op. cit., p. 11.
expanding and improved school system that was to develop during the twentieth century.

The year 1877 brought many changes to Louisiana and its public school system. With the overthrow of the so-called carpetbag regime, the government of Louisiana passed into the hands of its people. Robert M. Lusher, who had served as State Superintendent previously from 1865 to 1868, assumed the position again in 1877. It was during Lusher's second term as State Superintendent that order began to emerge out of chaos.

At the end of the first year of his second term, Lusher's report was encouraging. He expressed satisfaction with the system of instruction and the method used by examining boards for selecting competent and experienced teachers. Lusher reported the employment of 1,507 teachers and the attendance of 54,390 pupils in public schools,

30 McGinty, op. cit., p. 79.

31 Rogers, A State's Supervision of Its Elementary Schools, op. cit., pp. 9-10.

In reorganizing education, Lusher took definite action relating to teachers and the administration of the public schools. He recommended that teachers be designated as to three grades: primary, intermediate, and grammar. The recommendation suggested that monthly compensation be fixed as follows:

Primary Grade—$20 per month for less than ten pupils (the minimum allowed by law), with an increase of fifty cents per month for each pupil over twenty and not exceeding forty.

Intermediate or Mixed Primary and Grammar Grade—$30 per month for not less than ten pupils, with an increase of seventy-five cents per month for each pupil over twenty and not exceeding forty.

Grammar Grade—$40 per month for not less than ten pupils, with an increase of one dollar for each pupil over twenty and not exceeding forty.34

Lusher also laid down rules and regulations for the administration of the public schools. Public schools were to be designated as Elementary, Academic, and Normal schools. The primary departments were to teach spelling, oral and written; the rudiments of reading, writing, geography, arithmetic; and familiar science (object lessons). The grammar departments were to give instruction in the

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33 Ibid., pp. 314-315.
34 Ibid., p. xix.
definition and derivation of words, dictation, reading, writing, arithmetic, grammar, geography, United States history, elocution, composition, declamation, and the elements of the natural sciences, and where practicable, in vocal music and drawing. Academic schools were for youths over fourteen years of age.\textsuperscript{35}

Between 1880 and 1898, six persons served in the office of State Superintendent: Edwin H. Fay (1880-1884), Warren Easton (1884-1888), Joseph A. Breaux (1888-1890), W. H. Jack (1890-1892), A. D. Lafargue (1892-1896), and Joseph V. Calhoun, who served during the years 1896 to 1904.\textsuperscript{36} During the years 1880 to 1898 much progress was made in the areas of pupil enrollment and teacher preparation.

Enrollment increased from 121,844 during Breaux's administration to 155,926 in 1896, and to 185,355 in 1898.\textsuperscript{37} As Breaux expressed it, the prime objective of the State's

\textsuperscript{35}\textit{Ibid.}, p. xxxvii.


school system during these years was "to offer school advantages to as many as possible." The objective included education for Negroes, as evidenced by the increase in Negro enrollment from 49,276 in 1890 to 63,313 in 1894, to more than 72,000 by 1898.  

Teacher preparation found additional support during the late nineteenth century. The year 1884 was especially significant as it was during this year that the State Normal was established at Natchitoches and one-week institutes were reported being held in Louisiana under the auspices of the Peabody Board. 

IV. STATE EDUCATIONAL LEADERSHIP, 1898 TO 1908

During the years 1898 to 1908, public education continued to make gains. Enrollment increases were noted. Supervision at the local level was strongly encouraged for the first time. The status of the local superintendent was improved. Also, one of Louisiana's great educational leaders, James B. Aswell, brought new vigor to the efforts for improved public education in the State.

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39 Cline, op. cit., p. 10; Rogers, op. cit., p. 10.
The Constitution of 1898

The Constitution of 1898 provided improved financial avenues for strengthening public education. Police juries were required to levy taxes to support schools. The Constitution also provided that the people might vote taxes themselves to erect buildings and to pay salaries and other expenses.  

At the Turn of the Century

Calhoun, who served as State Superintendent during the last four years of the nineteenth century and the first four years of the twentieth century, listed the enrollment for 1899 as 196,169 pupils, 74,233 being Negro. He reported that the census of 1899 indicated that the number of white educable children—children between six and 18 years of age—totaled 204,827.

Calhoun cited a need to give closest attention to education in rural schools since most of the pupils in Louisiana public schools were receiving their education in that area.

In 1902 the Legislature encouraged improved leadership at the local level by passing a law making it possible to employ parish superintendents at salaries from $200 to $1200.44

Aswell Administration, 1904 to 1908

Prior to 1904, the State Superintendent was little more than a statistical officer. The office carried some influence, but little authority.45

Aswell, who served as State Superintendent from 1904 to 1908, accepted the responsibilities of his position and exercised every effort to bring about a satisfactory state educational system. He traveled the State speaking in behalf of public education. As a result, physical development of public education was accelerated during his administration.46

His annual reports reflect progress in public education in the areas of finances, enrollment, professional preparation for teachers, and curricular guidance. Aswell's report for the years 1904 and 1905 conveyed certain optimism:

44Scroggs, op. cit., p. 310.

45C. A. Ives, As I Remember (Baton Rouge: Louisiana State University, 1964), p. 204.

46Cline, op. cit., p. 15.
The average salary of rural teachers was increased in 1905 from $36.99 to $42.89 per month, while the average salary of city and town teachers was increased from $45.56 to $51.34, and the number of first-grade teachers was increased from 1,952 to 2,220. The records of 1904 show that the amounts expended for school buildings and equipment were $84,010.76, while 225 new schoolhouses were built in 1905, and the sum of $334,039.61 was expended for buildings and equipment. The above does not include money expended for buildings and equipment for the higher institutions. 47

The first report by Aswell indicated progress in the area of school enrollment. In 1905 there were 459,596 educables in Louisiana, and of these, 210,116 were reported enrolled, with 67,387 being Negro. The average number of pupils attending was set at 146,234. 48 Enrollment and attendance climbed in 1906. Aswell reported that 224,091 pupils were enrolled, 75,786 being Negro. The number of enrolled pupils attending was 161,735. 49

Aswell realized a need for supervision and better teacher preparation as means for improving instruction. He stated his belief that "... the key to the public school situation in Louisiana today is expert supervision


48 Ibid., pp. 211-213.

for every parish in the State." In the Biennial Report for the years 1906 and 1907, Aswell praised the work of the one-week institutes and the summer normal schools. He reported the institutes were conducted on a more systematic and comprehensive plan than during previous sessions. He reported that thirty-one parishes conducted one-week institutes, with a total of 1,945 teachers and 4,903 visitors. Much of this final report by Aswell dealt with the programs and purposes of the 1906 and 1907 summer normal schools.

The report also offered a complete listing of the courses of study for the elementary grades of the public schools of Louisiana.

V. STATE DEPARTMENT PERSONNEL AND ACTIVITIES IN ELEMENTARY EDUCATION, 1908 TO 1940

The year 1908 has special significance for State Department of Education activities in elementary education in Louisiana. It was during that year that Superintendent Thomas H. Harris began his long tenure in office and that he began to build a staff that became very active in the

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52 Ibid., pp. 85-89.
affairs of education in the State at the elementary and secondary levels.

Harris had succeeded James B. Aswell, who although re-elected for a second term as Superintendent, chose to take the presidency of the State Normal School in Natchitoches. The Governor's appointment of Harris proved a popular one as Harris was re-elected at the end of each four-year term until 1940.

When Harris assumed the office of State Superintendent of Public Instruction, he had one full-time professional staff member, a State Institute Conductor. During his first year in office, he appointed S. E. Weber as State High School Inspector to administer the newly adopted standards for high schools. The next year marked the beginning of an elementary section in the State Department of Education.

Personnel in the Elementary Section

Administrators of the Peabody Fund in December, 1909, offered to pay the salary and travel expenses of an inspector of elementary and rural schools. Harris

accepted the offer and appointed Cyrus J. Brown to fill the position.\textsuperscript{54} The duty of this first state supervisor at the elementary level was "to devote himself to the problems of the rural elementary schools and to use his time and efforts in assisting the constituted school authorities in bringing about better conditions."\textsuperscript{55}

At the time of Brown's appointment as rural school inspector, there were 629 rural consolidated schools, representing 1,939 teachers in those districts. Harris reported that these schools, "as a rule," were in good houses with comfortable and necessary equipment and had teachers of ability.\textsuperscript{56}

Since there were 1,553 one-room rural schools in the State at the time, Harris indicated one of the major tasks of early supervisors of elementary education would be to eliminate the one-room school wherever possible and to establish in the rural areas graded schools where all of the facilities essential to a thorough and systematic

\textsuperscript{54}Minns S. Robertson, \textit{Public Education in Louisiana after 1898} (Baton Rouge: Louisiana State University, 1952), p. 83.

\textsuperscript{55}\textit{Biennial Report of 1908-09}, loc. cit.

\textsuperscript{56}Ibid.
education of the children could be obtained.\textsuperscript{57}

With the beginning of the 1914-15 school session, C. J. Brown's title became chief state rural school supervisor and two assistant supervisors became members of his staff.\textsuperscript{58} This was the first use of the term "supervisor" in a State Department biennial report for personnel assigned specifically to work with the elementary and rural schools.

In 1916, one of the two assistant supervisors, Charles F. Trudeau, transferred to the High School Section, leaving only John M. Foote to assist Brown.\textsuperscript{59}

When Brown resigned to enter private business during the 1918-19 session, Foote became state rural school supervisor.\textsuperscript{60} In the summer of 1920 Foote was given two assistant state supervisors of elementary schools—John E. Coxe, superintendent of schools in Livingston Parish, and

\begin{itemize}
\item \textsuperscript{57}Ibid.
\item \textsuperscript{59}Robertson, \textit{op. cit.}, p. 73.
\item \textsuperscript{60}Robertson, \textit{op. cit.}, p. 86; and A Brief Summary and Thirty-Two Maps Showing the Public School Situation of Louisiana in a Few Essential Respects, Volume I of Biennial Report, Sessions 1917-18 and 1918-19 (Baton Rouge: Ramires-Jones Printing Company, 1919), p. 8.
\end{itemize}
A. M. Hopper, supervisor of Natchitoches Parish schools. 61

Five years later in 1925, Foote left the Elementary Section to become director of the newly created Division of Educational Reference and Service. Hopper then became state rural school supervisor. 62 John E. Coxe had transferred to the High School Section in 1926, so Hopper's staff included Miss Helene Sliffe and Minns S. Robertson. Robertson later left the section to join Foote in the Division of Reference and Service. 63 He was replaced in 1930 by Murphy P. Rogers, principal of Winnfield High School. 64

Several changes were made in the Elementary Section between 1930 and 1940. Rogers transferred to the High School Division. Miss Sliffe left the Department. J. W. Brouillette and J. P. Causey were added and Minns S. Robertson returned. So, at the end of the Harris administration in 1940, the Elementary Section consisted of Hopper, Robertson, op. cit., p. 86.

61Robertson, op. cit., p. 86.


Brouillette, Causey, and Robertson.65

Other Personnel with Responsibilities in Elementary Education

Although the staff members of the Elementary Section of the State Department of Education had general responsibility for the direction of elementary education in the State, they were assisted by personnel from other sections of the Department. Among these were supervisors of penmanship, agriculture, home economics, teacher training and certification, physical education, safety education, music, library work, school housing, vocational education, and reference and service.

Penmanship. For several years, Louisiana had a supervisor of penmanship. John Dominique served in this capacity from 1914 to 1919, at which time the position was

Agriculture. The State Board of Education in 1908 required the teaching of agriculture in all Louisiana elementary schools. To provide leadership in the area, V. L. Roy of the staff at Louisiana State University was designated as state inspector of agriculture. In 1914, the State Board of Education and Louisiana State University jointly financed the employment of a state supervisor of agriculture. P. L. Guilbeau was appointed to the position. Guilbeau traveled from the office of E. S. Richardson, Junior Extension Division, Louisiana State University. The State Board paid $500 of Guilbeau's salary, and the University paid his traveling expenses and the

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68Robertson, op. cit., p. 76.

balance of his salary.\textsuperscript{70}

Guilbeau served until 1932.\textsuperscript{71} To succeed him, Shelby M. Jackson was appointed state supervisor of vocational agriculture, a position he filled until 1945.\textsuperscript{72}

Other persons who assisted in agricultural education during the years prior to 1940 included J. G. Lee Jr., J. W. Bateman, Alexis Larriviere, R. L. Davenport, J. C. Floyd, E. E. Puls, and A. E. Robinson.\textsuperscript{73}

**Home economics.** Home economics was another subject area which was required in the elementary schools at the seventh and eighth grade levels.\textsuperscript{74}

Miss Elizabeth Kelley served as inspector of domestic

\textsuperscript{70}Part IV of Biennial Report of 1913-14 and 1914-15, op. cit., p. 54.

\textsuperscript{71}Robertson, op. cit., p. 76.

\textsuperscript{72}Ibid., p. 77.


science in schools during the 1913-14 session. She was followed by Miss R. Myrtelle Billings during the 1914-15 school session. Both Miss Kelley and Miss Billings traveled from the office of E. S. Richardson at Louisiana State University and were paid by the University.

Many persons served in this work during the years prior to 1940. Included were the following: Miss Cleora C. Helbing, Miss Clyde Mobley, Miss Dorothy Kidd, Miss Leila Tomlinson, Miss Johne Bowles, and Mrs. Hazel G. Coxe.

*State institute work.* The institute was an important agency for the improvement of education in Louisiana.

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79 *Robertson, op. cit.*, p. 28.
Three persons served in the capacity of conductor. John E. Keeney served from 1904 to 1907, L. J. Alleman from 1907 to 1912, and Clarence A. Ives, from 1912 to 1914.  

Acting on the recommendation of Superintendent Harris, the Legislature in 1914 discontinued the appropriation for institute conductor. In the Biennial Report for the 1912-13 session, Harris stated that the position of state institute conductor had been created when local superintendents were poorly qualified to supervise the teacher-training program and when teachers were poorly qualified. In justifying his recommendations, Harris cited changed conditions, including competent superintendents.

Teacher certification. In 1914 the position of institute conductor was combined with that of chairman of the State Teachers' Examining Committee. During the 1914-15 school session, John R. Conniff served as chairman of the

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81Robertson, op. cit., pp. 70-71.

82Statistics of the Public Schools, Including the State Supported and Controlled Educational Institutions, for the Session 1913 (Baton Rouge: Ramires-Jones Printing Company, 1913), p. 52.
State Teachers' Examining Committee and state institute conductor.\textsuperscript{83}

Following ten years in this position, certification by examination was discontinued and Conniff became chairman of the Division of Teacher-Training and Certification.\textsuperscript{84} J. E. Lombard followed Conniff and directed teacher certification activities into the early forties.\textsuperscript{85}

Physical education. Lombard had served as the first state director of physical education, beginning in 1918.\textsuperscript{86} His title at that time was state supervisor of physical training and assistant high school supervisor.\textsuperscript{87}

Special attention was not given to physical education again until 1935, when a Division of Physical Education was organized. Harris issued a circular setting forth

\textsuperscript{83}Part II of Biennial Report of 1913-14 and 1914-15, \textit{op. cit.}, p. 2.

\textsuperscript{84}Robertson, \textit{op. cit.}, p. 131; and \textit{Annual Report of the State Department of Education of Louisiana for the Session 1923-24} (Baton Rouge: Ramires-Jones Printing Company, 1924), p. 4.


\textsuperscript{87}Annual Report of 1924-25, \textit{op. cit.}, p. 6.
the purposes of the division and describing the new supervisor who was to head the program. 88 The circular included the following:

I have placed at the head of the Physical Education Division Mr. J. W. Hair. He earned his bachelor's degree at Louisiana Polytechnic Institute and his master's degree at the University of Iowa. He has pursued courses toward the doctor's degree at the Louisiana State University. He has specialized in physical education and he has had successful teaching and coaching experience. His personality is pleasing and I think that he has the interest, the outlook, and the energy that insure successful efforts on his part. I believe that I have made a wise selection, and I am taking the liberty to request that you cooperate with him wholeheartedly to the end that Louisiana children shall become the healthiest and happiest in the world. 89

Safety education. Safety education was initially included in the new Physical Education Division under the direction of Hair. 90 In 1937, however, safety education was separated from that division when E. P. Roy became director of safety. He remained in that position until Harris left office. 91

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89 Ibid., pp. 30-31.
Music. A Division of Music was organized in the State Department in 1934. The first state supervisor of music was S. T. Burns. Burns served in the position four years. In 1938 his assistant, Lloyd V. Funchess, became supervisor and Paul Thornton the assistant supervisor.

Library work. A Library Division was established in 1928. Harris reported that the General Education Board paid the salaries of a librarian and secretary, as well as traveling expenses of the librarian, for "some eight or ten years." Miss Lois Shortess, appointed in 1928, served as supervisor of school libraries until 1940.

School housing. During the 1925-26 school session, a School Housing Division was formed with J. T. Hoal as

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98 Ibid., p. 50.
supervisor. The duties of this division were to examine and approve plans for new buildings, furnish plans and specifications for small buildings, and supervise important and costly buildings while in the course of construction.

Harris reported the following:

We were able to command the services of a competent building supervisor through the generosity of the General Education Board. Mr. Hoal's salary and traveling expenses are paid by that Board. The General Education Board's donation was made with the agreement that the State would take over the division or drop it on July 1, 1926, the General Education Board agreeing to finance the division during the experimental stage, after which the State should continue it, if its worth were proven, or drop it if it seemed of questionable value.

Hoal made reports for the 1925-26 and 1926-27 school sessions. The position was soon abolished and the Department was without this service until H. R. Brown was appointed construction supervisor on August 16, 1939.

Vocational education. The National Vocational-Education Act was passed in 1917 and was accepted by the

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100 Ibid., p. 49.
101 Ibid., p. 50.

Reference and service. On July 1, 1925, the State Board of Education inaugurated the Division of Reference and Service which was financed by the General Education Board. The division had responsibilities for studying, analyzing, and reporting on educational activities in Louisiana. John M. Foote was named as director of the division. Foote remained in that position throughout Harris' administration.

Regulatory Activities of Elementary Section Personnel

The activities and functions of the Elementary Section of the State Department of Education for the period 1908 to 1940 may be grouped under three broad headings--

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107Robertson, op. cit., p. 163.
regulatory, in-service, and program development. All of these areas are closely related and ultimately have the same major objective: better instruction and improved experiences for the children.

The authority for the Elementary Section to direct these functions rests in the concept that the State has responsibility for education. The State Board of Education, State Superintendent of Education, and State Department of Education have direct responsibility and authority for regulatory, in-service, and program development activities.

During the thirty-two years of the Harris superintendency, the State Department of Education exercised many regulatory functions. The most significant exercised by the Elementary Section were those related to school consolidation and school approval.

**School consolidation.** When the position of elementary school inspector was created in 1909 and Cyrus J. Brown was chosen to fill it, a major problem of the newly appointed official was that of school consolidation.

Harris claimed that the only way to build up good schools in the rural areas was through consolidation. He stated that a major purpose of state education work would be "to eliminate the one-room school wherever possible and
to establish in the country graded schools where all of the facilities essential to a thorough . . . education . . . can be had." In order to hasten consolidation, Harris recommended that the State offer financial assistance to rural schools having three or more teachers. As a result of legislative acts, many school systems were able to comply and move toward consolidation. 108

In his report of 1913, Brown also cited the progress of consolidation in Louisiana and reported that he had assisted in "many movements of this kind" during the previous two-year period. 109

Act 177 of 1914 made an appropriation to bring about consolidation. During the following school session the State Board of Education assisted twenty-three parishes in the consolidation of 105 schools. During the 1917-18 session, in compliance with provisions of Act 46 of 1916, many additional schools were consolidated. 110

109 Statistics of the Public Schools, 1913, op. cit., p. 72.
Elimination of the one-teacher school was an important objective of consolidation, as well as a reduction in the total number of elementary schools. The decreasing number of one-teacher schools indicated the progress of consolidation during those years: 1910-11, 2,474 schools; 1920-21, 1,837 schools; 1925-26, 1,513 schools; and 1930-31, 1,342 schools. Harris, in his final report, stated that for the school year 1938-39 there was a total of 958 public elementary schools in Louisiana, including elementary departments in high schools.\[111]

School approval. An important movement of a regulatory nature was initiated in elementary education in Louisiana in 1928. This movement involved the campaign for "standardized" elementary schools. The supervisor of elementary schools, A. M. Hopper, labeled it as "a step . . . which promises to improve materially the efficiency of elementary schools."\[112]

Following the passage of a resolution at a state supervisors' conference, a committee of superintendents and supervisors prepared a list of standards for approving


elementary schools. The report of the committee was submitted to the State Board of Education and adopted on September 13, 1928.113

The following report, adopted by the State Board, contained the first approval standards for elementary schools in Louisiana.

To become an approved elementary school, the following requirements must be met:

I. COURSE OF STUDY

The subjects prescribed in the State Course of Study must be taught.

II. LENGTH OF TERM

The length of term must be the same as that for a State-approved high school.

III. QUALIFICATIONS OF TEACHERS

Every teacher must hold at least a Class III certificate. Every new teacher who is a graduate of an approved teacher-training institution must teach in the department (primary, intermediate, or grammar grade) in which she specialized in the teacher-training institution. Principals of schools having more than two teachers must have had at least two years' teaching experience.

IV. TEACHING LOAD

a. The number of pupils per teacher must not exceed forty-five in average membership for the grades above the second and forty in the first and second grades.

113 Ibid.
b. The number of grades or teaching groups per teacher must not exceed three.

V. BUILDING AND GROUNDS

a. Buildings—Any type of building that meets the following conditions will meet the requirements for housing a standard elementary school:

1. Reasonably safe from fire. All buildings erected after 1929 must conform to the building requirements of the State Board of Education. All old frame buildings of more than one story must be equipped with fire escapes and fire exits.

2. Window-light area approximately one-fifth of floor area. Windows so located that class may be seated with light coming from left only or from left and rear.

3. The buildings must be kept in good repair. Doors must be provided with locks and keys. Windows, roof, entrance, porch, steps, blackboards, etc., must be kept in good condition. The building must be painted inside and out.

4. The building must be kept in a sanitary condition and the floors oiled regularly or swept with a sanitary sweeping compound.

b. Grounds—The grounds must be well drained and must be kept free from trash and litter.

c. An adequate supply of pure drinking water must be provided.

d. Sanitary toilets of an approved type must be provided.

VI. EQUIPMENT

a. One standard dictionary of at least a high-school edition for each classroom having grades above the fourth.

b. One globe for schools having grades above the third.

c. A set of up-to-date maps for schools having grades above the third.

d. A library for free and directed reading of at least twenty-five different books, per grade, exclusive of sets.
e. At least two sets of supplementary readers for each grade below the fourth and at least one set for each grade from the fourth to the seventh, inclusive. There must be sufficient copies per set to permit each pupil in the class to have a copy.

f. Special equipment for teaching beginning reading in the primary room to the value of $10.

g. One hand printing set and one duplicator per school for one- and two-teacher schools, and an additional duplicator for every two additional teachers.

h. Required permanent records.

i. Desks of an approved type, suitable to the size of the children, must be provided. There must be enough desks so that every child may be provided with one. The desks should be arranged so that the light will come in from the left or the left and rear of the pupils.

j. Teacher's desk and chair.

k. Bookcase or built-in cupboard for holding books and other material.

l. Twenty-four linear feet of blackboard in good condition.

m. Adjustable shades. 114

The first elementary schools were approved during the session of 1929-30. Schools were approved annually and by the end of the 1935-36 school session Elementary Section personnel had granted approval status to 659 public elementary schools and thirty-five non-public elementary schools. 115

The first revision of the 1928 standards came in August, 1936, while Hopper was supervisor of elementary

\[114\] Ibid., pp. 28-30.

schools. Bulletin No. 327, Standards for Approved Elementary Schools, was issued by Superintendent Harris at that time. The bulletin offered a suggested time allotment for the elementary school program and listed fifty-two items containing certain requirements that had to be met for purposes of state approval. Areas concerned under these requirements included (a) organization and administration, (b) buildings and grounds, and (c) equipment. 116

Administration of the approval standards required several regulatory activities including designing an annual school report for principals, analyzing the principals' annual reports, visiting schools seeking approval, checking on the professional training of the teachers, and advising local school administrators of deficiencies and status.

Hopper, in his report on elementary activities for the 1935-36 school session, listed several of the regulatory functions carried out regularly by personnel of the Elementary Section. Hopper's report included the following:

1. To administer the school laws of the State and the regulations of the State Board which deal with education generally, especially those applicable to the elementary school

2. Administer educational policies developed over the years
3. Recommend books for adoption
4. Select library books and other teaching materials.\textsuperscript{117}

\textbf{In-Service Activities of Elementary Section Personnel}

Much of the in-service work during the years 1908 to 1940 involved state-supported institutes and summer schools for teachers and activities resulting from the emergence of state and parish supervisory programs.

\textbf{Institutes and summer schools.} The institutes and summer schools for teachers during the early part of his administration were effective in upgrading instruction, according to Superintendent Harris.\textsuperscript{118}

Institutes were conducted under the supervision of the State Board of Institute Managers and the expenses were borne by the State. They were held in the parishes in the summer or during the school semester. Many parishes held one-day institutes at the end of each school month. The


work of the institutes consisted of discussions of local
problems and systematic study of prescribed professional
texts by teachers. 119

The institute program came to an end shortly after
1913 when Harris recommended that the position of state
institute conductor be abolished. He believed that local
school leadership had improved and that the state colleges
were providing adequate training for teachers who wished
to advance themselves professionally. 120

Summer schools, financed and directed by the State
Department of Education, were held during 1908 for prospec­
tive teachers, teachers holding second and third grade
certificates, and teachers wishing to obtain or renew
first grade certificates. A first grade certificate repre­
sented the highest type of certificate granted through
examination. A second grade certificate represented the
second level of achievement and the third grade certificate
was the lowest. 121

119 Ibid.

120 Robertson, op. cit., pp. 70-71; and Statistics
of the Public Schools, 1913, op. cit., p. 52.

The summer schools that year were conducted in Marthaville, Lake Charles, Bunkie, Franklinton, Gibsland, Winnfield, Farmerville, Alexandria, and New Orleans. In addition to these special summer schools, Tulane University, in New Orleans, and Louisiana State University, in Baton Rouge, offered advanced work in academic and professional subjects. 122

Superintendent Harris cited the summer schools as "an essential part of our public school system." Harris claimed that it would not be possible to secure competent teachers without them. The Legislature of 1910 appropriated $15,000 to the Institute Account and Harris recommended that the same appropriation be made for the ensuing two years. 123

Relative to this kind of in-service training, Harris reported the following:

During each of the years 1910 and 1911 five summer schools of nine weeks each were held for the white teachers and two for the Negro teachers (of six weeks). The white schools were taught at the State University, the Louisiana Industrial Institute, the State Normal School, the Southwestern Industrial Institute, and the Tulane University (session of six weeks at Tulane, 1910). The summer schools for Negro teachers were

122 Ibid.
held both years at Baton Rouge and Shreveport. The work at Ruston, Lafayette, and Natchitoches was planned to enable teachers and prospective teachers to raise the grade of their certificates, to secure certificates in the case of new teachers just entering the profession, and at the same time to earn credits leading to graduation in the institutions where the summer schools were held. . . . The attendance in the white summer schools was 3,309 for 1910 and 2,930 for 1911. Four hundred and ninety-five Negroes attended the two summer schools during 1910 and 510 during 1911. In other words, more than half of the teachers of the State take advantage of the opportunities offered by the state summer schools, which fact speaks eloquently for the professional spirit and desire for improvement of the teachers of Louisiana.124

State and parish supervisory programs. During the early years of Harris' administration, the elementary supervisors were busy with the improvement of rural schools through their efforts to consolidate schools and upgrade teacher training. Between 1916 and 1920 there was a transition to detailed state-wide supervision. The enormity of the task, however, soon made it necessary to depend more and more on leadership at the local level.125

The first statewide supervisory program was initiated with the 1920-21 school session. It provided for State Department supervisors to do the following: (1) spend

124 Ibid., pp. 36-37.

125 Rogers, A State's Supervision of Its Elementary Schools, op. cit., p. 29.
several days or a week in every parish visiting a repre-
sentative group of schools, (2) continue emphasis on the
improvement of instruction, and (3) give attention to
libraries, promotion of pupils, age-grade distribution,
and over-crowded classrooms. 126

Visits to the parishes continued to be emphasized
during the next few years, but several related functions
were added. These functions included demonstration les-
sions, teacher observation, conferences with teachers,
institute program participation, and distribution of pre-
pared materials. 127

Superintendent Harris, in his Annual Report for the
1923-24 school session, cited the objectives of state
supervision. Harris stated that the state supervisors'
work was concerned chiefly with "improving classroom in-
struction" by "helping the classroom teachers." 128

By the 1926-27 school session, the Elementary Sec-
tion reported a change in viewpoint and method. The change

126 Ibid.; and Circular Letters, Department of Educa-
tion, Division of Elementary and Rural Schools, Volume II,
undated, p. 111.

127 Circular Letters, Department of Education,
Division of Elementary and Rural Schools, Volume I, undated,
p. 103.

in viewpoint placed greater responsibility for the improvement of instruction upon the separate parish and city school systems. Each system was to formulate its own supervisory program in line with its own needs. The state supervisors became advisers rather than directors. The new method was the "group meeting," at which a state supervisor met with a group of teachers.129

Harris had foreseen the need for this change. In his Annual Report for the 1923-24 school year, he said the local supervisors were "of vastly more importance in supervision than the State Department" because they were more numerous and "more constantly in contact with teachers and children."130

Again, during the 1924-25 school session, Harris pointed out the need for help and leadership at the local level, saying in his Annual Report:

The members of the State Department of Education are constantly in the field, rendering such assistance as they can in a supervisory capacity. It will be appreciated, however, that the field is too extensive for the type of intensive service that the teachers need daily and that can be supplied only by the local authorities.131

129Rogers, A State's Supervision of Its Elementary Schools, op. cit., p. 33.
As the State Department of Education moved to assist local persons to assume leadership roles in supervision, the state supervisors worked closely with the parish and city supervisors. As early as the 1923-24 school year, a class in supervision was organized at Louisiana State University for local supervisors, with members of the staff of the Elementary Section of the State Department serving as instructors.\textsuperscript{132}

At the beginning of the 1934-35 school year, there were only fifteen supervisors employed in thirteen parishes.\textsuperscript{133} As a result of financial encouragement by the State Board of Education, which included supervision in the formula for distributing equalization funds, fifty-five supervisors were employed in forty-six parishes and two city school systems at the end of the 1935-36 school session.\textsuperscript{134}

Program Development Activities of Elementary Section Personnel

In addition to curricular changes made during the


\textsuperscript{133}Robertson, \textit{op. cit.}, p. 142.

years 1908 to 1940 by legislative prescription, the elementary program was changed as a result of many efforts for improvements and modifications in the course of study. However, the major project affecting the elementary program during these years concerned the curricular studies begun on a statewide basis in 1936. This significant work continued throughout most of the final term of Superintendent Harris.

**Legal prescription.** In addition to Constitutional requirements, the Legislature played a role in program development during the 1908 to 1940 era. In 1910 the Legislature enacted a law requiring that agriculture and home economics be taught in all elementary and secondary schools of Louisiana. In 1936, Act No. 89 provided for free school books and supplies for the children of the State. It also provided that the revenues from the Louisiana severance tax were to be used first to meet certain fixed appropriations provided for by the Constitution and next to pay the cost of free textbooks, free school supplies, and library books. The amendment was approved by

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the electorate in the 1936 November election.\textsuperscript{136}

Harris, in his report for the 1935-36 school session, wrote, "The effect of this amendment is to write the free textbook law passed in 1928 into the Constitution, thus making the legislative act relatively permanent."\textsuperscript{137}

\textbf{Courses of study.} General courses of study had been issued by the State Department of Education prior to 1908. Superintendent Harris, in 1909, released a revised course of study for elementary schools. It was entitled, \textit{A Course of Study for the Elementary Schools}.\textsuperscript{138}

The 1909 course of study evidently resulted from one of the recommendations of C. J. Brown, Louisiana's first elementary school supervisor. He had suggested a careful study of the school program be made, with "additions to it that touch the interests of its pupils in a more vital manner." Specifically, he recommended daily instruction for boys over twelve who needed instruction in the use and care of carpenter's tools, and also one period each day in mechanical drawing. Brown listed several objectives of the

\begin{itemize}
\item \textsuperscript{136} Acts of the Legislature of the State of Louisiana, No. 89, 1936.
\item \textsuperscript{137} Annual Report of 1935-36, \textit{op. cit.}, p. 19.
\item \textsuperscript{138} Robertson, \textit{op. cit.}, pp. 88-89.
\end{itemize}
school gardening course, which work was to be in addition to the agriculture work of the seventh grade. Nature study suggestions were made. Brown also urged the inauguration of "a single course in home economy" for girls.139

The course of study issued in 1909, which contained some of Brown's suggestions, included several subjects not previously found in the elementary course of study: nature study, grades one to six; agriculture, grade seven; art, grades one to seven; gardening, grades one to five; civics, grade seven; physiology and hygiene, grades five, six, and seven; and vocal music, grades one to seven.140

The regular subject areas previously offered and retained included arithmetic, reading, language, spelling, writing, geography, history, science, music, drawing, and manual training.141

This course of study represented the first attempt to secure a cooperative effort in Louisiana for writing a course of study, as several persons from throughout the State were involved in its preparation.142

140Robertson, op. cit., p. 90.
142Robertson, op. cit., p. 89.
In 1927, there began a trend toward bulletins in selected elementary subject areas. These included language, 1927 and 1928; arithmetic, 1928; drawing, 1930; reading, 1930; geography, 1932; music, 1935 and 1936; health and physical education, 1935; foreign language, 1935, and science, 1938.\textsuperscript{143}

**Curriculum studies.** In 1936, Louisiana began a program of curriculum studies on a statewide basis. C. A. Ives, Dean of Teachers College at Louisiana State University, called this work "a most significant movement" and declared "the inaugurating of this movement . . . significant in the educational advance of this State . . ."\textsuperscript{144}

The entire educational force of Louisiana was engaged in this comprehensive program. All school units—and four state colleges—engaged in the work.\textsuperscript{145}

Murphy P. Rogers, State Director of Curriculum, wrote that the purpose of the program in its beginning year was to develop among the whole teaching force a clearer

\textsuperscript{143} Files of the Staff Library of the Louisiana State Department of Education.


\textsuperscript{145} *Annual Report of 1935-36*, *op. cit.*, p. 27.
understanding of (1) the basic philosophy and guiding principles of education, (2) the aims of education, (3) pupil needs, purposes, and interests, (4) the nature and scope of the curriculum, and (5) the function of subject matter and teaching procedures in the curriculum.146

Rogers then described his expectations of the program in future years:

In succeeding years, it is expected that the program will be continued to include the preparation of new teaching materials, the planning of new teaching techniques, and, eventually, the preparation of tentative teachers' guides.147

During the summer of 1936, a selected group of school personnel composed of classroom teachers, principals, supervisors, and superintendents worked together for nine weeks at Louisiana State University in the development of the initial plan.148 The work was carried on as Education 270 under the direction of E. B. Robert of the Teachers College at Louisiana State University and A. M. Hopper, State Supervisor of Elementary Schools.149

146Ibid.
147Ibid.
The first publication which resulted from the work of this summer study group was entitled, Louisiana Program of Curriculum Development, Bulletin No. 324. It was issued in August of that year. The bulletin stressed the need for curriculum improvement, described the general procedures of the study program, and contained reports on each of the main topics.\textsuperscript{150} Content of the bulletin indicated that its purpose was to lay the foundation for ensuing years. Topics discussed included (1) Organization for Curriculum Study, (2) Purpose and Need of a Statewide Study of the Curriculum, (3) Basic Philosophy and Guiding Principles in Curriculum Development, (4) Aims of Education, (5) Pupil Needs, Purposes, and Interests, (6) Nature and Scope of the Curriculum, (7) Relation of Subject Matter to the Curriculum, (8) Teaching Procedures, (9) Definition of Terms, and (10) General Reference List.\textsuperscript{151}

The bulletin served as a first step for the preparation and installation of tentative courses of study. The bulletin also served as a guide during the 1936-37 school

\textsuperscript{150} Murphy P. Rogers, "The Teacher in the Curriculum Study Program," \textit{Louisiana Schools}, XIV (October, 1936), p. 16.

\textsuperscript{151} Louisiana Program of Curriculum Development, Bulletin No. 324, \textit{op. cit.}, pp. 3-4.
year as teachers were brought directly into the study.152

The organization of the study required every teacher in the State to participate. Rogers stated that it was expected that every teacher in the State would participate and seek to develop leadership within his own group and to make every possible contribution.153

The work of the study project was organized into four units: school unit, parish unit, district unit, and state unit. The school unit studied and prepared reports on the curriculum bulletin. The parish unit, which consisted of a minimum of two representatives of each school unit, coordinated the findings of the several reports from the school units and reported its findings to the district unit. The district unit, which consisted of at least two representatives from the parish units, coordinated the work of the parish units. The state unit, which was composed of the state director of curriculum, the state consultant, and at least three representatives of each district unit, coordinated the reports of the district units.154

152 Ibid., p. 16.


During the summer of 1937, more than 100 teachers worked at Louisiana State University under the direction of Robert and Rogers. Their work in the course Education 271 resulted in the publication of *Louisiana Program for the Improvement of Instruction, Bulletin No. 351*.155

This bulletin was divided into five sections. The first section was a review of the development of the program and projected it into the future. The second section included statements of aims of education and a philosophy of education for Louisiana. The third section was devoted to the enrichment of teaching through try-outs and other means. The fourth section contained the special adaptations for rural areas. The fifth and major part of the bulletin was devoted to a description of try-outs. These try-outs were called units in the bulletin, and in the broadest sense of the term were units.156

The material for the third publication in the curriculum program, *Bulletin No. 384*, was prepared by about seventy-five persons in a course, Education 272, at Louisiana State University during the summer of 1938. The course


was directed by Robert and Hopper.\textsuperscript{157}

Bulletin No. 384 was divided into six main divisions. The first section was a review of the development of the program and projected it into the future. The second section contained a discussion of the significance of aims and methods in an educational program. In the third section were presented tentative answers to a few of the questions submitted by teachers. The fourth section was a presentation of materials of instruction. The fifth and largest section was devoted to try-outs or units of work. The sixth section of the bulletin contained the standards for approved schools.\textsuperscript{158}

In the spring of 1939, the Planning Commission of the Curriculum Study Program decided that the next major step in the program should be the preparation of courses of study in major areas for teachers.\textsuperscript{159}

About fifty teachers and school officials met at Louisiana State University in the summer of 1939 for the

\textsuperscript{157}Louisiana Program for the Improvement of Instruction, Bulletin No. 384 (Baton Rouge: State Department of Education, 1938), pp. 5, 7.

\textsuperscript{158}Ibid., pp. 7-8.

\textsuperscript{159}Louisiana Program for the Improvement of Instruction, Bulletin No. 415 (Baton Rouge: State Department of Education, 1939), p. 3.
curriculum course. The group worked under the direction of Robert and Joe Farrar of Louisiana State University and C. L. Barrow and A. M. Hopper of the State Department of Education.\textsuperscript{160}

The material which the group prepared was published in Bulletin No. 415, again entitled \textit{Louisiana Program for the Improvement of Instruction}. The bulletin contained five main sections which represented five major subject areas: (1) Social Studies, (2) Language Arts, (3) Science-Mathematics, (4) Creative Arts and Recreation, and (5) Practical Arts.\textsuperscript{161}

During the 1939-40 school year, district and state meetings were terminated and a monthly report on the Curriculum Study Program was made in each issue of \textit{Louisiana Schools}.\textsuperscript{162}

At the end of his term in office, Superintendent Harris expressed satisfaction with the success of the Curriculum Study Program. His statement in his final report summarizes the progress made in program development.

\begin{itemize}
  \item \textsuperscript{160} \textit{Ibid.}, p. 4.
  \item \textsuperscript{161} \textit{Ibid.}, p. 3.
  \item \textsuperscript{162} A. M. Hopper, "The Curriculum," \textit{Louisiana Schools}. XVII (September, 1939), p. 8.
\end{itemize}
He reported the following:

A few years ago the typical daily program allotted a specified amount of time to each subject included in the program of studies. In many cases, the number of recitations amounted to twenty or more. Today the subjects are grouped by fields and a specified part of the school day is allotted to each field. At present the most common practice is to divide the school day into four parts, conforming to the four work periods of the day. The social studies, science and mathematics, the language arts, and creative arts and recreation are each allotted one of these periods. While no definite time is provided for the practical arts, they are included in the work of the other fields. The present arrangement promotes pupil initiative in planning, developing, and evaluating the work of the school ... 163

Harris pointed to the bright aspects of elementary education which he predicted in Louisiana for the decade beginning in 1940:

The future prospects of elementary education in Louisiana are bright. Beginning on September 1, 1940, all beginning teachers will be college graduates. Supervisors are employed in most parish and city school systems to give the teachers desirable help. Most of the larger schools also have principals who devote much of their time to supervision. If the present trends in consolidation and in the reduction of the teaching loads continue, the conditions under which the elementary schools operate should become very satisfactory. 164

164 Ibid.
CHAPTER II

REGULATORY AND IN-SERVICE ACTIVITIES, 1940 TO 1964

The termination of Harris' tenure as State Superintendent of Education brought to a close an era in the Louisiana education story which had been marked by vigorous leadership and many educational gains.

Prior to his defeat by John E. Coxe, Harris had faced opposition only three out of seven times, and on each occasion he won the election handily. Coxe had previously resigned from the State Department after Harris had transferred him from the position of supervisor of high schools to the position of assistant supervisor of Negro schools. Coxe's victory over Harris signalled a desire by the voters of Louisiana for change.¹

Although some changes in philosophy were expected with the new State Superintendent in terms of goals and organization of the Department and immediate roles of the professional staff members, supervisory service and leadership remained centered around functions involving regulatory, in-service, and program development activities.

As during the Harris administration, the State Department of Education personnel under Coxe and Jackson

¹Minns S. Robertson, op. cit., pp. 221-222.
were confronted with the challenge to engage in and direct regulatory and in-service activities in bringing about as fine a system of schools in the State as they could envision.²

I. ORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION, 1940 TO 1964

With the election of Superintendent Coxe in 1940 and Superintendent Jackson in 1948, a change was noted in the organizational pattern of the State Department of Education. While Coxe favored special subject area supervisors, as opposed to Harris' support for general area supervisors, Jackson seemed to strive for a balance with supervisors in special and general areas. Throughout almost all of the Coxe administration, subject area specialists exercised leadership in regulatory and in-service education activities.

Department and Section Organization, 1940 to 1948

Superintendent John E. Coxe effected a reorganization of the State Department of Education at the opening of the

1940-41 school session. Three major divisions were formed: (a) Administration and Finance, (b) Instruction and Supervision, and (c) Higher Education. The Division of Instruction and Supervision was given supervisory responsibility for all matters relating to the instructional program in elementary, secondary, and trade schools. Subject matter supervisors were to direct activities in their academic fields for all grades from one through eleven. A primary supervisor was given the responsibilities for coordinating all the activities in the first three grades.

The sections of the Division of Instruction and Supervision included the following: English and Language Arts; Science and Mathematics; Social Studies; Commercial Education; Health, Physical Education, and Safety; Music; Home Economics; Vocational Agriculture; Trade and Industrial Education; Vocational Rehabilitation; Industrial Education; Negro Education; Works Projects Administration Education Program; Libraries and Visual Aids; and Primary Education.

R. R. Ewerz, formerly of Centenary College, was

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4 Ibid., p. 29.
5 Ibid.
Director of the Division of Instruction. Other staff members in the division were the following persons: Miss Alma Schmalzrid, Supervisor of Primary Education; Miss Blanche Trezevant, Supervisor of English and Language Arts; John B. Robson, Supervisor of Science and Mathematics; S. R. Emmons, Supervisor of Social Studies; Lloyd V. Funchess, Supervisor of Music; Walter E. Purdy, Assistant Supervisor of Music; Miss Sue Hefley, Supervisor of School Libraries; Simon A. McNeely, Supervisor of Health, Physical Education, and Safety; and J. E. Williams, Supervisor of Negro Schools.  

There were other persons in the Department during Superintendent Coxe's tenure who rendered some service in elementary instruction. Some of these persons were Miss Mary C. Irion, Supervisor of Audio-Visual Education; Gordon A. Webb, Assistant Supervisor of Negro Schools; J. W. Brouillette, Assistant Supervisor of Negro Schools; Miss Clyde Mobley, Supervisor of Home Economics; Miss Leila Tomlinson, Assistant Supervisor of Home Economics; E. E. Puls, Supervisor of Trade and Industrial Education; and D. C. Lavergne, Supervisor of Vocational Agriculture.  

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During the 1947-48 school session, which was the last year of Superintendent Coxe's administration, the State Department of Education was reorganized and the Division of Instruction and Supervision became the Division of Elementary and Secondary Schools, with a section for elementary schools and a section for high schools. Roy Evans was appointed the Elementary Supervisor, Miss Schmalzrid the Assistant Elementary Supervisor, and J. E. Williams the Supervisor of High Schools. This change indicated a partial return to general supervision, specifically for elementary and secondary schools.

Department and Section Organization, 1948 to 1964

When Shelby M. Jackson became State Superintendent of Education in 1948, the State Department staff was organized into four divisions: (a) School Administration, (b) Higher Education and Teacher Training and Certification, (c) Elementary and Secondary Education, and (d)

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Vocational and Special Services. Later in Jackson's administration, the Division of Vocational and Special Services was reorganized into three divisions: (a) Vocational Education, (b) Special Services, and (c) Vocational Rehabilitation and Veterans' Education.

Throughout Jackson's administration of sixteen years, he placed emphasis on general supervision along with subject and special area supervision. In addition to J. B. Robertson, who headed the Division of Elementary and Secondary Education during Jackson's tenure in office, many general and special supervisors rendered services to elementary schools in the State. Some of these persons outside the Elementary Section were the following: L. L. Kilgore, Director of Negro Education; Lloyd V. Funchess, Supervisor of Music; C. Winston Hilton, Assistant Supervisor of Music; Hubert S. Bankston, Specialist, Mental Health Education; Mrs. Lena deGrummond, Supervisor of School Libraries; Mrs. Irma Sompayrac Willard, Supervisor of Art;

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Howard W. Kidd, Supervisor of Health and Physical Education; A. B. Davis, Supervisor of Audio-Visual Education; Murray I. Jones, Executive Assistant to the Director; Mrs. Christina Hackett, Consultant, Community Health; Miss Caro Lane, Consultant, Exceptional Children; William F. Beyer, Jr., Supervisor of Exceptional Children; Forrest Gaines, Supervisor of Safety Education; Edward Hermann, Coordinator of Fine Arts; Roy Welch, Supervisor of Music; Mrs. Lavinia McNeely, Supervisor of English and Language Arts; Howard P. McCollum, Supervisor of Science; William E. Noonan, Jr., Supervisor of Health and Physical Education; Hemby Morgan, Supervisor of Safety Education; James H. Perry, Supervisor of Special Education; Elton A. Lamkin, Supervisor of Music; and Joseph Glorioso, Assistant Supervisor of Science.  

The major responsibility for furnishing leadership in the improvement of elementary instruction and assisting elementary school personnel throughout Louisiana rested with the supervisors of the Elementary and Primary Sections of the State Department of Education during the first eight years of Jackson's administration. In 1957 the Primary Section was consolidated with the Elementary Section. Thomas R. Landry served as Supervisor of Elementary Education from 1949 to 1957, at which time he became Director of Elementary Education. He served in that position until 1959. Lionel O. Pellegrin in 1959 succeeded him as Director of Elementary Education. In 1962 Ollie B. Fuglaar became Director and he served until 1964. Miss Mabel Collette served throughout the Jackson administration as Supervisor of Primary Education.

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When the reorganization of the Elementary Section took place in 1957, provision was made for an Assistant Supervisor of Elementary Education. This position was filled by Charles J. Faulk in February, 1957.\textsuperscript{17} Three months later, Faulk was named to a newly created position of Supervisor of Elementary Education, which he held until 1961, when he left the State Department of Education.\textsuperscript{18}

Two other persons served in that position between 1961 and 1964. James DeLee became Elementary Supervisor in November, 1961, a position he held until August, 1963, when he was transferred to the Certification Section of the State Department.\textsuperscript{19} At that time Kenneth Mott joined the Elementary Section of the State Department, serving as Supervisor of Elementary Education until 1964.\textsuperscript{20}

II. REGULATORY ACTIVITIES

One of the major functions of the State Department

\begin{itemize}
\item\textsuperscript{17} *Annual Report of 1957-58*, op. cit., p. viii; and Letter from Charles J. Faulk to Charles E. Sutton, dated October 3, 1968.
\item\textsuperscript{18} Letter from Charles J. Faulk to Charles E. Sutton, dated October 3, 1968.
\item\textsuperscript{19} Letter from James DeLee to Charles E. Sutton, dated September 5, 1968.
\item\textsuperscript{20} Statement by Kenneth Mott, personal interview.
\end{itemize}
of Education may be classified as regulatory. Regulatory responsibilities involve activities conducted for the purpose of bringing about certain minimum standards in the schools to insure a desirable program for the children.

Authority

The establishment of standards and the authority to enforce compliance are usually referred to as regulatory functions. A publication of the State Department of Education, The Administrative Structure of Louisiana's Public Educational System, points out that the regulatory functions are a direct consequence of state authority and responsibility for education. Stating that the regulatory functions are limited to those enumerated or authorized by statutes, the publication points out that these standards "may have the force of law." 21

The State Board of Education, operating under the Legislature elected by the people and the 1921 Constitution established by the people, was assigned the authority to prepare rules, bylaws, and regulations for the government of the public schools. 22


22 Louisiana Revised Statutes of 1950, 17:7.
The Constitution authorized the State Superintendent of Public Education to establish the State Department of Education with such divisions and positions as he deemed necessary or appropriate. The State Superintendent had the responsibility for defining the duties of Department personnel.23

State Approval of Elementary Schools

State approval of elementary schools by the Elementary Section of the State Department of Education, which was begun during Harris' administration, was intended to help encourage the kind of environment that would provide the kinds and quality of experiences needed to insure a good elementary education.24 By 1940--twelve years after adoption of the first standards and four years after adoption of the second set of standards--there were hundreds of public elementary schools in Louisiana approved by the Elementary Section of the State Department of


Elementary school standards. In his first Annual Report in 1949, Superintendent Jackson gave strong support to the use of standards for approving elementary schools:

The purpose of measuring schools by standards is clearly to call attention to discrepancies in organization and administration, equipment and instructional aids, and curriculum offerings, with the hope that improvements may be made.

Where schools were on the approved list for the previous session and were seeking continuation of their approval, the plan of this section was, so far as possible, to determine such approval and non-approval by the principals' reports submitted two weeks after the opening of the fall term and by correspondence. In the case of schools previously unapproved, visitations were made before the schools were placed on the approved list.

Full cooperation was extended by parish superintendents and elementary school principals in the evaluation of schools according to standards. The list of approved elementary schools for the session 1947-48 includes 703 public schools, or approximately ninety per cent of the public elementary schools in the State. The number of private elementary schools on the approved list is not large, due to a great extent to overcrowded conditions, with enrollments exceeding the stated minimum. Several private schools with undoubtedly high educational qualifications did not make application for approval, which accounts for the fact that these are not included on the elementary list.26

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In the same report, Jackson indicated a need to raise standards:

The members of the Elementary Section have a distinct feeling that standards for approval of schools should be raised. The present standards were prepared some years ago, with deference to the limitations of many small rural schools which have been consolidated since that time. Plans are under way for determining the extent to which the present standards should be altered.27

During the 1949-50 school year, a special committee was appointed to work with Landry in revising state approval standards. Throughout the school year, the group worked on the project in close cooperation with many school administrators and teachers throughout Louisiana.28

The Committee on Standards for Elementary Schools included the following persons: Mrs. J. L. Perkins, Supervisor of Elementary Education, East Baton Rouge Parish; Mrs. Fred McIntyre, Principal of Tunica Elementary School, West Feliciana Parish; K. N. Orillion, Principal of Plaquemine Elementary School, Iberville Parish; Frank Cailleteau, Principal of Port Allen Elementary School, West Baton Rouge Parish; William M. Smith, Assistant Professor of Education, Louisiana State University, Baton

27Ibid.

28Louisiana Approval Standards for Elementary Schools and Elementary Departments of Junior and Senior High Schools, Bulletin No. 705, op. cit., p. 2.
Several persons assisted in the production of the standards by helping the committee in formulating the standards and preparing the manuscript. These persons included the following: F. M. Carson, Principal of F. M. Hamilton Elementary School, Southwestern Louisiana Institute, Lafayette; Miss Mabel Collette, State Supervisor of Primary Education; Miss Marion Souza, Consultant in Community Health; Miss Caro Lane, State Consultant for Exceptional Children; Mrs. Lena deGrummond, State Supervisor of School Libraries; Mrs. Miriam G. Reeves, State Department Librarian; J. E. Williams, State Supervisor of Teacher Education and Certification; R. E. May, former State Supervisor of High Schools; Raphiel Teagle, State Supervisor of High Schools; C. E. Holly, State Supervisor of School Housing; Lloyd V. Funchess, State Supervisor of Music; Mrs. Irma Sompayrac Willard, State Supervisor of Art; and Louis D. Robert, State Supervisor of Attendance.\textsuperscript{30}

The new approval standards, which were adopted by the State Board of Education on September 2, 1950, were

\textsuperscript{29}Ibid.\textsuperscript{30}Ibid., p. 3.
centered around four major areas: (a) school plant, (b) instructional supplies and equipment, (c) personnel and organization, and (d) school program.\textsuperscript{31}

Items in \textit{Louisiana Approval Standards for Elementary Schools and Elementary Departments of Junior and Senior High Schools, Bulletin No. 705}, served as guidelines for the regulatory functions of the Elementary Section. \textit{Bulletin No. 705} interpreted the meaning of state approval, gave instructions on how to apply for state approval, and listed the State Department policy for new schools.\textsuperscript{32}

The bulletin cited the following as the meaning of state approval, in terms of importance to the public:

When a school is "state-approved," the public knows that as far as the State Department of Education has been able to ascertain, the school has all the ingredients needed for a good program of elementary education. Secondly, it means that pupils transferring from one state-approved school will be accepted without question. And lastly, it means that persons completing successfully the eighth grade in state-approved elementary schools may be awarded Standard Elementary Certificates of Promotion to the ninth grade of any state-approved high school.\textsuperscript{33}

To apply for state approval, the principal of the school was advised in \textit{Bulletin No. 705} that he should

\textsuperscript{31}Ibid., pp. 1-2.

\textsuperscript{32}Ibid., pp. 18-19.

\textsuperscript{33}Ibid., p. 18.
complete three copies of the Annual School Report forms. The principal was instructed to submit two copies to the local superintendent and discuss any deficiencies with him. The superintendent was instructed to sign one copy and mail it to the Director of Elementary and Secondary Education. If the school were seeking initial approval, the local superintendent was instructed to make a request in writing to the Director of Elementary and Secondary Education for an official visit for approval purposes. Personnel in the Elementary Section would analyze the report submitted and, if the school were previously approved and met all the basic requirements, the school would be approved. Visits by Elementary Section personnel were necessary for initial approval and the publication cautioned that such visits "must be made at intervals to all approved schools." On the basis of the report and the visit, the Elementary Section determined the status of the school.\(^{34}\)

The policy for new schools was the following:

New elementary schools should submit the Annual School Report (Form ESE-1) in the usual manner.

Personnel in the State Department of Education will analyze the report and make suggestions for meeting the standards for approval; but the State Department will not classify a new school as "approved" or

\(^{34}\)Ibid., pp. 18-19.
"unapproved" during its first session of operation. Instead it will be delayed until the second session of operation.

This policy is intended to help the new school better prepare for meeting requirements for approval.\(^{35}\)

No further changes were made in the approval standards during the Jackson administration.

During the years 1940 to 1948, the Annual Reports were analyzed in the State Department of Education by subject area supervisors, as well as by the Supervisor of Elementary Education, who was named near the end of Coxe's administration.\(^{36}\)

During the 1948-49 school session, many activities were carried out by Landry to develop the program for evaluation and approval of elementary schools. The annual reports of the white elementary schools, public and non-public, were analyzed in light of the 1936 standards. He reported that some eight hundred schools "were subsequently approved or advised of their deficiencies." All new schools were visited prior to official approval.\(^{37}\)

During the 1948-49 session, the certificates of promotion from the eighth grade to the high school were

\(^{35}\)Ibid., p. 19.

\(^{36}\)Files of the Elementary Section of the Louisiana State Department of Education.

revised to indicate "standard" for graduates of state approved elementary schools and "special" for graduates of unapproved elementary schools.\textsuperscript{38}

Robertson and Landry reported that "a large measure of the credit for . . . progress can well be attributed to the application of the approval standards passed by the State Board of Education . . ."\textsuperscript{39}

Kindergarten and nursery school standards. During Superintendent Coxe's administration the State Department of Education moved into the area of kindergarten and nursery education. Miss Alma Schmalzrid, Supervisor of Primary Education, was chairman of the committee appointed by Coxe to develop state approval standards for kindergarten and nursery schools.\textsuperscript{40}

These first standards for preschool education in Louisiana were approved by the State Board of Education on July 6, 1945. These standards concerned enrollment, staff,

\begin{itemize}
  \item\textsuperscript{38} Ibid., p. 36.
  \item\textsuperscript{39} \textit{Louisiana Approval Standards for Elementary Schools and Elementary Departments of Junior and Senior High Schools}, Bulletin No. 705, \textit{op. cit.}, p. 2.
  \item\textsuperscript{40} Dallas Kent (ed.), "Standards Approved for Nursery Schools," \textit{Education in Louisiana}, IV (September, 1945), p. 10.
\end{itemize}
health of children, plant and equipment, and program and parent-teacher relationships. These standards remained unchanged throughout the Coxe and Jackson administrations.

In addition to Miss Schmalzrid, the committee which developed the first state standards for kindergarten and nursery schools was composed of the following persons: Miss Blanche Miller, Supervisor, Richland Parish; Mrs. L. J. Persac, Teacher, Baton Rouge; Miss Helen Sullivan, Teacher Trainer, first grade, Hamilton Elementary School, Southwestern Louisiana Institute, Lafayette; Miss Rose Ferran, Area Primary Supervisor, Orleans Parish School Board; Mrs. Louis W. Peters, Principal, Baton Rouge; and Miss Miriam C. Nel-\-en, Teacher Trainer, second grade, Training School, Northwestern State College, Natchitoches.

For many years prior to 1945, the kindergarten program had been an integral part of many of the public and non-public elementary schools of Orleans Parish. In many cases, after 1945, the kindergarten gained approval with the total school program when the Annual Reports were

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analyzed by the State Department. However, throughout the Coxe and Jackson administrations, kindergartens were permissive and schools were not required by the State to include them on the Annual Report forms as part of the school organization.

Among the kindergarten and nursery schools which functioned separately from elementary schools, very few sought approval from the State Department of Education during the years 1945 to 1964. Approved public and non-public nursery and/or kindergarten schools in Louisiana totaled nine during the 1946-47 school year; fifteen during the 1949-50 school year; thirteen during the 1953-54 school year; eight during the 1957-58 school year; and six during the 1963-64 school year.  

After adoption of the standards in 1945, they were applied by Miss Schmalzrid. Throughout Jackson's administration, the standards were applied by Miss Mabel Collette,

Supervisor of Primary Education.

Regional Accreditation of Elementary Schools

Personnel in the Elementary Section in 1958 were active in the move to accredit elementary schools by the Southern Association of Colleges and Secondary Schools. At the 1958 annual meeting of the Southern Association, the Committee on Elementary Education of the Southern Association was authorized to formulate standards for accrediting elementary schools in the region through its Cooperative Program in Elementary Education. Southern Association activities in the field of elementary school improvement had begun several years earlier, culminating in affiliation and accreditation programs.

Background of the Cooperative Program. The Southern Association's Cooperative Program in Elementary Education was initiated in Louisiana and the South in 1953. This program resulted from the realization that elementary schools must perform their tasks well if secondary schools and colleges were to function effectively.

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Elementary personnel involved in the Cooperative Program were required to participate in the regional school improvement program on a continuing basis. Requirements for school improvement activities and continued growth were incorporated as major features in the affiliation program and in the standards and procedures used in rendering the accreditation service for affiliated schools.47

Landry, who was identified with the Cooperative Program from its beginning, cited the developmental stages of the program, which finally resulted in accreditation:

First, there was the Cooperative Study Stage in elementary education, roughly 1948 to 1951; then there was the Affiliation Stage, roughly 1953 to 1959; then the Accreditation Stage, from 1960 to the present.48

During the initial stages of the Cooperative Study, the Elementary Section supervisors participated in the development and refinement of several instruments for effecting school improvement. One of the instruments developed was the Tentative Elementary Evaluative Criteria, which was subsequently used on a trial basis in many Louisiana schools. This instrument placed great emphasis on self-evaluation and was a predecessor of the present

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47 Ibid.

48 Ibid.
self-study guide used in accrediting elementary schools by the Southern Association. 49

Many Louisiana educators identified with the Elementary Section of the State Department of Education made contributions to the Cooperative Program during these developing years. Charles J. Faulk served as one of the authors of Guide to Conducting Programs of Continuing School Improvement. Lionel O. Pellegrin was one of the authors of the regional statement of standards, and Ollie B. Fuglaar was one of the authors of the booklet entitled The Consultant in the Elementary School Accrediting Process. Miss Mabel Collette assisted in writing the booklet The Visiting Committee in the Elementary School Accrediting Process. 50

Landry pointed out the value of the Cooperative Program and the standards involved for participation:

It has been a major force for moving elementary education forward in the region . . . by providing a worthy example for non-member schools and by providing minimum standards which have become standard practice for school administrators in the area of elementary education . . . 51


50 Conference address, Thomas R. Landry, Baton Rouge, Louisiana, October 19, 1967.

51 Ibid.
First accreditation. With completion of Guide to the Evaluation and Accreditation of Elementary Schools, the accrediting program was inaugurated in Louisiana in 1960. At that time Pellegrin was serving as Chairman of the Louisiana Committee on Accreditation and Landry was serving as Chairman of the Regional Committee on Accreditation.52

A special guide was compiled by members of the Elementary Section to help school personnel throughout the State who were interested in seeking accreditation by the Southern Association. The publication, A Guide for Elementary School Accreditation, described several steps and features of the program. These included the affiliation program, State Elementary Committee, self-study program, visiting committee, and other items of general interest.53

The Annual Report of the State Superintendent reported continuing efforts in Southern Association work during the 1960-61 school session, when Pellegrin was Director of Elementary Education:


In cooperation with the Southern Association of Colleges and Secondary Schools, some of the elementary schools in three parishes participated in a program leading to accreditation. These schools met rigid standards, completed a period of self-evaluation, and were among the first accredited elementary schools in the Southern Association. Faculties and other school personnel report considerable professional growth as a result of the program of work.  

Schools receiving accreditation in 1960 were the following: Eastside Elementary School (Winn Parish), Westside Elementary School (Winn Parish), Lakeside Elementary School (Rapides Parish), D. F. Huddle Elementary School (Rapides Parish), and Tucker Memorial Elementary School (Tangipahoa Parish).  

Additional accredited schools. Between the years 1960 and 1964, when Pellegrin and Fuglaar served in the position of State Director of Elementary Education, twenty-three elementary schools in Louisiana were accredited by the Southern Association of Colleges and Secondary Schools.  

In 1961 the following schools received accreditation status: Woodland Elementary School (Rapides Parish), North Bayou Rapides Elementary School (Rapides Parish), Pineville

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Elementary School (Rapides Parish), Horseshoe Drive Elementary School (Rapides Parish), L. S. Rugg Elementary School (Rapides Parish), Roseland Elementary School (Tangipahoa Parish), Natalbany Elementary School (Tangipahoa Parish), and Northwestern Elementary School (Natchitoches Parish). 56

Schools receiving accreditation status in 1962 were the following: M. R. Weaver Elementary School (Natchitoches Parish), Hammond Elementary School (Tangipahoa Parish), Howell Elementary School (Webster Parish), George L. Parks Elementary School (Natchitoches Parish), and Woodland Park Elementary School (Tangipahoa Parish). 57

Schools receiving accreditation in 1963 were the following: L. J. Alleman Elementary School (Lafayette Parish), Alice Boucher Elementary School (Lafayette Parish), J. W. Faulk Elementary School (Lafayette Parish), Lafayette Elementary School (Lafayette Parish), and N. P. Moss Elementary School (Lafayette Parish). 58

Other Activities

The Elementary Section participated directly and indirectly in several other functions of a regulatory

56 Ibid.
57 Ibid.
58 Ibid.
nature. These included activities related to certification of teachers, library standards, adoption of textbooks, and advisory services.

Certification of elementary school teachers. The 1950 standards publication for elementary schools, Bulletin No. 705, prepared by personnel of the Elementary Section, contained the following statement about teacher certification: "Every teacher must hold a regular Louisiana certificate authorizing employment for the services rendered." The publication reported that the standard was absolutely necessary if children in the State were to have a satisfactory school environment. This meant that, in the process of analyzing Annual Report forms for state-approval each year, it was necessary to check the certification status of all elementary school teachers and include these data in making decisions about the school's status.59

Recognizing that the supply of properly certified personnel was not adequate, staff members of the State Department of Education in 1950 adopted the following policy relative to certification of teachers:

59Louisiana Approval Standards for Elementary Schools and Elementary Departments of Junior and Senior High Schools, Bulletin No. 705, op. cit., p. 12.
All new schools and other schools applying for state-approval for the first time must meet the requirements as stated.

For schools already approved, the State Department of Education will:

(a) In 1953-54, remove any school with teachers not regularly certified for the positions held if these teachers fail to show improvement in their certification status and/or if there are more than twenty-five per cent of the faculty members not authorized by their regular certificates to serve in the positions held.

(b) In 1954-55, remove any school with teachers not regularly certified for the positions held if these teachers fail to show improvement in their certification status and/or if there are more than fifteen per cent of the faculty members not authorized by their regular certificates to serve in the positions held.

(c) In 1955-56, remove any school with teachers not regularly certified for the positions held if these teachers fail to show improvement in their certification status and/or if there are more than five per cent of the faculty members not authorized by their regular certificates to serve in the positions held.

Note: A temporary certificate is simply an authorization to employ a person who cannot meet regular certification requirements. The fact that a temporary certificate is issued does not imply that the person is recognized by the State Department of Education as being certified for the position held.

The optimism reflected by these provisions was unfounded. The number of teachers employed with temporary certification did not decrease as had been expected. The result was a relaxing of the application of the regulations, a situation that continued to the end of Jackson's administration.

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60 Ibid., pp. 23-24.
Certification of kindergarten and nursery school teachers. The State Board of Education on October 5, 1943, adopted the first set of certification standards for kindergarten and nursery school teachers. The standards, which did not become effective until July 1, 1947, were prepared by the State Committee on Teacher Education and Certification under the direction of the Division of Higher Education. These standards included the following:

To teach in a nursery-school-kindergarten a teacher must hold a baccalaureate degree from an approved teacher-education institution with specialization in nursery-school-kindergarten education and must meet all requirements for a Class I-A, I-B, or I-C teacher's certificate. 61

During the 1948-49 school session, Superintendent Jackson appointed a statewide committee to revise certification requirements for kindergarten and nursery school teachers. Miss Collette served as chairman of the committee. 62

These revised requirements listed three ways in which a person could become certified to teach at the nursery and kindergarten levels. These included the following:


(a) completion of six semester hours in specialized work in area for which certification was desired—nursery or kindergarten—and have had three years of successful teaching experience in the lower elementary grades, (b) teachers at lower elementary level without teaching experience must have obtained six hours in area for which certification was desired, as well as three semester hours of student teaching in that specialized area, and (c) a person with a Master's degree in early childhood education, who had been trained in an institution which was well recognized for its nursery or kindergarten programs, might be certified in either area.  

Library work. The Elementary Section assumed a leadership role in establishing library requirements and checking for compliance. The approval standards of 1950 listed these library requirements in the elementary schools for state approval:

Since the library plays a major role in the modern school program, the requirement of five books per pupil does not seem unreasonable. However, it would be virtually impossible for many schools to meet this new requirement overnight. For that reason, the State Department of Education will administer the requirements

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as follows: (a) 1953-54 session—three books per pupil, minimum of forty per grade and (b) 1954-55 session—four books per pupil, minimum of fifty per grade.

This standard imposed the necessity for analyzing Annual Reports to determine the extent to which library requirements were being met.

Adoption of textbooks. One of the duties of the State Board of Education is to formulate modes of procedures for examining and adopting books. Members of the Elementary Section of the State Department of Education often served as consultants to advise members of committees examining books to be used in the elementary schools.

Advisory service. The elementary supervisors offered advisory service to the elementary schools of Louisiana by preparing and distributing the bulletin entitled Handbook for Teachers and Principals of the Elementary Schools. The publication was issued by State

64 *Louisiana Approval Standards for Elementary Schools and Elementary Departments of Junior and Senior High Schools, Bulletin No. 705, op. cit.*, p. 24.

65 Edwards and Drewett (prep.), *op. cit.*, p. 10.

66 Statement by Kenneth Mott, personal interview.
Superintendent Jackson in 1948.

S. R. Emmons, Elementary Supervisor during the Coxe administration, served as general chairman of the committee which prepared the first general handbook for the elementary schools of Louisiana. Although the bulletin was prepared during Coxe's administration, it was not issued until after he had left office.

The publication, which also had in-service value, was designed to answer questions regarding organizational and administrative standards for the operation of elementary schools. It offered general information of an advisory nature on several items of concern: definition of an elementary school, length of school day, approximate time allotment, criteria for daily program, homework, entrance of beginners, limitation of grades, attendance, promotional policies, elementary school records, fire drills, and other topics.

Although this publication furnished much advisory information relative to policy, the Elementary Section

\[^{67}\textit{Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631} \ (\text{Baton Rouge: State Department of Education, 1948}), \ p. \ 4.\]

\[^{68}\textit{Ibid.}, \ pp. \ 3-4.\]

\[^{69}\textit{Ibid.}, \ p. \ 5.\]
supervisors were often called upon to render additional advise to superintendents, supervisors, principals, teachers, and lay personnel throughout the State.  

II. IN-SERVICE ACTIVITIES

Throughout the administrations of both Coxe and Jackson, both general and special supervisors served the elementary schools. While Coxe utilized some general supervision with the services of Miss Schmalzrid, Primary Supervisor, and near the end of his tenure with Roy Evans, Elementary Supervisor, Jackson supported and made broader use of both general and special supervision during his entire administration.

Superintendent Coxe indicated his strong support for subject area supervisory services in his first Annual Report:

The most essential qualification of a supervisor is a profound and ready knowledge of his particular field, plus a background of general education and a reasonable amount of experience. A supervisor thus equipped knows the points of contact of his field with those of other fields of knowledge and understands the need for correlating and integrating the materials of instruction of related subjects and fields. We have endeavored to place in the Department of Education supervisors who have demonstrated ability in their particular subjects . . . We believe that this type organization will insure

definite and specialized help for teachers, principals, and supervisors and that it will provide ample protection against undue specialization or over-emphasis of one subject or field at the expense of another.\textsuperscript{71}

Authority

In-service education functions of the State Department of Education, as defined in the publication, \textit{The Administrative Structure of Louisiana's Public Education System}, consist of "providing opportunities, facilities, and personnel for the continuing growth of all persons in the State who are engaged in educational work." The in-service work, similar to regulatory functions, is considered to be a part of the Department's leadership services.\textsuperscript{72}

The State Superintendent of Education has the responsibility for working with all of the public schools of the various parishes with the view of seeing that wise methods are used in the presentation of the subject matter and that assistance is given to local school persons--authorities, superintendents, and teachers--in all ways possible to secure the best results from their efforts.\textsuperscript{73}

\textsuperscript{71} \textit{Annual Report of 1939-40, op. cit.,} pp. 15-16.

\textsuperscript{72} Edwards and Drewett (prep.), \textit{op. cit.,} pp. 20-22.

\textsuperscript{73} \textit{Louisiana Revised Statutes of 1950,} 17:13.
In the performance of these responsibilities, the State Superintendent employs professional personnel and defines their duties. These persons are under the immediate control and direction of the State Superintendent and report directly to him in the prosecution of the work of inspection and supervision of the public schools.

The specific duties of the Elementary Section for in-service activities are determined by the State Superintendent. These duties may be set forth verbally or in published documents such as letters, Annual Reports, or publications dealing with standards, certification, and other topics.

Subject and Selected Special Area Supervisors

With the exception of the first seven years of Coxe's administration, personnel of the Elementary Section of the State Department of Education had primary responsibility for the direction of the State Department's in-service activities for elementary teachers. Since there was no Elementary Section from 1940 to 1947, the subject area supervisors had primary responsibility for the State

74Louisiana Revised Statutes of 1950, 17:6.
75Louisiana Revised Statutes of 1950, 17:13.
76Statement by Normand H. Edwards, personal interview.
Department's in-service activities for elementary teachers. During the years 1947 to 1964, special supervisors assisted supervisors of the Elementary Section with in-service activities, rendering help in their specialized areas.

Supervisors from many sections of the State Department served the elementary schools along with the Elementary Section. These supervisors were identified with English and language arts; social studies; science and mathematics; music; art; health, physical education, and safety; libraries; audio-visual education, and Negro education.

**English and language arts.** Only two persons served in the position of English and language arts supervisor between 1940 and 1964. Miss Blanche Trezevant held the position from 1940 to 1950 and Mrs. Lavinia McNeely from 1956 to 1964. During the school years 1950-51 through 1955-56, the position remained vacant.

Miss Trezevant's efforts were directed to school visitation, group conferences, use of the circular letter, and promotion of English clubs.

During the session 1940-41, thirty-four parishes were visited by Miss Trezevant in efforts to work with teachers and improve their work in the classrooms. Miss Trezevant reported that though many observations of classroom procedure were made, "more was accomplished through
small group conferences with teachers." 77

During the 1941-42 school year, Miss Trezevant visited all parishes not visited the previous year. Through the cooperation of local educational leaders, group meetings were held in individual schools or on a parish-wide basis. At such times teachers discussed plans for making the language arts program more vital. 78

The "circular letter" was often used as a means of communicating with educators throughout the State. These letters offered guidance, listed items of information for classroom use, and stated policies and programs. An example of the circular letters used was the one distributed during the fall of 1940. It stressed the general phases of work to be emphasized in English and language arts. It was sent to all superintendents, supervisors, principals, and teachers of language arts. Another example was the circular letter concerning the teaching of literature at the elementary and secondary levels which was sent at the beginning of the second semester of the 1940-41 school session. 79

77Annual Report of 1940-41, op. cit., p. 94.
78Annual Report of 1941-42, op. cit., p. 73.
79Annual Report of 1940-41, op. cit., p. 94.
English clubs were formed to serve as a vehicle for strengthening in-service work. The Annual Report for the 1941-42 school year described the organization and purpose of English clubs:

At the request of the high-school English teachers, approximately twenty clubs were organized in the State. Elementary, high-school, and in some instances college teachers attended meetings and served on the programs. Participation by all three groups, it was believed, would result in a better understanding of the entire English program. The purpose of the clubs was threefold:

1. From the discussion of problems common to others doing the same work it was hoped that renewed inspiration would come to all teachers.

2. A detailed study of vital problems by specially designated committees should ensue.

3. The state supervisor had an opportunity to discuss important problems with large groups of English teachers.80

During the 1942-43 school session, the English and language arts supervisor sent to the officers of all the English clubs a circular containing a bibliography of professional books and periodicals for teachers of language arts. Later, other circulars dealing with various topics were sent to teachers.81


During the following school year, improving the reading program was a main objective. Miss Trezevant urged the English clubs to give special attention to reading problems. She also met with groups of teachers to assist with the inauguration of a reading plan or to observe classroom procedure and offer suggestions. 82

A typical year was that of 1944-45 for Miss Blanche Trezevant. In the Annual Report for that year, the in-service activities of the English and language arts supervisor were described and future plans outlined:

The supervisor of English feels that the most effective supervision done was that in which she was invited to specific parishes to work on definite problems. Examples of such supervision consisted of (1) visiting in Calcasieu Parish to meet all teachers of certain schools for the purpose of planning a cooperative program for improving reading: (2) visiting Jackson Parish in October for the purpose of meeting the principals and the entire faculties to plan a reading program for the year, and making a second or follow-up visit in March to evaluate progress; (3) assisting the parish supervisor of primary education, and the faculty of the Lee Road Elementary School in conducting a week's workshop for observation and evaluation by the teachers of that parish; and (4) cooperating with two other members of the State Department in assisting the supervisors of East Baton Rouge Parish with definite supervisor problems.

Plans for the future consist of (1) working even more closely with teacher training schools on a cooperative plan to be of assistance to more teachers,

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82 Annual Report of 1943-44, op. cit., p. 44.
(2) organizing groups for further study of problems in language arts, and (3) assisting whenever possible with projects requested by the parish superintendents, supervisors, and teachers.83

Beginning in 1956, Mrs. McNeely assumed the position of Supervisor of English and Language Arts. Mrs. McNeely worked with teachers at the elementary and secondary levels. In serving elementary school teachers, she coordinated her activities with those of the Elementary Section supervisors.

Social studies. One person served as Supervisor of Social Studies for seven years during the period 1940 to 1964. S. R. Emmons was appointed to the post by Coxe when he reorganized the State Department of Education in 1940. Emmons' activities during the seven years he served in this capacity included major emphasis on classroom visits and conferences with individuals and groups.

During the 1940-41 school session, Emmons visited thirty parishes. Classroom observation was made and individual conferences were held.84 During the 1942-43 school year, he visited thirty-two parishes and again conducted many individual and group conferences.85

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year, Emmons reported that a special effort was made "to assist teachers who have returned to the classroom to replace those who have left it for work in critical industries or for enrollment in the armed forces." 86 Thirty-four parishes were visited during the 1944-45 school year for the purpose of helping with classroom instruction. Again, conferences were held. 87

A typical year was that of 1941-42 for Emmons:

Thirty-two parishes were visited by the supervisor of social studies during the 1941-42 school session. Observations were made of recitations in both geography and history in many of the parishes visited. Group conferences, attended by all the social studies teachers in grades four, five, six, and seven in the elementary school and the teachers of the high school social studies, were held in 160 schools. In addition, numbers of individual conferences were held. 88

When Emmons left the State Department of Education, his work was assumed by Roy Evans, Supervisor of Elementary Education. Evans divided his time between general supervision and supervision of social studies. 89

Science and mathematics. Supervisors in the areas of science and mathematics served at intervals during the

administrations of Coxe and Jackson. John B. Robson was Supervisor of Science and Mathematics from 1940 to 1943. Following an interval of fourteen years, Jackson appointed Howard P. McCollum as Supervisor of Science. The following school year, 1958-59, Joseph Glorioso was named Traveling Science Teacher.

These supervisors performed various types of activities to improve the quality of teaching in science. These in-service activities included the following: preparation and distribution of publications; selection of texts; classroom visits; and promotion of science fairs.

During the first year of the Coxe administration, 1940-41, Robson prepared and distributed a course of study in science for the elementary schools. Robson sought teacher involvement and participation by sending out three thousand questionnaires, asking teachers to share their reactions to the course of study.

During the 1942-43 school year courses of study in arithmetic prepared the year before for grades four, five, six, and seven were distributed by Robson.

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After McCollum came into the State Department, certain publications were prepared to assist teachers in their work. These publications included the following: What Happens to Why?; Some Sign-posts of a Good Science Program; Free and Inexpensive Materials in Science; A Bibliography of Scientific Publications and Scientific Supply Companies; An Annotated List of Books in Science; Space and Equipment Needed to Provide Science Experiences in the Elementary School; and Science Tips.94

Science Tips, a newsletter first published during the 1958-59 school year, was issued to strengthen communication between teachers and the Science Section of the State Department of Education.95

During the 1940-41 school session, several new mathematics textbooks were chosen for the seventh, eighth, and ninth grades. Robson was chairman of the committee which selected the books.96 Other adoptions in elementary and junior high mathematics books were made during the years 1940 to 1964. These included adoptions in 1944, 1945, 1953, 1957, and 1961. Adoptions in elementary and junior high mathematics

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science books were made during the years 1945, 1947, and 1953.\textsuperscript{97}

Classroom visits were part of the supervisory program to help teachers in their work with children. Some of these visits were conducted for the purpose of evaluating the teaching of science, offering guidance for the program, and promoting science fairs.\textsuperscript{98}

The State Department of Education co-sponsored regional science conferences with colleges and universities in Louisiana. Science fairs on local, parish, and state levels were encouraged by State Department personnel.\textsuperscript{99}

Music. The Music Section of the State Department of Education supported various in-service activities for the promotion of music in Louisiana schools. The Music Section supervised the instruction of music at all levels and cooperated with the Louisiana Music Educators Association in its program of music activities.\textsuperscript{100}

Persons who served in the section during the years

\footnotesize{
\textsuperscript{97}Files of Textbooks Section of the Louisiana State Department of Education.


\textsuperscript{99}\textit{Ibid.}

\textsuperscript{100}Annual Report of 1940-41, \textit{op. cit.}, p. 104.
}
1940 to 1964 included Lloyd V. Funchess, Walter E. Purdy, Roy Welch, C. Winston Hilton, Edward Hermann, and Elton Lamkin.

Coxe, in his Annual Report for the 1945-46 school year, indicated the variety of in-service activities of the Music Section:

An increased number of supervisory visits were made to schools and colleges; demonstrations were held; there was participation in workshops. . . there was participation in support of the efforts of various professional organizations. . . several articles written by the staff members were printed in professional magazines; numerous supplementary materials were prepared and distributed. . .

In order to help teachers improve their teaching, the music supervisors performed many functions of an in-service nature: previewed, produced, and distributed materials; prepared and issued publications; and sponsored workshops and conferences.

During the 1941-42 school year, the Music Section distributed sets of specially selected phonograph records for use in the first and second grades. This distribution was made to stimulate interest in the listening and rhythmic phases of the music instruction programs.

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102 Annual Report of 1941-42, op. cit., p. 79.
Another example of the Music Section's involvement with materials was the production and distribution of weekly radio programs, "Your State Department of Education Presents." Also, many films, records, and other teaching materials were previewed for the purpose of listing them in publications issued to help teachers select instructional materials.

In 1946, the Music Section distributed *Music Rooms and Education*, a publication of the Music Educators National Conference. The booklet was offered to help administrators and teachers interested in constructing or remodeling music classrooms in such a way that improved instruction would result.

Additional publications, designed to implement and improve the music instructional program, were brought out in 1952-53 as a result of a curriculum study by a state music study committee.

Workshop and conference activities continued throughout the years 1940 to 1964. During the 1942-43 school year,

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the Music Section, in cooperation with the New Orleans Schools and several teacher-training institutions in the State, held a series of music conferences, the purpose of which was to familiarize teachers with new materials and methods in music education.\textsuperscript{107}

During the 1951-52 school year, the supervisors of music were actively engaged in fourteen workshops.\textsuperscript{108}

During the 1959-60 school year, the Elementary Section of the State Department of Education sponsored twelve regional conferences on music education. Music supervisors interpreted the role of music in the elementary school.\textsuperscript{109}

A special course of study in music for the elementary and secondary schools was instituted at Louisiana State University during the summer of 1948. The course was offered at the request of the State Department of Education.\textsuperscript{110}

The supervisors of the section worked closely with other teacher-training institutions. During the 1948-49

\begin{flushright}
\textsuperscript{107}\textit{Annual Report of 1942-43, op. cit.}, pp. 41-42.
\textsuperscript{108}\textit{Annual Report of 1951-52, op. cit.}, p. 46.
\textsuperscript{109}\textit{Annual Report of 1959-60, op. cit.}, p. 41.
\end{flushright}
school year, visits to colleges were made with the view of cooperating with the faculties in their efforts to improve teacher education. A statewide meeting of college teachers who offered courses for prospective elementary teachers was held later that year by the Music Section.  

Art. In 1948 Mrs. Emily Zeigler was appointed to the position of Supervisor of Art to encourage the development of an art program in Louisiana schools. Mrs. Zeigler was followed in this position in 1949 by Mrs. Irma Sompayrac Willard. Mrs. Willard served through the remainder of the administration of Superintendent Jackson.  

During Jackson's administration the staff of the Department of Education believed that the art activities should be taught by regular elementary teachers from the first through the sixth grades; then, where possible, a special art teacher should be employed for junior and senior high schools. To implement these beliefs, it was necessary to conduct workshops in many parishes in order to provide the elementary teachers in-service training in art. This

111 Annual Report of 1948-49, op. cit., p. 44.

workshop practice in the use of art materials increased the elementary teachers' confidence in their ability to handle the subject. During the 1948-49 school year, approximately three thousand teachers in thirty-five parishes were given special aid in art work. 113

Mrs. Willard stated that an immediate objective for art education in Louisiana was to "encourage every classroom teacher to initiate a creative art program in every school." 114 To support this objective, a newsletter, Art Scout, was issued regularly by Mrs. Willard. It was circulated by the art supervisor as a medium of communication with administrators and teachers. 115

Health, physical education, and safety. During the years 1940 to 1964, several persons served in the area of health, physical education, and safety. These persons included the following: Simon A. McNeely, Supervisor of Health, Physical Education, and Safety; Howard W. Kidd, Supervisor of Health and Physical Education; Forrest Gaines, Supervisor of Safety Education; William E. Noonan, Jr., Supervisor of Health and Physical Education; and

Hemby Morgan, Supervisor of Safety.

The Annual Report issued by Coxe for the 1944-45 school year indicated the demand by teachers at the elementary school level for help in the area of physical education:

The greatly increased interest among teachers and supervisors in the study of children has created a demand for assistance in physical education for the primary and elementary grades far exceeding the service available from the Department.¹¹⁶

State Department supervisors utilized two methods of assistance--classroom visits and workshops--to help teachers grow professionally through in-service training.

Planned school visits received major emphasis as an in-service function of the section. Such visits were continued each year. McNeely visited sixty parish and city school systems during the 1940-41 school year and met with parish-wide groups of principals and teachers.¹¹⁷ Demonstrations, planning periods, and conferences were arranged during the visits.¹¹⁸

In addition to the twenty-seven school system visits made during the 1950-51 school year, the supervisor also

visited and participated in the pre-service education activities in five colleges. 119

Workshops proved to be popular in efforts to help teachers improve their work as was indicated in Coxe's Annual Report for the 1944-45 school year: "Assistance in workshops has been one of the most satisfactory, fruitful types of supervision." The supervisor participated in nine workshops during that year. 120

The Health and Physical Education Section sponsored seven regional elementary school physical in-service clinics during the 1958-59 school year. Approximately one thousand persons attended the clinics. One significant activity of the section during that year included an elementary school health education workshop at Louisiana State University for college teachers preparing elementary school teachers in health education. 121

Health and physical education supervisors worked co-operatively with others to strengthen their activities. During the 1948-49 school session, the Steering Committee for Coordination of School Health Services, made up of


representatives of the state medical societies, the State Departments of Education and Public Welfare, State Association of School Superintendents, the State Nurses Association, and the Louisiana Parent-Teacher Association, conducted several activities. These activities included the following: studying available school health services and how they were administered; making plans to assist in teacher in-service programs; making plans to continue screening of children; planning for provision of medical and dental care for children; and planning for physical examination of all first-grade children.\textsuperscript{122}

Progress in efforts to improve health instruction was cited by Jackson in the 1954-55 Annual Report:

It is impossible to visit an elementary classroom in Louisiana without seeing some evidence of health instruction. Such evidence may be in the form of a simple poster or the more complicated animal feeding project. All such evidence reflects that health instruction is becoming more functional and is providing boys and girls with an increasing number of dynamic experiences.\textsuperscript{123}

\textbf{Libraries.} Two persons served in the position of Supervisor of School Libraries during the years 1940 to 1964. Miss Sue Hefley served during Coxe's administration and Mrs. Lena deGrummond served during Jackson's administration.

\textsuperscript{122}\textit{Annual Report of 1948-49, op. cit.}, pp. 54-55.

\textsuperscript{123}\textit{Annual Report of 1954-55, op. cit.}, p. 67.
During these years, activities by the two supervisors to help elementary teachers, administrators, and librarians in the performance of their duties included the following: group meetings and conferences, publication of a column in the State Department of Education journal, *Louisiana Education in Wartime*, and visits in schools throughout the State.

Miss Hefley arranged group meetings in elementary school library development during the 1941-42 school session. Miss Hefley used this approach instead of scheduling visits to a large number of individual schools. The meetings were designed to allow administrators and teachers opportunities to present questions relative to the establishment or maintenance of a school library as an integral part of the instructional program.124

A work conference to discuss library services was held during the summer of 1947. Financed by a grant from the General Education Board, it was held at Louisiana State University under the sponsorship of the University and the State Department of Education. Thirty-two participants and all types of school library services were represented in the groups, including service to elementary groups.125

During Coxe's term, a monthly column, "School Libraries--Commendable Practices Department," was maintained in issues of *Louisiana Education in Wartime*, a publication of the Louisiana State Department of Education. The column furnished a medium for exchange of ideas among librarians and suggested policies to be followed.\(^{126}\)

As interest in centralized elementary school libraries increased, so also did requests for visits to individual schools, according to Mrs. deGrummond. This trend was evident during the 1950-51 school year.\(^ {127}\)

Visits and workshop activities during the 1952-53 school session were typical for most years. Visits were made to 140 schools in thirty-four parishes and the supervisor acted as consultant in workshops for teachers in fourteen parishes.\(^ {128}\) Work in elementary libraries was continued and expanded during the following years.\(^ {129}\)

**Audio-visual education.** The Audio-Visual Section of the State Department of Education was begun in March,

\(^{126}\) *Annual Report of 1943-44,* op. cit., p. 56.


\(^{129}\) *Annual Report of 1960-61,* op. cit., p. 64.
1941. Miss Mary C. Irion served as section supervisor under Coxe and A. B. Davis served in the position under Jackson.

The in-service activities for the 1941-42 school year indicate the approaches used by the supervisors for helping teachers:

1. Assisting classroom teachers
2. Encouraging collections of materials on state, parish, and school levels
3. Serving on teachers' institute programs
4. Providing information service to schools.  

A typical year for the section was that of 1952-53. During that year the Audio-Visual Section in-service training program gave aid to 3,783 teachers in thirty-two parishes. Davis stressed the proper use of all audio-visual aids in the classroom.

The Audio-Visual Education Section prepared and assisted in evaluating educational films and filmstrips. In addition to publicizing these evaluations, listings were offered of materials in the regional film libraries. These libraries played an important role in furnishing educational materials for schools.

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Negro education. Three persons served in the Negro Education Section during the years 1940 to 1964: J. E. Williams, Supervisor of Negro Schools; Gordon A. Webb, Assistant Supervisor of Negro Schools; and L. L. Kilgore, Director of Negro Education.

The status of the Negro elementary schools at the beginning of Coxe's administration presented a definite challenge to Louisiana education, as indicated by Coxe in his Annual Report for the 1940-41 school year:

School terms are relatively short in most parishes; buildings, equipment, and sanitary provisions are generally inadequate; not only is it true that many teachers are poorly trained, but they are required to teach pupils of widely varying ages and of all or several elementary school levels; many rural schools are not provided with proper supervision; educational facilities must be provided from the current school budget; the health and economic status of the rural Negro is low, requiring home employment of children and handicapping their educational progress.\textsuperscript{133}

For some time only partial provision was made for instructional supervision of Negro schools. Supervisors of Negro rural schools, widely known as Jeanes teachers, rendered supervisory services in many parishes.\textsuperscript{134}

During the 1946-47 school year, an important trend began in state supervisory services for Negro schools. In

\textsuperscript{133}\textit{Annual Report of 1940-41, op. cit.}, p. 107.

\textsuperscript{134}\textit{Annual Report of 1941-42, op. cit.}, p. 92.
addition to general supervisory services offered by the Negro Education Section, most of the specialized supervisors in the State Department of Education increased their supervisory services with the Negro schools. One of the major responsibilities or objectives of the section was to encourage and coordinate the efforts of all state supervisors for the improvement of teaching efforts in Negro schools.\textsuperscript{135}

Kilgore, who joined the State Department of Education in 1946, described the problems in Negro education at that time:

When I came into the Department, most of the Negro schools were housed in buildings that were entirely inadequate. In fact, a large majority of them consisted of old halls or church buildings with no facilities such as desks, chalkboards, and the like. In most instances they were heated by pot-bellied heaters. There was practically no transportation for Negro pupils during this time, and very few of the schools had any kind of lunch program. In many systems the textbooks and materials used by Negro pupils were second-hand. The length of the sessions for Negro schools was from six to eight months in approximately one-half of the systems of the State.\textsuperscript{136}

During the remaining years of Coxe's administration and the following years of Jackson's administration, outstanding progress was made in Negro education. The primary work of the section involved the coordination of various


\textsuperscript{136} Statement by L. L. Kilgore, personal interview.
programs offered by the State Department of Education for assisting the teachers. Surveys were made, schools evaluated, and standards applied—all of these activities pointing the way for professional growth and instructional improvement. Also, efforts were made to improve the certification of teachers and upgrade the quality of leadership of principals and supervisors.  

Kilgore described the condition of Negro education in Louisiana in the following manner:

The picture with reference to Negro schools in the State . . . was changed. Practically all of the Negro schools were housed in adequate plants. Practically all of the elementary schools were approved. All of the schools operated for a full nine-month session. Adequate textbooks and other materials of instruction were provided for all schools.  

Major in-service activities for Negro teachers also were included in the functions of the Elementary Section of the State Department of Education.

**Elementary Section Supervisory Services**

The Elementary Section of the State Department of Education worked to improve the instructional program of elementary schools by visiting in schools and classrooms, participating in group conferences and workshops, writing

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137 Ibid.

138 Ibid.
articles and bulletins, leading and supporting the Cooperative Program in Elementary Education of the Southern Association of Colleges and Secondary Schools, and participating and supporting activities of professional organizations.

School and classroom visits. During the years 1947 to 1964, the supervisors of the Elementary Section of the State Department of Education were entrusted with the general supervision of elementary education in Louisiana. Subject matter supervisors and a primary supervisor had this responsibility from 1940 to 1947. School and classroom visits served as a major activity of every person involved in elementary education during the administrations of Coxe and Jackson. The visits were conducted to help teachers improve their methods of teaching as well as to study common practices and procedures and thereby determine future work of the State Department of Education.

In addition to visiting classrooms to aid teachers in improving instruction, these visits included related activities such as participating in parish-wide teachers' meetings, discussing problems with teachers in faculty meetings, aiding in special educational projects, and demonstrating with pupils certain types of teaching and...
learning activities.\textsuperscript{139}

During the visits, comparatively little time was devoted to inspection of facilities or application of standards. The primary concern of all visits was to assist local school personnel in improving educational opportunities for children.\textsuperscript{140}

The importance attached to school and classroom visits was indicated by the State Board of Education policy cited by Jackson in his first Annual Report:

At the present rate of travel and activities, the policy of the State Board of Education to include visitation to all the public elementary schools of the State within a period of three years can be carried out successfully.\textsuperscript{141}

During her first year as Primary Supervisor, Miss Schmalzrid spent a major portion of her time in the schools working with superintendents, supervisors, principals, and teachers.\textsuperscript{142} In attempting to build a strong primary program, Miss Schmalzrid worked directly with approximately six hundred teachers in thirty-five school systems the following year, 1941-42. An evaluation and study program

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\textsuperscript{139} \textit{Annual Report of 1947-48, op. cit.}, pp. 27-30.  \\
\textsuperscript{140} Ibid.  \\
\textsuperscript{141} Ibid., p. 31.  \\
\textsuperscript{142} \textit{Annual Report of 1940-41, op. cit.}, pp. 111-112.  
\end{flushright}
was started in each of the parishes visited that year to contribute to the professional growth and in-service training of the teachers.\textsuperscript{143}

After Jackson became State Superintendent, the supervisory duties of the primary supervisor were enlarged to include supervision of all subject areas in the elementary field.\textsuperscript{144} However, Miss Collette, Primary Supervisor, continued to concentrate most of her efforts on the first three grades. Miss Collette's activities during her first year of service, in which she visited twenty-two parishes, were described in Jackson's Annual Report for 1948-49:

The 1948-49 program of work in primary education was focused toward obtaining an over-view of the pertinent problems confronting the primary teachers of Louisiana. This was done so that the supervisor might have a better understanding of the teaching problems in local situations, and thus be able to give more effective service to superintendents, supervisors, and teachers in planning their programs for improving the education facilities for young children.\textsuperscript{145}

These visits, of course, resulted from specific planning. Each year definite plans were made cooperatively by personnel in the Elementary Section for the forthcoming year. Visits initiated by the section were planned with

\textsuperscript{143} Annual Report of 1941-42, op. cit., pp. 81-82.
priority given to systems not reached, or reached on a limited basis, the year before. A typical plan was that for the 1958-59 school year, made during July, 1958, by Miss Collette, Landry, then Director of Elementary Education, and Charles J. Faulk, Supervisor of Elementary Education.\footnote{Mabel Collette, Thomas R. Landry, and Charles J. Faulk, "Plan of Work for 1958-59" (Baton Rouge: State Department of Education, 1958), pp. 1-3. (Unpublished.)}

The over-all objective stated in the plan was to "provide the supervisory leadership that will help in improving the educational experiences of Louisiana's children." Supporting objectives listed included the following: (a) to help leadership personnel at all levels, (b) to help teachers, and (c) to help board members, parents, and other lay persons.\footnote{Ibid., p. 2.}

Such planning and visitation also characterized the years that Pellegrin and Fuglaar headed the Elementary Section—1959 to 1964. During these years, supervisors in the section—Miss Collette, James DeLee, and Kenneth Mott—utilized the method of school and classroom visitation in efforts to help teachers.
Group meetings and workshops. Area conferences, meetings, and workshops served as a major procedure for in-service work for teachers in the elementary schools.

Miss Schmalzrid served as consultant in workshops and group meetings every year while serving with the Department. A typical year for her was the 1946-47 school session, when she directed nine preschool workshops for primary teachers:

Five . . . workshops were held in August and September prior to the opening of most of the schools. At these workshops either cooperative planning for the year's work was done or direction was given for intensive study on a particular problem to improve the program the following year. The work and discussions at . . . four workshops centered around evaluations of demonstration teaching and regular classroom activities.  

Jackson, in his first Annual Report, cited several ways in which personnel of the Elementary Section would work with groups:

Cooperating with parish supervisors and with organized study groups for interchange of ideas and experiences, with mutual profit . . . Working with committees on special problems . . . Serving as consultants in workshops . . .

Miss Collette's activities during the 1948-49 school year included consultant work in twelve parish workshops.

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During the 1950-51 school year, Landry participated in fourteen workshops. In-service groups in more than fifty parishes received consultant help from or through the office of the elementary supervisor during the 1954-55 school session.

Pellegrin reported the following activities for the 1958-59 school session:

1. Supervisors participated in twenty-two system-wide conferences
2. Elementary personnel met in fifteen parishes with principal groups
3. Twenty faculty study groups were attended
4. Elementary personnel participated in twenty-five conferences sponsored by professional organizations or colleges.

During the time that Fuglaar served as Director of Elementary Education, 1962 to 1964, emphasis from the state level was placed on encouraging groups of teachers to use the new teaching methods and materials in mathematics and social studies instruction. Much of the time during these

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years was devoted to preparing guides for the use of teachers and conducting conferences, discussion groups, and workshops on the newer teaching practices in mathematics and social studies.\textsuperscript{154}

**Writings.** The supervisors of the Elementary Section during the years 1940 to 1964 sought greater efficiency and effectiveness in their work through written communications—utilizing circulars, articles, and bulletins.

Circular No. 1726, "The Work of the Primary Teacher," was issued during the 1941-42 session to every school. It called on teachers to respond by sharing information about classroom teaching activities. Miss Schmalzrid reported that the "work of approximately seven hundred teachers was received as a result of this circular.\textsuperscript{155}\) The following school year Miss Schmalzrid utilized the information acquired in these teacher responses as she visited thirty parishes.\textsuperscript{156}

Using materials of instruction as a means for developing a better instructional program was emphasized

\textsuperscript{154}Letter from James DeLee to Charles E. Sutton, dated September 5, 1968.

\textsuperscript{155}Annual Report of 1941-42, op. cit., pp. 81-82.

\textsuperscript{156}Annual Report of 1942-43, op. cit., p. 43.
during the 1943-44 school year. Circular No. 2114, "Reading in the Elementary Grades," was distributed to all schools. It offered information on materials of instruction, effective use of textbooks, and contained a bibliography listing books, periodicals, pamphlets, maps, records, and magazines for children.157

The following school year, 1944-45, Circular No. 2264, "Problems for Study in the Primary Schools," was distributed to all elementary schools. Teachers were asked to study the problems suggested in the circular: (a) health and physical education for all pupils, (b) pupil progress, and (c) curriculum study areas.158

"So You Want to Have a Workshop," a mimeographed guide prepared by Landry, was distributed by the Elementary Section during the 1951-52 school year to help teachers and administrators plan better work conferences.159 During the same year Landry authored a monthly feature in Louisiana Schools, "It Worked for Us," highlighting promising practices in various schools of Louisiana. The purpose of the

column was to encourage teachers to improve their practices.  This column, with the assistance of Miss Collette, was continued the following year.

During the years 1940 to 1964, personnel of the Elementary Section participated in the preparation of handbooks, pamphlets, and bulletins. A trend toward fewer subject-matter bulletins or courses of study occurred during Jackson's administration as commercial materials improved in quality and quantity and personnel at the local level began to assume more responsibility in this area.

**Cooperative Program in Elementary Education.** At the beginning of the cooperative study movement of the Southern Association's Cooperative Program, the Louisiana Committee on Elementary Education was organized by the elementary supervisor during the 1948-49 school year to serve as an advisory group to the Elementary Section. Through this group, major problems facing elementary education in the State were studied. Problems receiving attention included school evaluation and accreditation, environment for living and learning, and administration of the elementary school.

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The following year, 1949-50, the Louisiana Committee on Elementary Education was expanded to include secondary personnel. It was renamed the Louisiana Advisory Committee on Education and its purposes modified to include high school problems.\footnote{163}

Elementary school evaluation as an in-service activity in Louisiana was begun with the assistance of Landry and the Louisiana Advisory Committee on Education. Landry introduced the new \textit{Tentative Elementary Evaluation Criteria} into Louisiana schools for experimental purposes in 1949. These materials were designed to help a school faculty work cooperatively on local educational problems. The materials were presented first to parish and city supervisors of instruction and then certain schools were selected to use the materials experimentally at an accelerated rate.\footnote{164} Subsequently, during May, 1950, each of these schools invited a visiting committee of teachers, principals, supervisors, visiting teachers, superintendents, and parents to spend one day in each school and become better acquainted with the materials and their use by the school faculty.

In addition to the selected schools in 1949, Landry

\footnote{163}{\textit{Annual Report of 1949-50}, op. cit., p. 37.}

\footnote{164}{\textit{Ibid.}, pp. 37-38.}
helped other schools to inaugurate this program of self-evaluation and cooperative planning. Each of these school evaluations culminated with a visiting committee during the 1950-51 school session. During the 1950-51 school year, fifteen additional schools used the materials and were visited. In addition, self studies were initiated in more than thirty schools.

During the 1950-51 school year, personnel in the Elementary Section worked with the regional organization which produced several bulletins intended to be used in upgrading elementary education in the South. These bulletins were the following: (a) Good Schools for Children, a bulletin designed for parents, (b) Education for Elementary School Personnel, a bulletin designed for administrators and college teachers, (c) Evaluating the Elementary School; A Guide for Cooperative Study, a guide for a school faculty in studying its school program, and (d) Promising Practices in Elementary Schools, a pictorial bulletin for teachers and the public. The publications were produced by the Southern Association.

165 Ibid.
167 Ibid., pp. 43-44.
In the 1952-53 school year the Elementary Section also produced and distributed a mimeographed bulletin describing the new Cooperative Program of the Southern Association for elementary schools. The section continued to promote the use of the publication *Evaluating the Elementary School* as a guide for in-service training. The following year, 150 schools in seventeen parishes were enrolled in the program. Two booklets, *Improving Elementary Schools* and *School Improvement Moves Ahead*, and other materials were prepared and distributed to guide participation in the regional elementary program.

Approximately one hundred additional elementary schools enrolled in the regional faculty study program for elementary schools during the 1954-55 school year.

On April 23-24, 1954, the First Annual Conference for schools participating in the Southern Association's Cooperative Program was held at Louisiana State University. It was sponsored by the Louisiana State Department of Education, Louisiana State University, and the Southern Association of Colleges and Secondary Schools. Since each

participating school was required to carry on a faculty study, and many principals had expressed a need for direction and guidance in leading such a study, the meeting was planned to highlight ways of working in school faculties. The seventy-five persons who attended the conference were organized into groups which discussed ways of working in problem areas. The results of the conference were printed in *A Guide for Cooperative Faculty Study*.  

The Second Annual Conference for participants in the Cooperative Program in Elementary Education was held at Louisiana State University on March 28-29, 1955. The conference's theme was "Making Our Faculty Studies More Effective;" it attracted 172 persons. The results of the conference were printed in *Making Our Faculty Studies More Effective*, published by the State Department of Education. These conferences were continued annually during following years.

As reported previously, the Cooperative Program added an accreditation feature in 1958 and began accrediting

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elementary schools in 1960. Since cooperative study has been the central focus of the accreditation program, this additional service resulted in added stimulation for school improvement through cooperative effort.

**Professional Organizations**

Personnel of the Elementary Section participated in the activities of several professional organizations during the Coxe and Jackson administrations. Among these organizations were the Association for Supervision and Curriculum Development, Association for Childhood Education, Louisiana School Supervisors' Association, and the National Council of State Consultants in Elementary Education.

**Association for Supervision and Curriculum Development.** Elementary Section supervisors were active participants in the Association for Supervision and Curriculum Development, a department of the National Education Association. During the 1946-47 school year, when the association undertook the task to define a good elementary school, Miss Schmalzrid cooperated with the elementary supervisor of the state of Utah in preparing a section of the booklet.  

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Landry and Miss Collette were active members of the organization and attended the annual meetings each year with few exceptions during their service with the Department. Hubert Bankston, Specialist in Mental Health Education with the State Department of Education, was also active with this group. 176

At the national annual meetings, Louisiana State Department personnel served as consultants, leaders, and recorders of several group sessions. In addition, Landry served on the Commission on Crowding in Our Schools and the Publications Committee. 177

The Elementary Section supervisors not only participated in activities of the organization, but they also encouraged local supervisory personnel to belong to it.

Association for Childhood Education. Personnel in the Elementary Section were active in promoting the Association for Childhood Education in Louisiana. The association offered valuable in-service training and leadership opportunities for teachers as members of local branches outlined their programs for the year, attended state conferences in


Baton Rouge each year, and attended national conferences each year.\textsuperscript{178}

The first two branches of the association were organized in Louisiana during the 1944-45 school year for the purpose of promoting in-service training of teachers. The two units were the East Baton Rouge Parish Branch and the Ascension Parish Branch. Later, as other local branches were formed, a state group was organized.\textsuperscript{179}

Twenty teachers and five supervisors from Louisiana attended the first post-war national study conference of the Association for Childhood Education.\textsuperscript{180}

Miss Collette, who served as coordinator for the local and state units, emphasized Association for Childhood Education activities in her efforts to help teachers become better prepared to offer guidance for Louisiana children:

Through stimulating the organization of such professional study groups as the Association for Childhood Education and constantly emphasizing the joys and satisfactions of working with young children, the Primary Supervisor believes that many skilled teachers will be added to the number of those already working with Louisiana's primary children.\textsuperscript{181}

\textsuperscript{178}Ibid.

\textsuperscript{179}Annual Report of 1944-45, \textit{op. cit.}, p. 51; and Statement of Mrs. J. L. Perkins, personal interview.

\textsuperscript{180}Annual Report of 1946-47, \textit{op. cit.}, p. 78.

Under Miss Collette's leadership, the first one-day leadership conference for Association for Childhood Education state officers, branch officers, and chapter sponsors was held at Louisiana State University on July 6, 1955. The meeting was officially sponsored by the Louisiana Association for Childhood Education, State Department of Education, and Louisiana State University. 182

A list of participants at the leadership conference, which was to serve as the first of regularly scheduled annual conferences, included the following persons: Mrs. Alma Bankston, Mrs. Louis Batte, Mrs. Berkley Breaux, Miss Mabel Collette, Mrs. Marion S. Cook, Mrs. Dallas Draper, Miss Grace Dyson, Miss Mayme Dell Edwards, Miss Ethel Hanchey, Mrs. Nell H. Harvey, Mrs. Guy Hebert, Mrs. Mary B. Hilzim, Mrs. C. E. Holly, Mrs. Juanita V. Kraus, Mrs. Annie Louise Jones, Mrs. Virginia Khoury, Mrs. W. A. Kleinert, Miss Eloise Landry, Thomas R. Landry, Miss Janet Madden, Mrs. Ann McWilliams, Miss Jeanette Pellerin, Mrs. Juanita Peters, J. B. Robertson, Miss Bonnie Mae Smith, and Miss May Williams. 183

182 "Association for Childhood Education Leadership Conference" (Baton Rouge: Louisiana Association for Childhood Education, 1955), p. 1. (Mimeographed.)

183 Ibid., p. 5.
Supervisors of the Elementary Section of the State Department of Education believed that support of the Association for Childhood Education in Louisiana was a good way to strengthen in-service training for elementary teachers. They felt that support of these activities resulted in an improved program for children.

Louisiana School Supervisors' Association. Personnel of the Elementary Section worked continuously through the Louisiana School Supervisors' Association to improve the elementary school program. 184

J. B. Robertson, Director of Elementary and Secondary Education, played a leading role in the work of the association. He encouraged his staff to be active in the organization. Landry and Miss Collette heeded his advice and worked closely with the organization. Of special significance was the research study focused upon the evaluation of supervision. 185

The decision to undertake the study was made during the 1955 Mid-Winter Conference of the association. Miss


Maggie Haws, Supervisor of Morehouse Parish, had headed a committee during the fall of 1954 to ascertain the feelings of supervisors for a study of Louisiana supervision. Miss Haws' favorable report at the Mid-Winter Conference, and its acceptance, provided the clearance for the study.186

The subsequent action of the supervisors and their findings was published in a 115-page report: *Louisiana Supervisors Examine Their Practices*. Landry served as chairman of the editing committee for the report.187

Other studies were also made by the group. One related to what teachers, administrators, and lay persons think of supervision and the second was concerned with the opinions of Louisiana supervisors and selected national authorities on certain aspects of supervision. Landry was consultant for the first study and director for the second study.

Participation by state and local supervisors in the Louisiana School Supervisors' Association helped them to serve in a more effective manner as they sought to help teachers improve in their work and grow professionally.

*National Council of State Consultants in Elementary Education*. The supervisors of the Elementary Section also

187 Ibid.
participated in activities of the National Council of State Consultants in Elementary Education. Hubert Bankston, very active in this group, served one year as its president. Landry served in several capacities, including vice-president and president. 188

This organization brought together annually leaders in elementary education from throughout the nation. By working and sharing together, State Department of Education personnel grew professionally and were able to be more effective in their in-service work with teachers.

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CHAPTER III

PROGRAM DEVELOPMENT ACTIVITIES, 1940 TO 1964

A third function of personnel in the Elementary Section of the State Department of Education is that of giving guidance to program development. Authority for this function is found in the provisions of the Louisiana Constitution and Acts of the Legislature, as previously stated in Chapter II. These provisions and acts charge the State Superintendent of Public Education with the responsibility for seeing that courses of study prescribed by the State Board of Education are followed. Since the State Board of Education had no staff to develop courses of study, it was incumbent upon the State Superintendent and his staff to prepare courses of study for State Board approval as well as to enforce their use by school personnel in the State. Those courses of study or programs that related to elementary schools were the responsibility of the elementary supervisors and other supervisors having responsibility for grades one through twelve.

I. FORCES AFFECTING PROGRAM DEVELOPMENT

The reorganization, change, and improvement of the elementary program of studies in Louisiana for the years
1940 to 1964 were influenced by many forces and by many persons within the State Department of Education. These forces included the Louisiana Constitution and laws, Federal programs, and curriculum surveys.

**Louisiana Constitution and Laws**

Since the authority of the Elementary Section to become involved in program change finds its source in several statutes, these statutes serve as a force affecting program development.

Relative to program of studies in the elementary schools, the Louisiana Constitution of 1921 provided that "only fundamental branches of study, including instruction upon the constitutional system of state and national government and the duties of citizenship" shall be taught.¹

The Louisiana Revised Statutes of 1950 listed specific areas for study and cited the authority of the State Board of Education to make further revisions:

The branches of spelling, reading, writing, drawing, arithmetic, geography, grammar, United States history, and health, including the evil effects of alcohol and narcotics, shall be taught in every elementary school. In addition to these, such other branches shall be taught as the State Board of Education, or the provisions of the state constitution, may require.²

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¹*Constitution of the State of Louisiana, 1921, Article XII*, p. 279.

Statutes also require the State Board of Education to include in the elementary program a study of the Declaration of Independence\(^3\) and the teaching of kindness to dumb animals.\(^4\)

Furthermore, these statutes charge the State Board of Education with the responsibility for preparing courses of study and state that the State Superintendent of Public Education has the responsibility for keeping in close touch with all the public schools with the view of seeing that such courses of study are followed.\(^5\)

Federal Programs

Two Federal programs with certain aspects pertaining to elementary education were initiated in Louisiana during the years 1940 to 1964. The Works Projects Administration program and the National Defense Education Act program applied to the elementary school program.

**Works Projects Administration.** Funds from the Works Projects Administration were used in early childhood activities. During the school year 1940-41, twenty-eight

\(^3\) *Louisiana Revised Statutes of 1950*, 17:268, p. 688.


nursery units in nine parishes, operated by the State Department of Education, received financial support through this program.\textsuperscript{6} Again, during the 1941-42 school session, the State Department Nursery Project, supported by Federal funds, operated free nursery schools for needy children. Fifteen nursery schools were in operation, with a total enrollment of 450 children. Each school had a maximum enrollment of thirty children and a daily attendance of twenty to twenty-six children.\textsuperscript{7}

\textbf{National Defense Education Act.} As a result of United States Public Law 85-864, commonly known as the National Defense Education Act of 1958, Federal funds became available to stimulate the school program in Louisiana. Public elementary and secondary schools in Louisiana participated in the program for strengthening science, mathematics, and modern foreign languages by procuring equipment and teaching materials and by undertaking minor repairs of facilities for teaching in the prescribed areas. Federal funds were provided for such purchases and remodeling on a matching basis. The State Department of Education was responsible for approving all local plans for purchases

\begin{footnotesize}
\begin{itemize}
  \item \textsuperscript{6}\textit{Annual Report of 1940-41, op. cit.}, pp. 122-123.
  \item \textsuperscript{7}\textit{Annual Report of 1941-42, op. cit.}, pp. 120-121.
\end{itemize}
\end{footnotesize}
and remodeling. 8

During the 1958-59 school year, when $1,335,592 in Federal funds was allocated to the State under the act, 404 elementary science projects were approved. Of this total, the local school systems matched only a small portion. One hundred twenty-seven science projects were approved for combined elementary and secondary schools. 9 The following school year, 1959-60, $268,413 in Federal funds was spent in elementary school science projects; $586 was spent for minor remodeling of elementary science facilities. The cost of projects for the 1959-60 school year for combined elementary and secondary schools was $278,303, with an additional $7,207 for minor remodeling. Funds were also used for mathematics and modern foreign language projects. 10

Similar expenditures by local school systems continued the remaining years of the Jackson administration. Remodeling of facilities and purchases of equipment for the elementary schools, made possible with supporting funds from the National Defense Education Act, helped to


strengthen and stimulate the programs in mathematics, science, and modern foreign languages.

Curriculum Surveys

Five surveys of the Louisiana educational system were made during the years 1940 to 1964. All of these studies affected the elementary curriculum. Generally, the studies served merely as guidelines for educators. In many instances, the recommendations were not implemented.

Three surveys were made during the Coxe administration: (a) Reorganization Study of 1940, (b) Louisiana Educational Survey, and (c) Legislative Committee on Educational Survey. Two studies were made during the Jackson administration: (a) Peabody Survey, and (b) Special Committee on Education Survey.

Reorganization Study of 1940. Commonly known as the Griffenhagen Study, the Reorganization Study of 1940 was authorized by the Louisiana Legislature. It directed the Governor with the aid of an advisory committee to undertake a comprehensive program of review, reorganization, and improvement in every department and agency of the State. The study was conducted by a team of professional consultants in cooperation with State and local education leaders. The study was initiated by Governor Sam Jones
and members of the Legislature who felt there was a need for general reorganization on a statewide basis.\textsuperscript{11}

Some of the recommendations of the Reorganization Study of 1940 related to the elementary program of studies included the following:

1. That steps be taken to make such curriculum modifications, in subject matter content and emphasis, as are required to serve the interests of a democratic society, with its rapid local, state, and national changes, in a rapidly changing world.

2. That the curriculum experiences of pupils in the elementary school be both broadened and enriched.

3. That curriculum construction be a continuous process in all parishes of the State, under the guidance of state supervisors and parish supervisors and principals.

4. That the study of art, correlated with other subjects and with out-of-school experiences of pupils, and including art appreciation, be developed both in the elementary and high school grades of the public schools.

5. That music instruction be extended, particularly in the activities of group singing in the elementary schools, performance with orchestral instruments in the elementary and high schools, and music appreciation in all grades.

6. That health education be more closely correlated with health needs and living health of pupils.

7. That chief emphasis in the physical education program be given to the physical development of all pupils of the school, instead of to the athletic training of a few pupils.\textsuperscript{12}

\textsuperscript{11}Hilton (prep.), \textit{et al.}, p. 23.

\textsuperscript{12}"Summary of Recommendations, Reorganization Study of 1940" (Baton Rouge: State of Louisiana, 1940), pp. 2-3. (Mimeographed.)
Other more specific recommendations of the Reorganization Study of 1940 included (a) establishment of kindergartens and (b) special classes for children having physical or mental defects. Very little statewide progress was made in public kindergarten education during the years 1940 to 1964. In 1948, the State Department of Education and State Hospital Board initiated a mental health education program. The same year, a Special Education Section was begun by the State Department of Education, with a former member of the Health, Physical, and Safety Education Section assuming the responsibility for the section.

The study also supported subject area supervision at the state level. The study recommended a woman "who is specially trained for her work" to serve as supervisor of primary education. One of the recommended principal duties of the primary supervisor was to be "construction of curricula in the various subjects of the first three grades." These recommendations were implemented by Coxe. This organizational pattern within the State Department resulted

13 Ibid.
15 Ibid., p. 51.
in several subject-matter bulletins as well as publications relating to general topics concerning the elementary program.

**Louisiana Educational Survey of 1942.** The Louisiana Educational Survey was popularly called the Washburne Study. The Louisiana Educational Survey was authorized by an act of the Louisiana Legislature in 1940.\(^{17}\) The study was made by a commission headed by John M. Fletcher of Tulane University, who served as Chairman and General Director. Carleton Washburne, Superintendent of Schools, Winnetka, Illinois, was Director of the committees that studied the elementary and secondary schools.\(^{18}\)

Washburne stated that his function, as Director of the study committees, was to organize the people of Louisiana "to do their own thinking and make their own recommendations." To do this, he gathered a large staff of persons--mostly from Louisiana and the South, but also from the nation at large.\(^{19}\)


\(^{19}\)Ibid., pp. 3-4.
Washburne organized numerous study groups throughout the State, and his committees prepared an extensive report which was submitted in a series of seven volumes. A summary report, *Louisiana Looks at Its Schools*, cited many findings and areas of concern and included suggestions for the elementary schools of Louisiana. Many of the findings and recommendations of the study had an indirect bearing upon the elementary school program. These included the following items:

1. Teaching materials were considered to be inadequate
2. Support was expressed for addition of the eighth grade to the elementary program
3. Federal aid to state education was favored
4. Child development courses were recommended for teachers
5. Increased flexibility in curriculum prescription and interpretation by State Department of Education was recommended
6. A need was seen for providing a variety of appropriate reading materials
7. It was suggested that at least one teacher with responsibility for remedial reading should be provided in each school
8. Evaluation was recommended for the arithmetic curriculum and methods in relation to the individual needs and interests of school children.

9. It was suggested that the curriculum should be made more interesting and adapted to the needs of individual children.  

As with previous studies, most of the recommendations were very general and served primarily as guidelines. Recommendations for providing additional and improved materials and additional personnel in reading were to be implemented only to the extent that funds became available. The eighth grade became a part of the elementary program during Coxe's administration as the organization pattern for public schools changed from a one through eleven grade pattern to a one through twelve grade pattern. Also, a new course of study for arithmetic at grade levels four through seven was published by the State Department of Education in 1943.

Legislative Committee on Educational Survey. The third survey to be made during the Coxe administration was the Legislative Committee on Educational Survey. The study

\textsuperscript{20} \textit{Ibid.}, pp. 3-5, 13-14, 25, 43-44, 75, 78, 80, 83.
group was appointed by Governor James H. Davis in accordance with Act 38 of 1946. This Act of the Louisiana Legislature authorized the appointment of the study group to make a survey of the needs of improvements of the public elementary and secondary schools and institutions of higher learning in Louisiana. Representative C. H. Downs served as Chairman of the group.  

Some of the recommendations of this group related indirectly to elementary program development. These included improved training of teachers, strengthened in-service activities, and continuous research in education. 

Peabody Survey. The Peabody Survey was the first educational study to be made during the Jackson administration. The Louisiana Legislature in 1952 established a Legislative Council as a fact-finding agency for it or any of its members. Upon the recommendation of its Education Committee, the Council engaged the Division of Surveys and Field Services, George Peabody College for Teachers, to

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21 C. H. Downs (ch.), et al., Education in Louisiana (Baton Rouge: Legislative Committee on Educational Survey, 1948), pp. 3-5.

22 Ibid., pp. 91-93.
conduct a comprehensive study of public education in the elementary, secondary, and special schools of Louisiana.\textsuperscript{23}

Director of the Peabody Survey was W. D. McClurkin, Head of the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee.\textsuperscript{24}

Several of the recommendations related directly to the elementary school program while others related indirectly to the program. Those recommendations which related directly to the elementary program included the following:

1. Enrichment of the instructional program was suggested by including activities other than book-centered experiences

2. Writing experiences should be limited to manuscript in the first two grades

3. Handwriting instruction in the upper grades should be individualized

4. Foreign language should be continued on a voluntary basis

\textsuperscript{23}W. D. McClurkin (ch.), \textit{et al.}, \textit{Public Education in Louisiana} (Nashville: Division of Surveys and Field Services, George Peabody College for Teachers, 1954), p. v.

\textsuperscript{24}\textit{Ibid.}, p. vi.
5. More emphasis in the social studies should be directed to the development of skills, understandings, and attitudes needed to function effectively as an American citizen.

6. Instructional materials should be provided for the teaching of science.

7. Efforts to encourage elementary school teachers to develop competence in providing musical experiences for children should be continued.\(^{25}\)

Those recommendations which related indirectly to the elementary program included the following:

1. Class size in many schools should be reduced.

2. Careful study should be made of the age-grade distribution of pupils.

3. In-service education should include child study.

4. Inequities in support between elementary schools and high schools should be eliminated.

5. Parishes should be urged to establish materials bureaus.

6. Full-time supervising principals should be provided for elementary schools with eight or more teachers.

7. State Department of Education regional supervisors were suggested.

8. Grouping for instruction in reading and arithmetic was recommended in the upper grades.

9. Classrooms should be artistically attractive.

10. The whole "approval" machinery of the State Department should be modified.\(^{26}\)

These recommendations offered a pattern to be followed and supported by state and local school personnel for improving the school program. In many cases, the recommendations confirmed many existing practices.

**Special Committee on Education Survey.** The fifth and final survey to be conducted during the Coxe and Jackson administrations was the Special Committee on Education Survey of 1959. Educational leaders felt that a statewide committee should seek ways to assure programs of excellence in Louisiana schools. Also, the committee, appointed by Governor Earl K. Long, was charged with the responsibility of recommending ways and means to provide more adequately for the financial needs of the State's elementary and secondary schools.\(^{27}\)

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\(^{26}\)Ibid.

\(^{27}\)Hilton (prep.), *et al.*, *op. cit.*, p. 24.
The committee's membership consisted of representatives from the State Legislature, business, labor, lay groups, and educators. Felix F. Kurz of Lafayette served as Chairman of the group.28

Some of the group's recommendations which pertained to the instructional program of the elementary school were the following:

1. That the elementary school should continue with its broad curriculum which emphasized the basic learning skills

2. That the community or neighborhood elementary school should be continued where justified by population density

3. That principals should be relieved of teaching duties and supplied with clerical help

4. That adequate funds should be provided for teaching aids and materials

5. That a statewide program should be initiated for the purpose of clearly delineating the scope and sequence of content in each school subject, thereby eliminating

\[\text{Felix F. Kurz (ch.), et al., Report to the Governor of the State of Louisiana by the Special Committee on Education (Baton Rouge: Special Committee on Education, 1959), pp. i-iv.}\]
duplications and omissions in content.\textsuperscript{29}

Some of these recommendations had been suggested in some form in previous studies; others confirmed existing practices or pointed the direction for future activities.

II. MATERIALS OF INSTRUCTIONS

One of the important responsibilities of the State Department of Education during the period 1940 to 1964 was the administration, procurement, and distribution of textbooks, library books, paper, pencils, and other forms of materials and media approved suitable for classroom instruction. The quantity and quality of materials of instruction available affect the entire school program.

\textbf{During the Coxe Administration, 1940 to 1948}

Improvement in the availability of materials of instruction proved to be an important function of the Coxe administration. The new demands for instructional materials were linked to the Curriculum Study conducted during the years 1936 to 1939. Coxe indicated in his Annual Report for 1941-42 that his support for instructional materials was influenced by the Curriculum Study:

\textsuperscript{29}\textit{Ibid.}, pp. 6-7.
The efforts of the Department of Education and school officials throughout the State to provide appropriate materials have met with success. The Department initiated during the session 1941-42 those desirable changes in materials determined by the cooperative curriculum studies conducted over a period of several years . . . 30

In a later Annual Report, Coxe emphasized the heavy emphasis placed upon the importance of proper materials of instruction:

The methods employed to attain the objectives have changed with each era in our history. Extensive curricular revisions have been made in recent years as the concept of learning through pupil activity has replaced the idea that the curriculum was synonymous with the textbook. This shift of emphasis has created a great demand for new and better teaching aids. Selection of materials has become second in importance only to the provision of effective instruction.31

Activities during the Coxe administration in the area of instructional materials involved support for the following: school supplies, regional film libraries, textbooks, and library service.

School supplies. The provision of instructional materials at public expense was seen by Coxe as an essential step for assuring satisfactory opportunities for all children in Louisiana. Prior to the late thirties, parents were required to purchase the most essential materials, but


a large percentage of parents found it difficult and some even impossible to secure the limited quantities thought to be necessary. 32

State funds were used to purchase school supplies which were helpful to the instructional program. The cost of school supplies—paper and pencils—to the State during the 1942-43 school year was $199,877. This was an increase of $31,000 over the 1941-42 school year spending for supplies. The supplies were made available to the elementary and secondary schools. 33 The cost of school supplies to the State during the 1943-44 school year was $195,133. 34 During the 1944-45 school year, the State expended $174,058 for school supplies. 35

Regional film libraries. In 1941 regional film libraries were established by the State Department of Education at five institutions of higher learning in Louisiana. These libraries had a total of 314 films, representing an expenditure of approximately $10,000. These films served

33Ibid., pp. 222-223.
as instructional materials for elementary and secondary schools. 36

A typical year for the regional film libraries was the 1946-47 school session, when approximately $30,000 was expended for new motion picture films. Before Coxe's administration ended, there were six regional film libraries in Louisiana. 37

Free textbooks. During Coxe's administration textbooks were adopted with the view of attaining the instructional objectives outlined in the State Department courses of study. 38 Also, during the years 1940 to 1948, some increases occurred in the number of textbooks purchased by the State for elementary schools, as well as some increases in the number of books per pupil registered. The following figures, with per-pupil totals based upon student registration at public and private schools, reveal the increases:

1. School year 1940-41; 593,123 books distributed; 1.43 books per pupil 39

39 Ibid., pp. 267-268.
2. School year 1941-42; 624,804 books distributed; 1.51 books per pupil.\textsuperscript{40}
3. School year 1942-43; 723,127 books distributed; 1.76 books per pupil.\textsuperscript{41}
4. School year 1943-44; 729,265 books distributed; 1.82 books per pupil.\textsuperscript{42}
5. School year 1944-45; 791,892 books distributed; 1.97 books per pupil.\textsuperscript{43}
6. School year 1945-46; 946,008 books distributed; 2.17 books per pupil.\textsuperscript{44}
7. School year 1946-47; 691,533 books distributed; 1.57 books per pupil.\textsuperscript{45}
8. School year 1947-48; 768,608 books distributed; 1.73 books per pupil.\textsuperscript{46}

During the final two years of Coxe's administration, a low inventory was reported for textbook supplies while at

\textsuperscript{40}\textit{Ibid.}
\textsuperscript{41}\textit{Annual Report of 1943-44, op. cit., pp. 215-216.}
\textsuperscript{42}\textit{Ibid.}
\textsuperscript{43}\textit{Annual Report of 1944-45, op. cit., pp. 215-216.}
\textsuperscript{44}\textit{Annual Report of 1946-47, op. cit., pp. 242-243.}
\textsuperscript{45}\textit{Ibid.}
\textsuperscript{46}\textit{Annual Report of 1947-48, op. cit., pp. 230-231.}
the same time enrollment figures in Louisiana schools reached record high marks.47

**Library service.** Progress in the instructional program of the elementary schools was affected by the increased emphasis on library books. During Coxe's administration, an increase was noted each year in the total number of library books available in the white public elementary schools of Louisiana.

During the 1943-44 school year, there were 733,938 library books in the elementary grades of the white public schools. The number of volumes in the white elementary grades increased to 779,887 in the 1944-45, school year.48

During the 1945-46 school year, there were 822,812 library books in the elementary grades of the white public schools. During the 1946-47 school year, the number of volumes in the white elementary grades increased to 882,820.49 During the 1947-48 school year, the last year of Coxe's administration, there were 933,035 volumes in the


white public elementary schools.\textsuperscript{50} The Annual Reports issued by Coxe contained no statistical data on the libraries of the Negro public elementary schools.

\textbf{During the Jackson Administration, 1948 to 1964}

The Jackson administration increased the emphasis on instructional materials. The instructional program at the elementary school level was strengthened by increased state spending for school supplies, formation of two additional regional film libraries, multiple adoption of textbooks, and continued progress in library service.

\textit{School supplies.} During the Jackson administration, the State Department of Education continued to furnish school supplies. Expenditures for school supplies for the elementary and secondary schools rose from $314,092 for the 1948-49 school year to a high of $585,149 during the 1960-61 school year.\textsuperscript{51} During the final school year of Jackson's administration, $494,267 was expended for school supplies.\textsuperscript{52}

\textit{Regional film libraries.} During the 1950-51 school

\begin{itemize}
\item \textsuperscript{50}Annual Report of 1947-48, \textit{op. cit.}, pp. 224-225.
\item \textsuperscript{52}Annual Report of 1963-64, \textit{op. cit.}, pp. 348-349.
\end{itemize}
year, two new regional film libraries were formed in the State, making a total of eight. In these libraries there were more than 12,000 prints of 16mm film with more than 1,500 titles. Between the years 1948 and 1954, approximately $800,000 was expended by the State for films and filmstrips for regional libraries. Also during that same period, more than $200,000 worth of equipment was added to the regional libraries. Improvements continued throughout the Jackson administration as the regional film libraries increased services to the schools.

Free textbooks. During the 1952-53 school session, the State began the practice of multiple adoption of textbooks. Several series of textbooks, representing various publishing companies, were adopted in each subject area, thereby affording a choice for local school systems.

Increases were seen during the Jackson administration in the number of textbooks purchased by the State for the elementary schools. Also, increases were noted in the number of books per pupil registered. The following figures, with per-pupil totals based upon student registration at public and private schools, reveal the increases:

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1. School year 1948-49; 799,489 books distributed; 1.79 books per pupil\(^55\)
2. School year 1952-53; 983,552 books distributed; 1.96 books per pupil\(^56\)
3. School year 1956-57; 1,218,584 books distributed; 2.11 books per pupil\(^57\)
4. School year 1960-61; 2,202,558 books distributed; 3.30 books per pupil\(^58\)
5. School year 1963-64; 1,703,267 books distributed; 2.41 books per pupil.\(^59\)

**Library service.** Library collections at the elementary school level continued to increase during Jackson's administration. During the 1948-49 school year, the number of library books in the white public elementary schools totaled 952,437 volumes. No statistical report was made during the 1948-49 school year for the Negro public elementary schools.\(^60\)


During the 1952-53 school year, the number of library books in the white public elementary schools totaled 1,154,218 volumes; the number of books in the Negro public elementary schools totaled 354,532 volumes. 61

The 1953-54 school session was the last year that statistical data for libraries were available separately for the elementary and secondary schools. The number of library books in the white public elementary schools totaled 1,230,216 volumes; the number of books in the Negro public elementary schools totaled 385,631 volumes. 62

Following the 1953-54 school session, reports issued annually by the State Superintendent of Public Education listed the total volumes for the entire school program--grades one through twelve--and furnished no data concerning the separate categories of elementary and secondary schools.

III. SCHEDULING

The amount of time devoted to any phase of the program of studies varies, not only from one historical period to another, but also from school to school within the same period. Scheduling is related not only to what areas of


study go into a program, but also the emphasis and amount of time devoted to various areas. The making of a good schedule was considered to be an important task of every teacher in Louisiana during the years 1940 to 1964. Elementary personnel who served in the State Department of Education during the Coxe and Jackson administrations offered guidance and direction in scheduling subject and skill areas in the elementary program. The daily program of every elementary teacher, as listed in the Annual School Report form, was evaluated by State Department of Education personnel annually to see that proper scheduling was taking place.

**During the Coxe Administration, 1940 to 1948**

During the Coxe administration, only one publication was issued which pertained to scheduling at the elementary school level. *Guide for Teaching in the Primary Grades, Bulletin No. 470*, which was the result of cooperative efforts by the Primary Supervisor of the State Department of Education and the members of a curriculum class at Louisiana State University in Baton Rouge, related only to grades one through three.  

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The bulletin which was issued in April, 1942, was divided into five parts, with Part Two entitled "Organization of the Primary Schools." One section of Part Two dealt with the daily program of the primary grades.64

The bulletin cited the purposes of a daily program:

The daily program is a guide to effective living and growing for children. Each program must be adapted to the situation existing in each classroom. It must provide an appropriate place for the various activities to be undertaken as a part of the life of the school, and it must provide for the individual needs of the pupils throughout the school day.65

To accomplish the purposes, the bulletin proposed five characteristics which should be possessed by a daily program and gave three suggested schedules. The characteristics listed were (a) flexibility, (b) large blocks of time, (c) variety, (d) routine, and (e) balance.66 Although three suggested daily schedules were presented, it was pointed out that "these illustrative programs should not be followed without adapting them to the needs of the group, the plans and personality of the teacher and the total program of the school."67

64 Ibid., pp. 8-13.
65 Ibid., p. 30.
66 Ibid., pp. 30-31.
67 Ibid., pp. 32-34.
During the Jackson Administration, 1948 to 1964

During Jackson's administration, four publications relating to scheduling in the elementary grades were issued by the State Department of Education. These were (a) Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631, (b) Handbook for School Administrators, Bulletin No. 741, (c) The Daily Schedule in the Elementary Classroom, Elementary Pamphlet No. 1, and (d) Elementary and Junior High School Organization (Grades 1-8), Elementary Pamphlet No. 10.

Bulletin No. 631. In 1947, a committee of teachers, principals, supervisors, and members of the staff of the State Department of Education prepared Bulletin No. 631, which was to serve as a handbook for teachers and principals in the elementary schools. Jackson issued the handbook in 1948.68

The bulletin was designed to answer questions regarding organizational and administrative standards for the operation of elementary schools.69 The length of the school day, approximate time allotments, and criteria for a "good


69 Ibid.
daily program" were discussed in Part One of the bulletin.70

The publication pointed out that the minimum daily session for all public elementary schools "shall be five hours," exclusive of all recesses. This requirement, the bulletin reported, was in accordance with Section 60, Act 100 of 1922. This Act did not prevent school officials from extending the length of the school day.71

The bulletin offered tentative schedules for the primary grades, one through three and upper elementary grades, four through six. These schedules are shown on pages 168 and 169. In each case, the largest percentage of time in the daily schedule was reserved for language arts.72

The tentative schedule for grade seven included five constants: (a) English, five times per week, (b) mathematics, five times per week, (c) social studies, five times per week, (d) health, physical, and safety education, two or three times per week, and (e) science, three times per week. The allotment of two or three periods to health, physical education, and safety education was to be balanced

70 Ibid., p. 5.
71 Ibid., pp. 13-14.
72 Ibid., pp. 14-17.
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</tr>
<tr>
<td>and Writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine and Industrial Arts</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>(Music, Dramatics, Arts, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crafts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>(Natural, Physical, and General)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>(History, Geography, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>(Physical Education, Nutrition,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health, and Recreation)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE II
SUGGESTED TIME ALLOTMENT FOR SUBJECT-MATTER AREAS,
GRADES FOUR THROUGH SIX, 1948
with the allotment of two or three periods to developmental or free reading.\textsuperscript{73}

\textbf{Six} elective courses were suggested for three times per week: (a) music, (b) art, (c) home living, (d) agriculture, (e) industrial arts, and (f) foreign language. It was suggested that developmental or free reading be offered two or three times per week and guidance one time per week.\textsuperscript{74}

At grade eight, the tentative schedule included five constants: (a) English, five times per week, (b) mathematics, five times per week, (c) social studies, five times per week, (d) science, four times per week, and (e) health, physical, and safety education, two times per week. Suggested electives included the following: (a) music, two times per week, (b) art, two times per week, (c) home living, two times per week, (d) agriculture, two times per week, (e) industrial arts, two times per week, (f) foreign language, two times per week, and (g) activity, study, and/or guidance, two times per week.\textsuperscript{75}

\begin{thebibliography}{75}
\bibitem{73} Ibid., p. 18.
\bibitem{74} Ibid.
\bibitem{75} Ibid., pp. 18-19.
\end{thebibliography}
Instruction in the constants was required in each school and each period was to be fifty minutes. It was recommended that electives be included in the program of studies as the facilities and personnel allowed and as pupil needs dictated.\textsuperscript{76}

Two suggested daily schedules were presented for the primary grades to help principals and teachers in preparing their schedules. Both suggested schedules offered time and subject listings, with one schedule geared to a school day involving the hours 8:30 a.m. to 3:10 p.m. and the other geared to a school day involving the hours 8:45 a.m. to 3:05 p.m.\textsuperscript{77}

Two suggested daily schedules were presented for the upper elementary grades, each offering time and subject listings. One schedule involved a school day operating during the hours of 8:30 a.m. to 3:30 p.m. The other suggested schedule involved the hours 8:15 a.m. to 3:25 p.m. Also, a suggested daily schedule was presented with time and subject listings for grades seven and eight.\textsuperscript{78}

\textsuperscript{76} Ibid.
\textsuperscript{77} Ibid., pp. 21-22.
\textsuperscript{78} Ibid., pp. 23-24.

While the new publication presented no changes in the daily schedule for grades one through six, some changes were made for grades seven and eight. Language arts, social studies, and mathematics remained as constant subjects. Physical education remained as a constant, but health and safety education were changed to electives. Science, which previously was a constant, became an elective. A further change included the combining of all electives for grades seven and eight, with the student selecting two each year from the total list, rather than two separate lists, with each specifying electives restricted to the particular grade involved.  

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80 Ibid., pp. 157, 159.
Table III, Page 174, charts the schedule outlined by Bulletin No. 741 for grades seven and eight.

The bulletin presented the following criteria for a daily program:

1. Sufficient flexibility for adjusting daily plans in terms of needs of children
2. Unit of time for learning experiences that bring about satisfaction in achievement
3. A plan that gives a balance between work, recreation, and rest in daily living
4. A routine of daily experience that provides opportunities for growth and development
5. Individual and group experiences that increase opportunities for assuming responsibility.81

Elementary Pamphlet No. 1. In 1956, The Daily Schedule in the Elementary Classroom, Elementary Pamphlet No. 1, by Landry and Miss Collette, was issued by the State Department of Education. The pamphlet was prepared in response to many inquiries seeking some form of specific guidance for making the best use of time available during the school day. In making the inquiries, school personnel expressed concern over the confusion brought about by

81 Ibid., pp. 155-156.
### TABLE III
SUGGESTED DAILY PROGRAM FOR GRADES SEVEN AND EIGHT, 1952

<table>
<thead>
<tr>
<th>Departmental Organization</th>
<th>Subject or Areas</th>
<th>Elementary Organization (One Teacher Throughout Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum:</td>
<td>Language Arts</td>
<td>Minimum:</td>
</tr>
<tr>
<td>250 Min. Per Week</td>
<td></td>
<td>250 Min. Per Week</td>
</tr>
<tr>
<td>Minimum:</td>
<td>Social Studies</td>
<td>Minimum:</td>
</tr>
<tr>
<td>250 Min. Per Week</td>
<td></td>
<td>250 Min. Per Week</td>
</tr>
<tr>
<td>Minimum:</td>
<td>Mathematics</td>
<td>Minimum:</td>
</tr>
<tr>
<td>250 Min. Per Week</td>
<td></td>
<td>250 Min. Per Week</td>
</tr>
<tr>
<td>Minimum:</td>
<td>Physical Education</td>
<td>Minimum:</td>
</tr>
<tr>
<td>120 Min. Per Week</td>
<td></td>
<td>120 Min. Per Week</td>
</tr>
<tr>
<td>(Minimum Daily Period: 30 Min.)</td>
<td></td>
<td>(Minimum Daily Period: 30 Min.)</td>
</tr>
</tbody>
</table>

Each Pupil Will Schedule One of the Following:

| Minimum:                  | Science                      | Minimum:                                              |
| 250 Min. Per Week         | Health and Safety            | 250 Min. Per Week                                    |
| (School may change offering each semester or continue same subject entire school year.) | Home Living | (School may change offering each semester or continue same subject entire school year.) |
|                           | Agriculture                  |                                                       |

Each Pupil Will Schedule One of the Following:

| Minimum:                  | Music, Art                   | Minimum:                                              |
| 100 Min. Per Week         | Industrial Arts              | 100 Min. Per Week                                    |
| (School may change enrichment electives each semester or more often.) | Foreign Language | (School may change enrichment electives each semester or more often.) |
|                           | Guidance                     |                                                       |
|                           | Rec. Reading                 |                                                       |
|                           | Other                        |                                                       |
several factors which were then affecting the daily schedule: (a) large number of elementary school subjects, (b) clamor for more emphasis on fundamentals, (c) emphasis on the whole child, and (d) official regulations affecting program planning.  

Landry and Miss Collette prepared Elementary Pamphlet No. 1 with the hope of providing clarification and assistance in the matter.  

Landry and Collette pointed out that the Handbook for School Administrators, Bulletin No. 741, mentioned seventeen different elementary subjects. To provide assistance for the teacher, the writers offered three courses of action: (a) combine those subject areas that are closely related, such as science and health; (b) place subject areas that may be correlated close together in the school day, such as reading, language, and spelling; and (c) alternate subjects by units, semesters, or even years.  

The writers outlined possible schedules for the primary and upper elementary grades. Also, tentative schedules

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83 Ibid.

84 Ibid., p. 3.
were outlined for grades seven and eight. The schedules listed subject areas and the number of minutes to be allotted during a five or five and one-half hour day at the elementary level and a five and one-half or six hour day at grade levels seven and eight. The writers cautioned that the tentative schedules did not take into consideration the sequence of the subject areas in the school day or the divisions of the school day in the individual school such as the opening and closing hour, recesses, and lunch period.85

Landry and Collette added that finally "the daily schedule in the individual classroom must be planned by the teacher in that classroom in the light of conditions that prevail there."86

This pamphlet was revised in 1961 by Miss Collette and Lionel Pellegrin to include more recent references.

**Elementary Pamphlet No. 10.** In 1963, *Elementary Pamphlet No. 1* was replaced by the State Department publication entitled *Elementary and Junior High School Organization (Grades 1-8), Elementary Pamphlet No. 10.* Elementary


Section personnel who prepared this new pamphlet were Ollie B. Fuglarr, Kenneth Mott, and Miss Collette.\(^87\)

The earlier pamphlet considered the question of sequence and scheduling of subjects. Essentially, *Elementary Pamphlet No. 10* sought to describe practices and trends in the organization and administration of elementary and junior high schools. Three areas received close attention in this study: (a) patterns of school organization, (b) patterns of classroom organization,\(^88\) and (c) scheduling of individual group and class teaching-learning activities.\(^88\)

Data presented indicated a trend in Louisiana away from the 8-4 organization pattern for schools to the 6-3-3 organization pattern. The writers noted that correct school organization is necessary for the most effective program of instruction.\(^89\)

The influence of instructional organization on the educational program was cited and educators were urged to


\(^{88}\)Ibid., pp. 1-2.

\(^{89}\)Ibid., p. 5.
place emphasis on the teaching-learning situation to insure effective and efficient accomplishments. 90

Suggested programs with approximate time allotments were presented for grades one through eight. 91

IV. PROGRAM REORGANIZATIONAL ACTIVITIES

The years of the Coxe and Jackson administrations followed the formal period in Louisiana schools during the twenties and the progressive education period of the thirties. These two periods produced a concern for a balance in the school program in Louisiana.

In both the Coxe and Jackson administrations plans were indicated for offering direction in instructional organization and program development. The statements of purpose offered with the inauguration of each administration formed the basis for educational endeavors in program development activities at the elementary school level during the years 1940 to 1964.

At the October Educational Conference held in 1940 at Louisiana State University, John M. Foote, Director of Administration and Finance under State Superintendent Coxe, 

90 Ibid., p. 15.

91 Ibid., pp. 18-22.
ventured some general statements concerning the prospects of program change as a result of the new administration. He predicted no radical or hasty departure would be made that would upset the fundamentals of the school system that had been built up during T. H. Harris' administration. Drawing an analogy, Foote stated that the Coxe administration would "continue writing the same educational book, which has been so carefully prepared, by simply closing a chapter, turning to a new page, and starting to write another educational chapter."  

Foote predicted that conditions and practices of curricular offerings would be studied and recommendations made in line with sound educational procedures. He pointed to a trend toward cooperation, decentralization of authority, and emphasis on local leadership and participation.  

Coxe, in his first Annual Report, cited plans for a long-range program of education "having for its purpose the training of youth of the State for successful and happy living."  

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After assuming office in 1948, Jackson emphasized "life adjustment education," cooperating with many local and state agencies. The idea of the "community-center school" was promoted and several year-round schools were operated for the first time in Louisiana on a pilot basis.\footnote{Annual Report of 1948-49, op. cit., pp. 4-5.}

State Superintendent Jackson related his support for such an approach:

A foundation of well-educated people is indispensable in building Louisiana's future. We must continue to develop our human resources in keeping with our needs through the school-community educational centers, so we can solve our problems; have citizens who are well-adjusted, who appreciate our great heritage of freedom, and who understand and meet current issues intelligently. Then we can combat conditions which weaken our State and national life . . . \footnote{Tbid., p. 13.}

Jackson appointed numerous committees to study the development of the educational program. He reported "a continuous process of developing courses of study" in all fields.\footnote{Tbid., pp. 4, 12.}

Specific curricular development activities occurred during the years 1940 to 1964 as a result of various State Department of Education publications. These program development activities at the elementary level involved work in the subject areas of English and language arts; social
studies; science and mathematics; music; art; and health, physical education, and safety.

**English and Language Arts**

During the years 1940 to 1964, State Department of Education publications were used often as a way of seeking to effect program change and to strengthen instruction. Several bulletins relating to the area of English and language arts were issued by Coxe. These included the following: (a) *Course of Study in Language Arts, Grades Four to Eleven, Bulletin No. 466*; (b) *Course of Study in Speech, Bulletin No. 467*; (c) *Guide for Teaching in the Primary Grades, Bulletin No. 470*; (d) *The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572*; (e) *A Tentative Program in the Language Arts, Grades IV, V, VI, Bulletin No. 601*; (f) *How They Grow, Bulletin No. 606*; and (g) *Reading Readiness in a Modern Primary Reading Program, Bulletin No. 630*.

The publication *Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631*, which contained a section relating to English and language arts, was prepared during Coxe’s administration but issued during Jackson's administration.

As the trend toward strengthened local school leadership continued and materials of instruction were improved in
quantity and quality, fewer subject area publications were prepared and issued at the state level. The evidence of this trend was indicated during Jackson's administration as only two bulletins relating to English and language arts were published during the years 1948 to 1964. These bulletins were *A Balanced Program in the Language Arts, Bulletin No. 652*, and *Basic Assumptions for Language Learnings, Bulletin No. 881*.

The foreign language program was a responsibility of the English and Language Arts Section of the State Department of Education. One bulletin—*French Can Enrich Your Elementary School Program, Bulletin No. 729*—was issued during Jackson's administration to assist teachers with French in the elementary school program.

**Bulletin No. 466.** In August, 1941, *Course of Study in Language Arts, Grades Four to Eleven, Bulletin No. 466*, was issued by the State Department of Education. The bulletin was prepared by Miss Blanche Trezevant, State Supervisor of English and Language Arts, and a Committee on Language Arts, of which Miss Trezevant was Chairman. Committee members included Miss Grace Bailey, Baton Rouge; Miss Elsie Dills, Shongaloo; Raymond Free, Welsh; Miss Maggie Haws, Bastrop; Mrs. Alton Kirby, Baton Rouge; Miss
In the course of study, a suggested program for the fourth through the eleventh grades was outlined covering oral and written composition, in grammar, punctuation, capitalization, and vocabulary. Two chapters with suggestions for teaching creative writing and poetry in the elementary schools were included. A detailed discussion of reading included suggestions for teachers in the elementary grades.

Bulletin No. 467. During the summer of 1941, a committee of ten teachers and supervisors worked at Louisiana State University on a course of study in speech.

Harley Smith, Supervisor of Speech Education, Louisiana State University, served as Chairman of the committee. Committee members in addition to Smith included E. R. Minchew, Castor; William J. Dodd, Oakdale; Miss Clio Allen, Natchitoches; Sister Mary Joanna, New Orleans; Mrs. Lucia Nesom, Baton Rouge; Miss Ruth Proctor, New Orleans; Hardy Peritt, Monroe; Miss Clarinne Johnson, Denison, Texas; and

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98 Blanche Trezevant (prep.), et al., Course of Study in Language Arts, Grades Four to Eleven, Bulletin No. 466 (Baton Rouge: State Department of Education, 1941), pp. 1, 7.

99 Ibid., pp. 4-5, 172-213.

100 Annual Report of 1940-41, op. cit., p. 95.
Mrs. Blanche Moles, Baton Rouge.¹⁰¹

As a result of the committee's work, Smith and Miss Blanche Trezevant prepared the *Course of Study in Speech, Bulletin No. 467*, issued by the State Department of Education in 1942.¹⁰²

Contents of the bulletin included the topics of conversation, discussion, parliamentary procedure, reading, speaking in everyday speaking occasions, storytelling, supplement on speech correction, public speaking, debate, interpretation, drama, and radio. In issuing the bulletin, State Superintendent Coxe welcomed "constructive criticism" from teachers "to revise this bulletin to the end that even more effective teaching aids may be available."¹⁰³

**Bulletin No. 470.** State Department publication *Guide for Teaching in the Primary Grades, Bulletin No. 470*, was published in 1942. Principles, techniques, and materials were discussed for teaching oral composition, written


composition, reading, and handwriting.\textsuperscript{104}

Much of the work on this bulletin resulted from the efforts of the Primary Curriculum Committee, which functioned at Louisiana State University during the summer of 1941. In addition to Miss Schmalzrid, who served as Chairman, other committee members were the following persons: Mrs. Mary Davidson, Bogalusa; J. W. Freeman, Hosston; Miss Gervais Trichel, Shreveport; Miss Ruth Spear, Bastrop; Miss Marguerite Landis, Winnsboro; and Miss Ruth Durham, Shreveport.\textsuperscript{105}

Other persons who rendered assistance and guidance to the development of this bulletin were members of the staffs of the State Department of Education and the School of Education at Louisiana State University.\textsuperscript{106}

The stated purpose of Bulletin No. 470 was "to provide an integrated, continuous program extending from the first through the third grade." The program was designed "to provide systematic instruction in the essential tools

\footnotesize
\begin{itemize}
  \item \textsuperscript{104} Schmalzrid (prep.), \textit{et al.}, \textit{Guide for Teaching in the Primary Grades}, Bulletin No. 470, \textit{op. cit.}, pp. 1, 8-13.
  \item \textsuperscript{105} \textit{Ibid.}, pp. 4-6.
  \item \textsuperscript{106} \textit{Ibid.}
\end{itemize}
of thought and communication."  

Bulletin No. 572. With the provision for a twelve-grade program of instruction, a bulletin was prepared to assist in rearrangement or change in the instructional program. The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572, which was issued in 1945, served as a guide for teachers of the seventh and eighth grades and administrators of the general program. The bulletin discussed the administrative and curricular adjustments anticipated in the new twelve-year program. 

In the area of language arts, the bulletin listed adopted textbooks, cited time allotments, and discussed units. Topics discussed in the bulletin included oral and written communication, grammar, reading, literature, spelling, and handwriting.

Bulletin No. 601. Curriculum revision activities continued during the 1946-47 school year. In August, 1946, the publication A Tentative Program in the Language Arts,


109 Ibid., pp. 17-25.
Grades IV, V, VI, Bulletin No. 601, a printed bulletin which incorporated the trends in teaching of the language arts and modified them to "meet the needs" of Louisiana, was distributed to all the schools of the State.\textsuperscript{110}

This bulletin served as a replacement for that part of the publication Course of Study in Language Arts, Grades Four to Eleven, Bulletin No. 466, which covered grades four through six. The supply of Bulletin No. 466 had become exhausted, yet the demand for it continued. Because of needed revisions and the conversion to a twelve-year program, it was decided by personnel of the State Department of Education that only that portion of Bulletin No. 466 dealing with the upper elementary grades would be published.\textsuperscript{111}

While the bulletin contained much of the material offered in Bulletin No. 466, it also contained some revisions. The State Curriculum Committee on Language Arts for the Elementary Grades, which offered suggestions for the bulletin, included the following persons: Miss Trezevant, State Department of Education; William M. Smith,\textsuperscript{110,111}

\begin{footnotes}
\textsuperscript{110} Annual Report of 1946-47, op. cit., p. 68.
\end{footnotes}
Natchitoches; Miss Ruth Markey, New Orleans; Miss Louise Favrot, Port Allen; F. M. Carson, Lafayette; and Miss Grace Bailey, Baton Rouge. 112

**Bulletin No. 606.** The State Curriculum Committee on Language Arts for the Elementary Grades cooperated with members of the State Primary Steering Committee in assisting in the production of *How They Grow*, Bulletin No. 606. Part Two of this bulletin offered detailed suggestions for guiding pupil growth through the language arts instructional program. 113

Members of the State Primary Steering Committee who participated in this cooperative effort were the following persons: Miss Rose Ferran, New Orleans; Miss Blanche Miller, Richland Parish; Miss Miriam Nelken, Natchitoches; Mrs. L. J. Persac, Baton Rouge; Mrs. L. W. Peters, Baton Rouge; and Miss Helen Sullivan, Lafayette, and Miss Schmalzrid, who served as Chairman. 114

**Bulletin No. 630.** Miss Schmalzrid developed, with the help of the State Primary Steering Committee, *Reading*

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112 Ibid., p. iv.


114 Ibid., p. ii.
Readiness in a Modern Primary Reading Program, Bulletin No. 630. The bulletin resulted from Miss Schmalzrid's work in the State that "indicated the need for special emphasis on pre-reading work on a first grade level." The bulletin was issued in 1947.\textsuperscript{115}

Bulletin No. 631. In 1948, Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631, prepared during the Coxe administration, was issued by State Superintendent Jackson. This bulletin offered detailed assistance for the teachers in the elementary grades in the area of language arts.\textsuperscript{116}

Bulletin No. 652. Shortly after taking office, Jackson encouraged broad help in preparing materials in language arts. Every teacher of language arts in the State was invited to read, evaluate, and send his criticisms of suggested curricular material to the Department. As a result of the responses, Miss Trezevant and other members of the Language Arts Section prepared the publication, A Balanced Program in the Language Arts, Bulletin No. 652.

\textsuperscript{115}Annual Report of 1946-47, \textit{op. cit.}, p. 77.

\textsuperscript{116}Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631, \textit{op. cit.}, pp. 6-7.
The bulletin offered detailed help in English and language arts for teachers at the seventh and eighth grade levels.117

**Bulletin No. 881.** In 1958, the State Language Arts Advisory Committee prepared the publication *Basic Assumptions for Language Learnings*, Bulletin No. 881, which supported basic assumptions in the listening, speaking, reading, writing, and spelling programs. It provided specific suggestions to guide the teacher.118

The bulletin was prepared by a seventeen-member state committee under the direction of Mrs. Lavinia McNeely, Supervisor of English and Language Arts, and J. B. Robertson, Assistant Superintendent for the Division of Elementary and Secondary Education. Henry Mayfield, of Covington, served as Chairman of the committee.119

**Bulletin No. 729.** Although the English and Language Arts Section of the State Department of Education was primarily responsible for work in the area of foreign languages,


the supervisors in the Elementary Section—Landry and Miss Collette—produced the bulletin *French Can Enrich Your Elementary School Program, Bulletin No. 729*. The bulletin was developed to guide teachers who wanted to incorporate conversational French in the elementary school program.\textsuperscript{120}

**Social Studies**

During the years 1940 to 1948, five bulletins were issued by the State Department of Education which contained materials relating to the social studies program. The bulletins were the following: (a) *Tentative Guide for Teaching Social Studies in Grades Four, Five, Six and Seven, Bulletin No. 464*, (b) *Guide for Teaching in the Primary Grades, Bulletin No. 470*, (c) *Latin American Supplement to the Social Studies Program in the Primary Grades, Bulletin No. 504*, (d) *The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572*, and (e) *How They Grow, Bulletin No. 606*.

During the years 1948 to 1964, three bulletins were issued by the State Department of Education which contained materials relating to the social studies program. These were (a) *Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631*, (b) *Louisiana Schools in Annual Report of 1951-52, op. cit.*, pp. 39-40.
the Air Age, Bulletin No. 635, and (c) Teaching the Social Studies in the Elementary Grades, Bulletin No. 867. Also, members of the Elementary Section staff prepared four pamphlets during Jackson's administration to assist teachers in the social studies program. These were (a) Evaluation in the Social Studies, Elementary Pamphlet No. 4, (b) Social Living in the Primary Grades, Elementary Pamphlet No. 6, (c) Teaching Our American Heritage, Grades Four Through Eight, Elementary Pamphlet No. 8, and (d) Teaching the Social Studies in the Elementary School, Grades Four Through Six, Elementary Pamphlet No. 11.

Bulletin No. 464. The publication Tentative Guide for Teaching Social Studies in Grades Four, Five, Six and Seven, Bulletin No. 464, was issued by State Superintendent Coxe in August, 1941. Coxe cited the work as an "answer to the urgent need for new curricular materials." Coxe reported that the bulletin was not intended to be a final course of study nor "the last word in curriculum construction." 121

The content of this bulletin comprised five parts. The first section included the following topics:

(a) purpose, (b) child development, (c) interpretation of a unit of work, (d) principles that influence the program, (e) books, (f) audio-visual materials, and (g) instructions for using the bulletin. The other four sections discussed scope, objectives, and outcomes in the areas of geography, world history, American history, and Louisiana history. Illustrative units were outlined in each section.¹²²

Persons who served as members of the committee which produced Bulletin No. 464 were the following: S. R. Emmons, Supervisor of Social Studies, State Department of Education; L. L. Fulmer, Laboratory School, Louisiana State University; Miss Estelle Grevenig, teacher, Howard School No. Two, New Orleans; Miss Evelyn Marcott, teacher, Beauregard Elementary School, New Orleans; Miss Lilla McLure, teacher, Byrd High School, Shreveport; Miss Mary McKnight, teacher, Bossier City High School, Bossier City; Miss Lillian Oleson, teacher, Laboratory School, Louisiana State University; Mr. J. L. Perkins, Supervisor of Elementary Schools, East Baton Rouge Parish; Joseph Ruffe, Principal, Beauregard Elementary School, New Orleans; Miss Dorothy Schafer, teacher, Beauregard Elementary School, New Orleans; D. H. Stringfield, Supervisor, Washington Parish; and Lorimer Storey, Principal, Grand Chenier High School, Grand Chenier. Emmons

¹²²Ibid., p. 4.
served as Chairman of the committee. 123

**Bulletin No. 470.** The publication *Guide for Teaching in the Primary Grades*, Bulletin No. 470, issued in 1942, offered an outline for social studies work in grades one through three. Also, it contained a suggested bibliography of children's books and illustrative units for teachers. 124

**Bulletin No. 504.** During the early part of 1942, the United States Office of Education initiated an Inter-American Friendship Program. To encourage the continuance of the program and to offer guidance in making it a functioning part of the social studies program, the State Department of Education publication entitled *Latin American Supplement to the Social Studies Program in the Primary Grades*, Bulletin No. 504, was prepared and distributed in 1943. Miss Schmalzrid felt that "the development of the concepts and content" in the publication was "a necessary step" for strengthening the social studies program in the primary grades of Louisiana schools. 125


Bulletin No. 572. The State Department publication *The Seventh and Eighth Grades in the 12-Year Program of Instruction*, Bulletin No. 572, issued in 1945, offered recommendations for the seventh and eighth grade social studies program. These recommendations included suggested time allotments and skills to be emphasized. The adopted textbooks to be used were listed.\(^\text{126}\)

Bulletin No. 606. *How They Grow*, Bulletin No. 606, issued in 1946, described the functions and objectives of the social studies program for the primary grades. Utilizing the expanding horizons approach—grade one, the school and home; grade two, the community; grade three, the extended community—the publication offered units of work for each grade.\(^\text{127}\)

Bulletin No. 631. The publication *Handbook for Teachers and Principals of the Elementary Schools*, Bulletin No. 631, issued in 1948, offered suggestions for objectives and skills to be emphasized in the social studies program.


\(^{127}\) Schmalzrid (prep.), *et al.*, *How They Grow*, Bulletin No. 606, op. cit., pp. 70-86.

**Bulletin No. 635.** During the 1946-47 school year, work was begun on "a curriculum for air-age education."\footnote{129}{Annual Report of 1946-47, op. cit., p. 83.}

A committee was appointed by State Superintendent Coxe and a manuscript was prepared that pointed out ways of enriching the curriculum with materials from that area, but printing of the bulletin was delayed. Because the interval between preparation and scheduled printing was so long, State Superintendent Jackson deemed it necessary that the manuscript be reexamined with the view of bringing it up to date. Finally, *Louisiana Schools in the Air Age, Bulletin No. 635*, was issued in April, 1949.\footnote{130}{S. R. Emmons (prep.), et al., Louisiana Schools in the Air Age, Bulletin No. 635 (Baton Rouge: State Department of Education, 1949), p. 7.}

This publication offered suggestions in various areas of the elementary program of studies. The bulletin, its content centered around aviation information, offered major help in the area of social studies. Some of the topics were the following: (a) implication of the air age for education, (b) air-age education in the primary grades, (c) air-age education in the intermediate grades, (d) air-age
education in the seventh and eighth grades, (e) history and development of aviation in Louisiana, (f) sources of free and low-cost materials, and (g) definitions of aviation terms.\textsuperscript{131}

The persons who served on the Steering Committee responsible for planning and preparing this bulletin included the following: S. R. Emmons, State Department of Education; R. E. May, State Department of Education; R. E. Chaplin, Principal, Lafayette High School; A. W. Durham, Principal, Oakdale High School; Joe N. Gerber, Northwestern State College, Natchitoches; General T. B. Herndon, Chief, Aeronautics Division, Department of Public Works; Donald Marshall, Assistant Superintendent, Orleans Parish; D. P. Nash, Louisiana Polytechnic Institute; J. Fred Reed, Educational Consultant, Civil Aeronautics Administration; Major H. G. Rollins, United State Air Force; Miss Alma Schmalzrid, State Department of Education; J. B. Wooley, Southwestern Louisiana Institute; C. T. Woodard, Principal, A. E. Phillips Elementary School, Louisiana Polytechnic Institute; and G. A. Zernott, Southwestern Louisiana Institute. Emmons served as Chairman.\textsuperscript{132}

\textsuperscript{131} Ibid., pp. 1-106.

\textsuperscript{132} Ibid., p. 8.
Bulletin No. 867. During the 1958-59 school year, Teaching the Social Studies in the Elementary Grades, Bulletin No. 867, was distributed. Prepared by Miss Collette and Landry, the bulletin was issued to serve as a guide for teachers "in making the social studies program more meaningful and in relating it to the actual problems of living . . ." Topics in the publication included the following: (a) definitions, (b) objectives, (c) scope and sequence, (d) methods, (e) evaluation, and (f) a selected bibliography.133

Elementary Pamphlet No. 4. In 1958, Evaluation in the Social Studies, Elementary Pamphlet No. 4, was issued by the State Department of Education. Prepared by Miss Collette and Landry, the publication concerned (a) evaluation in education, (b) evaluation of growth in social learning, and (c) evaluation of the social studies program.134


Elementary Pamphlet No. 6. In 1959, Social Living in the Primary Grades, Elementary Pamphlet No. 6, was issued. The pamphlet served as a guide to help teachers with the social studies program in grades one through three. This pamphlet was prepared by a committee under the direction of Miss Collette, Supervisor of Primary Education, and J. B. Robertson, Assistant Superintendent, Elementary and Secondary Education, State Department of Education.  

Elementary Pamphlet No. 8. In 1962, Teaching Our American Heritage, Grades Four Through Eight, Elementary Pamphlet No. 8, was issued to offer guidance and direction to teachers. Elementary Pamphlet No. 8 was prepared by James DeLee, Supervisor of Elementary Education, and Lionel Pellegrin, Director.

Elementary Pamphlet No. 11. In 1963, Teaching the Social Studies in the Elementary School, Grades Four Through Six, Elementary Pamphlet No. 11, a revision of Bulletin No. 867, was issued. Prepared by Kenneth Mott, Supervisor of

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Elementary Education, and Ollie B. Fuglaar, Director, this publication was designed to serve a twofold purpose: (a) to help teachers gain an increased awareness of new directions in social studies instruction through a presentation of current trends and (b) to present a scope and sequence as a recommended guideline for the implementation of current trends. 137

Science and Mathematics

After Coxe became State Superintendent in 1940, several bulletins were prepared with materials relating to science and mathematics. These publications were (a) Revised Course of Study in Science for the Elementary Schools, Bulletin No. 465; (b) Guide for Teaching in the Primary Grades, Bulletin No. 470; (c) Course of Study in Arithmetic for Grades Four, Five, Six and Seven, Bulletin No. 503; (d) The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572; and (e) How They Grow, Bulletin No. 606.

Two bulletins with material relating to science and mathematics were issued during Jackson's administration.

These bulletins were (a) Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631, and (b) Louisiana Schools in the Air Age, Bulletin No. 635.

One Elementary Section publication in the area of mathematics was issued during Jackson's administration—Mathematics in the Elementary School (Grades 1-8), Elementary Pamphlet No. 9.

Bulletin No. 465. In 1940, work was begun by John Robson, Supervisor of Science and Mathematics, to strengthen the program in the area of science. The chief emphasis during the 1940-41 session was on the preparation of an organized program of science for the elementary grades. A tentative course of study was prepared and distributed to the schools by Robson. In the summer of 1941, a committee composed of classroom teachers, principals, and one supervisor worked at Louisiana State University revising, refining, and enlarging the tentative course of study.138

This work at Louisiana State University resulted in the publication of Revised Course of Study in Science for the Elementary Schools, Bulletin No. 465 in 1941. The persons participating in the production of the bulletin included the following: Aubrey L. Brooks, Catahoula Parish;

Vernon Dupree, Red River Parish; Mrs. Myrtle Gordon, East Baton Rouge Parish; W. C. Johns, Caddo Parish; W. C. Simmons, Calcasieu Parish; Miss Emelda Zeigan, Orleans Parish; R. R. Ewerz, State Department of Education; and John B. Robson, State Department of Education.\(^{139}\)

In addition to a statement concerning philosophy, aims, and guiding principles, Bulletin No. 465 offered detailed programs for grades one through seven, an annotated bibliography, and sample teaching units.\(^{140}\)

**Bulletin No. 470.** The publication *Guide for Teaching in the Primary Grades*, Bulletin No. 470, issued in April, 1942, offered outlines in science and mathematics for each of the primary grades. In addition to an outline in each subject area for each grade level, the bulletin listed objectives and a bibliography.\(^{141}\)

**Bulletin No. 503.** During the 1941-42 and 1942-43 school years, Robson prepared a course of study in


\(^{140}\)Ibid., pp. 5-6.

mathematics for grades four through seven. The publication *Course of Study in Arithmetic for Grades Four, Five, Six and Seven*, Bulletin No. 503, was issued by the State Department of Education in 1943.  

Robson received much assistance on this course of study from a group of graduate students at Louisiana State University. The persons in this group were Mrs. M. C. Aldrich, arithmetic teacher, Beauregard School, Baton Rouge; W. J. Bordelon, teacher, Louisiana State University Laboratory School; A. L. Brooks, Supervisor, Catahoula Parish; Thomas R. Landry, Principal, Crescent Elementary School, Iberville Parish; Shirlie Mistric, teacher, Opelousas Elementary School, St. Landry Parish; Mrs. Minnie Perkins, Supervisor, East Baton Rouge Parish; and Y. E. Sheppard, Principal, Enterprise Elementary and High School, Catahoula Parish.

In addition to offering suggested activities, the bulletin included discussion of the following topics:

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143 Robson (prep.), *Course of Study in Arithmetic for Grades Four, Five, Six and Seven*, Bulletin No. 503, op. cit., p. 4.
vocabulary, problem solving, drill, testing, review, use of textbooks, multiplication, division, fractions, decimals, percentage, business forms and practice, measurement, graphs, and Roman numerals. 144

Bulletin No. 572. The State Department of Education publication The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572, issued in 1945, offered guidance for teachers in science and mathematics. Special help was included in sections devoted to (a) adopted textbooks, (b) time allotment, and (c) objectives. 145

Bulletin No. 606. How They Grow, Bulletin No. 606, a State Department publication issued in 1946 for the primary grades, contained help for teachers in the areas of science and mathematics. In addition to a list of guiding principles, suggested activities, and a bibliography in science, Bulletin No. 606 contained outlines of the following units of work: (a) Grade One, "Animal Pets;" (b) Grade Two, "How Plants and Animals Help Each Other and Man;" and (c) Grade Three, "Environmental Factors." In arithmetic,

144Ibid., p. 3.

in addition to presentations on guiding principles, materials, activities, and a bibliography, Bulletin No. 606 contained an outline of number concepts for grades one through twelve.  


Bulletin No. 635. Issued in 1949, Louisiana Schools in the Air Age, Bulletin No. 635, offered information for science and mathematics programs at the elementary school grade levels. The publication related the field of aviation to the content areas of science and mathematics.  

Elementary Pamphlet No. 9. In 1963, members of the staff of the Elementary Section--Fuglaar, DeLee, and Miss Collette--prepared a pamphlet on mathematics content for the elementary grades. The publication, Mathematics in the  

146 Schmalzrid (prep.), et al., How They Grow, Bulletin No. 606, op. cit., pp. v-vi.  


148 Emmons (prep.), et al., Louisiana Schools in the Air Age, Bulletin No. 635, op. cit., pp. 40-41.
Elementary School (Grades 1-8), Elementary Pamphlet No. 9, was used by teachers throughout the State as efforts were made for implementing the program of new methods for mathematics. 149

Music

Several publications were prepared during the years 1940 to 1964 to help improve the music program in the elementary schools. Some of these publications related to music as they dealt with the entire school program, while others were prepared specifically for the music program. These publications included the following: (a) Course of Study in Music, Bulletin No. 468; (b) Guide for Teaching in the Primary Grades, Bulletin No. 470; (c) The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572; (d) Type Lessons in Music Appreciation for Grades One and Two, Bulletin No. 592; (e) How They Grow, Bulletin No. 606; (f) Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631; and (g) Music Education for Louisiana Schools, Bulletin No. 708. Also, 

149 Statement by Ollie B. Fuglaar, personal interview; Statement by Kenneth Mott, personal interview; and Ollie B. Fuglaar, Mabel Collette, and James DeLee, Mathematics in the Elementary School (Grades 1-8), Elementary Pamphlet No. 9 (Baton Rouge: State Department of Education, 1963), pp. 1-6.
several music curriculum study publications were issued in the form of resource units during the years 1959 to 1962.

Bulletin No. 468. The publication Course of Study in Music, Bulletin No. 468, was completed and introduced to the schools during the 1941-42 school year. It was designed to give direction and meaning to the teaching of music and its purpose was to help make music a "functional phase of all school and community activities" and to answer the "urgent need for new curriculum activities."

Bulletin No. 470. The 1942 publication, Guide for Teaching in the Primary Grades, Bulletin No. 470, offered a section on music which included four topics: (a) rhythm bands, (b) vocal music, (c) pre-instrumental classes, and (d) type lessons in music appreciation for grades one and two. Vocal music, the major topic, included discussion of general aims, grade-level aims, materials, and music appropriate for each grade level.

Bulletin No. 572. During the 1944-45 school year, the Music Section of the State Department of Education


devoted time to the preparation of the music program in the new eighth grade. The program was included in *The Seventh and Eighth Grades in the 12-Year Program of Instruction*, Bulletin No. 572. The publication, which listed general music as an elective, offered help in the areas of (a) adopted textbooks, (b) recommended time allotment, (c) definition of general music course, (d) philosophy, (e) aims and objectives, (f) activities, (g) suggested music units, (h) specialized vocal and instrumental groups, and (i) selected supplementary materials.¹⁵²

**Bulletin No. 592.** Prepared by Walter E. Purdy, Assistant Supervisor of Music, *Type Lessons in Music Appreciation for Grades One and Two*, Bulletin No. 592, was issued in 1946. Coxe reported that the bulletin served as "an answer to the urgent need for music appreciation information as expressed by music teachers and primary classroom teachers."¹⁵³

**Bulletin No. 606. How They Grow**, Bulletin No. 606, also issued in 1946, listed aims, materials, and desirable


outcomes for grades one through three. Also, a bibliography on music was listed for the primary grades.154

**Bulletin No. 631.** The publication *Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631*, offered guidance in music in the areas of rhythm, elementary notation, social aspect of music, singing, listening, and the instrumental program.155

**Bulletin No. 708.** Much background work preceded the 1951 publication of *Music Education for Louisiana Schools, Bulletin No. 708*. Its publication was a continuation of a curriculum building program in music begun in 1948 under the leadership of Lloyd V. Funchess, Supervisor of Music, and C. Winston Hilton, Assistant Supervisor of Music. The program began with several meetings of teacher groups held during the 1948-49 school year to determine the needs of the music curriculum. Funchess and Hilton during the summers of 1948 and 1949 utilized the resources of Louisiana State University in the planning and developing of curriculum materials for publication. **Bulletin No. 708** represented


the result of their efforts.\textsuperscript{156}

The bulletin was divided into these three parts: (a) administration, (b) instruction in the elementary grades, and (c) instruction in the high school grades.\textsuperscript{157}

In the area of administration, the publication contained sections on the following items: music in the elementary grades; music curriculum in the elementary grades; music in the junior high school; music in the high school; supervision; teacher personnel; certification of teachers; credit in music; public performance; community music; music rooms and equipment; music materials on the Louisiana free-textbook list; audio-visual aids; and the teacher of music and the school library.\textsuperscript{158}

Instruction in the elementary grades received special treatment in the bulletin with topics on classroom music, grades one through eight; assembly singing, grades one through eight; elementary choir, grades one through eight; rhythm band, grade three; melody instruments, grade four;


\textsuperscript{158}\textit{Ibid.}
violin class, grade three; string class, grade four; string ensemble, grade five; string choir, grades six and seven; orchestra, grades eight through twelve; piano class, grades four through eight; instrumental class, grades five and six; instrumental technique class, grades seven and eight; and band, grades seven through twelve.\textsuperscript{159}

\textbf{Curriculum study publications.} A Curriculum Study Program in music was again initiated in 1951 for the purpose of improving the music program in the schools. The committee was composed of superintendents, supervisors, principals, and music teachers. Committee members devoted much time and effort to the consideration of the comprehensive music education program offered in Louisiana. As a result of the work of the study program, several publications designed to improve the music program were produced.\textsuperscript{160}

Some of these publications were the following:

1. \textit{Recordings for Elementary Music}, prepared by Edward J. Hermann and Roy C. Welch\textsuperscript{161}

\textsuperscript{159}Ibid.


2. *Music Books and Films*, prepared by Edward J. Hermann and Roy C. Welch\(^{162}\)


**Art**

Four bulletins were issued during the Coxe and Jackson administrations which contained material pertaining to the art program. These bulletins were the following:

(a) *Guide for Teaching in the Primary Grades*, Bulletin No. 470; (b) *The Seventh and Eighth Grades in the 12-Year Program of Instruction*, Bulletin No. 572; (c) *How They Grow*, Bulletin No. 606; and (d) *Handbook for Teachers and* [Footnotes](#)


Principals of the Elementary Schools, Bulletin No. 631. In addition, several art leaflets were published for the schools.

Bulletin No. 470. The 1942 publication *Guide for Teaching in the Primary Grades*, Bulletin No. 470, provided guidance for the art program in the primary grades. Topics discussed included the following: (a) art integration, (b) general aims and objectives, (c) basic learnings, and (d) recommended activities. Also, a selected bibliography and sample units were included.165

Bulletin No. 572. *The Seventh and Eighth Grades in the 12-Year Program of Instruction*, Bulletin No. 572, a 1945 guide for teachers of those grades, listed art as an elective and offered information in the areas of (a) suggested time allotment, (b) adopted textbooks, (c) philosophy, (d) objectives, (e) means of development, (f) materials, and (g) activities.166


activities for grades one through three. The bulletin also listed objectives, materials, and a selected bibliography.\footnote{167}

\textbf{Bulletin No. 631.} In a manner very similar to \textbf{Bulletin No. 606}, the 1948 publication \textit{Handbook for Teachers and Principals of the Elementary Schools}, \textbf{Bulletin No. 631}, presented suggestions for the art program in the elementary grades.\footnote{168}

\textbf{Art leaflets.} During the 1950-51 school year, several publications were produced for utilization in the art program. These included the following: (a) \textit{ABC's of Classroom Art}, (b) \textit{Art Education for Better Living}, (c) \textit{A Vocational Art Survey}, and (d) \textit{How to Start an Art Program in Your Parish}.\footnote{169}

\textbf{Health, Physical Education, and Safety}

Improvements in the health, physical education, and safety program were sought throughout the years 1940 to

\footnote{167}{Schmalzrid (prep.), \textit{et al.}, \textit{How They Grow}, \textbf{Bulletin No. 606}, \textit{op. cit.}, p. vii.}


\footnote{169}{\textit{Annual Report of 1950-51}, \textit{op. cit.}, pp. 53-54.}
1964. After Coxe's first year in office, Simon McNeely, Supervisor of Health, Physical Education, and Safety, cited the following program recommendations:

1. Emphasis should be upon instruction; the pupils should be purposefully engaged in learning or improving skills, knowledges, and appreciations

2. Classes should be organized and teaching efforts so directed that pupils' needs are constantly in mind and optimum self-improvement takes place

3. Employment of adequately trained and certified personnel to meet prevailing needs should be stimulated

4. Maximum use of available resources is needed to provide the necessary educational materials

5. The scheduling of health, physical education, and safety should be effected

6. Effective school organization, intelligent cooperation with and utilization of home and community resources should supplement the program.  

During the Coxe and Jackson administrations, nine bulletins were published which related to the program of health, physical education, and safety at the elementary school level. Four of these bulletins included health, 

physical education, and safety along with other instructional areas involved in the elementary curriculum. The other five bulletins were concerned specifically with the area of health, physical education, and safety. The general and specific publications were the following: (a) Guide for Teaching in the Primary Grades, Bulletin No. 470; (b) Health, Physical, and Safety Education, A Tentative Course of Study for Grades 4-7, Bulletin No. 523; (c) The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572; (d) How They Grow, Bulletin No. 606; (e) Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631; (f) Policies for Health of School-Age Children in Louisiana, Bulletin No. 694; (g) Guide for Teaching Health Education in Elementary Schools, Bulletin No. 731; (h) A Guide for Teaching Physical Education in the Elementary School, Bulletin No. 770; and (i) A Guide for Physical Education in Primary Schools, Bulletin No. 822.

Bulletin No. 470. During the 1941-42 school year, work was begun by the Health, Physical, and Safety Education Section of the State Department of Education on a study with the stated purpose of assisting "school administrators and teachers in planning and conducting their programs of health, physical, and safety education" and to bring about
"continued growth and improvement." 171

This work—which was included in Guide for Teaching in the Primary Grades, Bulletin No. 470—was a cooperative effort involving Louisiana State University, the state colleges, and the State Department of Education. 172

Issued in 1942, Bulletin No. 470 included an outline of the program for grades one through three. 173 It contained three sections relating to the health, physical education, and safety program: (a) health education, (b) physical education, and (c) safety education. 174

Bulletin No. 523. The publication Health, Physical, and Safety Education, A Tentative Course of Study for Grades 4-7, Bulletin No. 523, was issued in March, 1944. It evolved from the curriculum study work initiated in 1941 to produce materials in health, physical education, and safety. 175

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172 Ibid.
Persons who served on the Curriculum Construction Committee which developed Bulletin No. 523 were Simon A. McNeely, State Supervisor of Health, Physical, and Safety Education, Chairman; Mrs. Mildred Douglas, Gibsland High School; Miss Marguerette Olivier, Franklin High School; Miss Marion Stafford, Nicholls High School, New Orleans; Francis Rothschild, Baton Rouge; Miss Grace Walker, Jonesboro-Hodge High School; Mrs. Evelyn Applegate, Crowley High School; Miss Edith Newton, Hammond High School; Roy Ary, Fortier High School, New Orleans; Elton Wood, Chatham High School; Walter Schneckenberger, Jefferson Parish; J. Q. Long, Mansfield High School; Miss Connie Allen, Springfield Elementary School.  

This bulletin included information on time allotment, grading, planning, objectives, activities, health instruction, safety instruction, and materials.  

Bulletin No. 572. In 1945, the State Department publication The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572, listed health, physical, and safety education as a constant, or required

\(^{176}\)Ibid., p. 5.

\(^{177}\)Ibid., p. 4.
study area and presented program information for teachers at these levels. 178

Bulletin No. 606. In 1946, How They Grow, Bulletin No. 606, was issued with program information in the areas of health, safety, and physical education at the primary level. Topics presented in the bulletin included objectives, services, environment, instruction, desirable outcomes, and evaluation in the area of health education; objectives, types of safety education, and evaluation in the area of safety; and activities, instruction, objectives, and materials in the area of physical education. A selected bibliography was listed for each of the three areas. 179

Bulletin No. 631. The 1948 publication Handbook for Teachers and Principals of the Elementary Schools, Bulletin No. 631, also offered numerous suggestions for the health, physical, and safety education program. 180

178 The Seventh and Eighth Grades in the 12-Year Program of Instruction, Bulletin No. 572, op. cit., pp. 30-34.

179 Schmalzrid (prep.), et al., How They Grow, Bulletin No. 606, op. cit., p. vi.

Bulletin No. 694. In 1948, the School Health Policies Committee was organized as an outgrowth of a recommendation of the American Medical Association, which in 1947 suggested that state groups be organized to work together to develop ways in which the private physician might become more active in the school health program. Representatives of the state medical and dental societies, the State Departments of Education, Health, and Public Welfare, the State Association of School Superintendents, the State Nurses' Association, and the Louisiana Parent-Teacher Association were the members of the committee.  

The committee members prepared Policies for Health of School-Age Children in Louisiana, Bulletin No. 694, for distribution to teachers. Bulletin No. 694 served as a guide for influencing the instructional program in health education.  

Members of the staff of the State Department of Education who assisted in the preparation of this bulletin included Miss Caro Lane, Consultant for Exceptional Children; Forrest Gaines, Supervisor of Safety Education;  

J. E. Williams, Supervisor of Teacher Education and Certification; and Hubert S. Bankston, Specialist in Mental Health. 183

Bulletin No. 731. The publication Guide for Teaching Health Education in Elementary Schools, Bulletin No. 731, was developed during a nine-week workshop held at Louisiana State University during the summer of 1948. The workshop participants were school administrators, teachers, nurses, physicians, and nutritionists. The workshop was sponsored by the State Department of Health, the State Department of Education, and Louisiana State University. Simon McNeely, Supervisor of Health, Physical Education, and Safety, and Miss Marion Souza, Consultant in Health Education, were State Department of Education staff members who served as consultants for the workshop. 184

Bulletin No. 770. The publication, A Guide for Teaching Physical Education in the Elementary School, Bulletin No. 770, was issued by the State Department in 1954. The material was prepared at physical education workshops

183 Ibid., p. vii.
held at Louisiana State University and sponsored cooperatively by the State Department of Health, the State Department of Education, and Louisiana State University. Howard W. Kidd, Supervisor of Health and Physical Education, and J. B. Robertson, Director of Elementary and Secondary Education, represented the State Department of Education. 185

The contents of the bulletin included the following topics: objectives; space, facilities, and equipment; time allotment, classification of pupils; testing and measuring; and activities. 186

Bulletin No. 822. In 1957, A Guide for Physical Education in Primary Schools, Bulletin No. 822, was developed during a primary education workshop sponsored cooperatively by Louisiana State University and the State Department of Education. Department of Education staff members who assisted in the workshop at Louisiana State University were Miss Mabel Collette, Supervisor of Primary Education, Roy C. Welch, Supervisor of Music, and Howard W. Kidd, 185


186 Ibid., p. 4.
Supervisor of Health and Physical Education. 187

Topics presented in the bulletin included purposes, classification of activities, the program, evaluation, distribution of activities, singing games, rhythmic development, group games, athletic events, story plays, and suggested references. 188


188 Ibid., p. 4.
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APPENDICES
APPENDIX I

REFLECTIONS OF THOSE ON THE SCENE

Mrs. J. L. Perkins, former supervisor of elementary schools in East Baton Rouge Parish, recalled on August 10, 1968, some of the developments in elementary education in Louisiana.

When I graduated from high school, a graduate could go to one of the two-year normals available to her or she could take a state teacher's examination after attending one summer school. They had such subjects as the theory and art of teaching. Also, I had a course in college composition.

The State offered three types of teaching certificates: first grade, second grade, and third grade. The first grade certificate was the highest. It allowed a person to teach at the high school or elementary school levels. The second grade was next and allowed a person to teach only at the elementary level. The third grade was the lowest; with it a person could teach at the elementary school level. The various types of certificates also affected the amount of money which a teacher received. However, a life certificate was issued only when a person completed two years of normal training and a certain number of hours in education courses.

At that time also the Superintendent, T. H. Harris, came to high school graduation where he talked to the public about goals in education. The only other contact with the State Department at that time was very occasional visits from the Superintendent or one of his supervisors. These visits, during the administrations of Mr. Harris, Mr. Coxe, and Mr. Jackson, were very helpful to teachers. When somebody from the outside came in—such as a person from the State Department—he was considered by teachers to be important. Teachers would listen to such a person. Such visitors offered a positive help. Such visits may have come into disrepute over the years because of advice given in a negative manner.
The Superintendent had an elementary supervisor and high school supervisor at that time, as well as one in physical education. If there were other supervisors, they were in other subject areas. There were yearly institutes sponsored by the State Department and usually conducted in the various parishes and towns. There were summer school classes available to teachers. Some teachers attended them to keep alive their temporary certificates which they had acquired by examination. These temporary certificates required constant study at summer school until the teachers acquired what amounted to the two-year course in normal schools, at which time she was given a certificate valid for life.

There were state supervisory programs handed out at that time. The teacher did not see them and they were usually kept in or on the principal's desk. There was no teacher involvement in planning programs for the year. This came very gradually and at this time the emphasis was on subject matter. It was at this time that there was a growth of departmentalization at the elementary level in the larger centers and later on in smaller centers. Because the subject matter was the point of emphasis, this gave rise to various tests of skills and of knowledge. Tests came out from the State Department in the fields of social studies, English, and reading.

There was particular emphasis on spelling at that level. That was when the children were taught five hundred words and if they could spell them all correctly they received a certificate from the State. Then at the same time there would be other tests given at various times at various levels in the fields taught at the elementary level. Right along with the test to encourage subject matter and skills accomplishment, there were state and parish rallies at which boys and girls competed in the fields of education as they now compete in physical education and games. These rallies also featured various tests in spelling, social studies, and other fields.

At that time Mr. John E. Coxe and Mr. A. M. Hopper were state supervisors who worked with elementary teachers. When they came around to the schools, they were looking for emphasis on techniques. They expected the children not only to be quite adequate on information and the skills, but also watched the techniques for proper planning of lessons. The parishes were beginning to work on the unit method of teaching, which was one of the steps in improvement in a little way from the constant emphasis on techniques.
In the skills prior to that time there was much emphasis on speed in arithmetic. There were speed tests at the rallies, with the tests given by teachers. Some doctors felt that the young children were having nightmares because they couldn't say their combinations in the certain number of minutes as laid down by the teachers. Even as high as the fourth grade they became disturbed because they couldn't memorize all the facts that the little geography book had in it.

T. H. Harris, then the State Superintendent, had a little daughter in the fourth grade and he saw the detrimental impact of this drive for speed and correctness in math and this demand for memorization of bare facts unrelated to children of that age. Mr. Harris withdrew the fourth grade geography which was as difficult for the fourth grade as a high school geography would have been.

Therefore, for a while we had no social studies book and we had to work on making units related to the community, neighborhood, and State. At that time there was an improvement because since teachers were involved in planning their material they were less apt to overload the child with bare facts.

This led to curriculum revision studies. There was no thought of actual curriculum revision at first. But revision did begin to occur in the various colleges in the State. In this section we had Dr. Joe Farrar; Dr. E. B. Robert came on the scene about that time, too. But, Dr. Farrar had special charge of curriculum studies.

Teachers were rather resentful of change and they made fun of the curriculum studies. They thought the movement was something far-fetched, even though it was the beginning of something better for children. They began to say that they wanted to stay in the rut, that they wanted longer and deeper ruts.

At that time there was a period of departmentalization that was pretty well established throughout the State. This curriculum study led to a keener look at the matter of departmentalization for the young child. But, there wasn't much looking at the young child himself during the period of curriculum study; we were still looking at subject matter.
We continued to look at subject matter as we began a period which was curriculum building. This was probably one of the most fruitful programs; it was sponsored jointly by the colleges and the State Department of Education and encouraged by various other educational organizations. The Teachers College at Louisiana State University and Peabody College had an influence. Dr. Robert and Mr. J. P. Causey both had degrees from Peabody. Peabody was a great influence in curriculum building in an organized way and also for long-range and short-range planning by the teachers.

Mr. J. W. Brouillette and Mr. A. M. Hopper were vital in this program. Mr. Brouillette had also done work at Peabody. Mr. Hopper, who had done his work at the Normal in Natchitoches, moved slowly but surely into the mainstream of improvement. But there were many very heated and heavy discussions at Louisiana State University and other places as these younger men sought to break some of the faulty teaching habits of many years which had been established by the colleges and the State Department of Education. But that needed changing for the sake of children.

Now for the supervisory programs and tests, the teachers, with the help of colleges and the State Department, began to move into the development of curriculum guides. These guides were first worked out at the state level. The social studies guide was handled by Dr. Spencer R. Emmons. Dr. L. L. Fulmer and I both worked with Dr. Emmons as he got out the first guide in social studies. We worked it up at various age levels beginning with the fourth grade. I did the fourth grade and Dr. Fulmer did the seventh grade. I was helped with one unit of the fourth grade by Mrs. Lillian Olsen, fourth grade supervisor at Louisiana State University.

In the field of arithmetic, Dr. John Robson handled the material and I worked with him, not in as great an extent as I worked in the social studies with Dr. Emmons, but I was called in at various times to work with him on certain goals and levels.

The English guide was developed by Miss Blanche Trezevant, who served as chairman for the group. She had several persons from Texas coming in and working with her. At that time she was supervisor of language arts in the State Department. While these programs were going on, there was an interest in parish and statewide workshops. Dr. Thomas Landry, of the Elementary Section of the State
Department, came in and helped us in East Baton Rouge Parish to organize faculty study groups that formed a part of the requirement for accreditation by the Southern Association. Part of the requirement was that the school have an on-going program for school improvement, which included a faculty study.

Curriculum building was started at the state level and came down to the parish level with the help of the supervisors in the State Department. Some parishes began to have state-parish studies or parish workshops. In East Baton Rouge Parish we had faculty studies which were started under the supervision of the State Department and we were greatly helped in this as Dr. John Greene came to work with us.

These workshops and faculty studies led to an emphasis on child study. Here again, some of the older teachers rather sneered at the idea of learning how a child's physical, social, and emotional development took place. It was only later that we began to look at how children learn and then even later at how children are affected by learning. The Peabody and Maryland studies greatly helped. In studying the child we used books by Gesell. While his material is outdated now, there was much that we learned as foundation material for further study on how children learn.

Before knowing too much more about how children learn though, we had some help at the national level in taking a look at supervisors. Dr. Jane Franseth came in the summer and helped us conduct the state supervisors meeting. She brought another idea which wasn't accepted too well at first. That idea concerned the importance of children having a part in planning for the school year. There was some misunderstanding about that. Some young teachers went off on a tangent, saying to the children, "What do you want to study today?" Of course, that was never intended, but it was a beginning look at how children feel about what they learn. But when Dr. Franseth came, we were still not looking at the teacher herself; we were looking at her task. It was somewhat later that we looked at the teacher as a person as well as the supervisor as a person, in their relationship to the child, the home, and the school. We looked at the whole program and how it affected the child. Now, in that look, we received help from the State Department, the colleges, state and national educational associations, and also the United States Office of Education. Then, as we began to
look at the child and the part that he should play and the part the teacher should play in curriculum building, the daily lesson, and in school planning, we began to call more and more on the State Department and the United States Office of Education, because by then we were attending national conventions.

As a result of the national convention of the Association for Childhood Education International in 1945, I asked Dr. Francis Mayfarth, who was then head of the association, to come to Baton Rouge on her way back to Washington from Oklahoma City. I gave a big tea at my house and invited all of the elementary teachers, principals, and central office staff to attend. Miss Schmalzrid of the State Department came and was in the receiving line. The next morning at a breakfast at Louisiana State University we organized the East Baton Rouge Parish branch of the Association for Childhood Education. Later we organized other local branches and the state group.

In the English Council, I organized the East Baton Rouge Parish branch with the help of Miss Trezevant. This branch, which was organized during the Second World War, was the first local branch. Prior to that time we had a district branch and tried to bring in five or six of the surrounding parishes. But it didn't work because of a shortage of gasoline at that time. So, we confined it to East Baton Rouge Parish. As a result of the organization of the English Council, and the help of Miss Trezevant and others, we began to build guides—this was a new development—at the local level. We developed one in East Baton Rouge Parish in 1945 and another in 1960. Miss Marguerite Teer from the Louisiana State University Laboratory School did a beautiful job in organizing work at the state level. This work was later picked up by Mrs. Lavinia McNeely, who is doing her best work as she directs the activities of the State Council and encourages people to attend the National Council meetings.

Helping also in this was Dr. Helen McIntosh of the United States Office of Education. I think probably the best help we received from the national organizations was the help of the Association for Childhood Education International, with the help of Dr. Francis Mayfarth and Miss Alma Schmalzrid. The association constantly kept us on the growing edge, always stimulating us to look at our children and think what was best for them. It also helped us tremendously in bringing other disciplines into our learning processes.
At our various conventions we saw how important it was to be in contact with doctors, psychologists, psychiatrists, sociologists, ministers, and others. We began to bring the disciplines into the local programs of the Association for Childhood Education.

Dr. Emmons revived the State Social Studies group and then helped us in East Baton Rouge Parish to organize a branch. Dr. Wilhelmina Hill, in the United States Office of Education, also gave us much help in the area of social studies. That was a period of local development of curriculum guides.

In the earlier years, Mr. J. P. Causey had given us the first help from the State Department by getting out a very helpful book on elementary science. Instead of giving us a text, he did the master thing, he gave us a collection of books. In that way a teacher still had to work out her unit.

Miss Mabel Collette, State Department Primary Supervisor and a graduate of Peabody, was a vast help. With her help, too, we began to look more at the teacher as a person and at the child as a person. And of course all of this is probably more important or just as important as the subject matter emphasis and techniques emphasis.

The long road has led to a keener insight to the child as a person and spiritual being. Unless there is spiritual quality in the teacher she cannot see the child has rights. For a long time we did not look at the rights of the child: the right to be loved, to feel secure, to develop his own personality, and to be a thinking and creative individual from the very beginning.
L. L. Kilgore, former Director of Negro Schools with the State Department of Education, recalled on August 14, 1968, some of the developments in the Negro schools during his years of service in the Coxe and Jackson administrations.

I became associated with the program of Negro Education in the State Department of Education on January 1, 1946, at which time I became Assistant Supervisor. On August 1, 1947, I became Supervisor of Negro Schools. For several years, I served as Director of the program.

When I came into the Department, most of the Negro schools were housed in buildings that were entirely inadequate. In fact, a large majority of them consisted of old halls or church buildings with no facilities, such as, desks, chalkboards, and the like. In most instances, they were heated by pot-bellied heaters. There was practically no transportation for Negro pupils during this time, and very few of the schools had any kind of lunch programs. In many systems the textbooks and materials used by Negro pupils were secondhand. The length of the sessions for Negro schools was from six to eight months in approximately one-half of the systems of the State.

Outstanding progress was made between the session 1947-48 and the session 1948-49. My chief work during this period was that of coordinating programs. In practically every city and parish system in the State, surveys were made of the buildings, facilities, and transportation, with appropriate recommendations for improvement. Elementary schools were evaluated with the view of giving state approval to those schools that met minimum requirements. Efforts were made to improve the certification of teachers and upgrade the quality of leadership of supervisors and principals.

The picture with reference to Negro schools in the State in 1960 was changed. Practically all of the Negro schools were housed in adequate plants. Practically all of the elementary schools were approved. All of the schools operated for a full nine-month session. Adequate textbooks and other materials of instruction were provided for all schools.
Roy V. Evans, who served in the Elementary Section of the State Department of Education at the close of Coxe's administration and the opening of Jackson's administration, in a letter of August 17, 1968, noted some of the developments in elementary education.

The one year from September 1, 1947, to September 1, 1948, when I was in the Elementary Section of the State Department of Education, was at the close of the administration of Superintendent John E. Coxe and the beginning of the administration of Superintendent Shelby M. Jackson. It was not the time for the inauguration of new policies but rather the time for carrying forward the constructive programs which were in operation.

My background had been high school principal, four years as supervisor in Claiborne Parish, elementary principal in Shreveport, and assistant principal at Byrd High School in Shreveport. After leaving the State Department, I returned to Byrd High School at considerable increase in salary and with decreased responsibilities.

In the State Department, I replaced S. R. Emmons, who had resigned to become dean in one of the colleges of Oklahoma. Emmons was an educator of training and ability and with a personality which enlisted cooperation. Among other duties, Emmons did outstanding work in curriculum construction with participation by wide numbers of supervisors and teachers, and emphasis on elementary education.

In Oklahoma, Emmons became chairman of statewide curricula planning, using methods and procedures which he had found to be successful in Louisiana.

In reviewing the advancements in elementary education during the period 1940 to 1964, attention should be directed to the work of A. M. Hopper. Hopper was in the Elementary Section of the State Department of Education for quite a number of years. He worked (with emphasis on that word) efficiently and effectively in all elementary grades, though with greater emphasis on the primary grades.

His study and research in universities, plus watching the development of his four sons (John, Jim, Jack, Joe;
not James, Joseph, etc.), made him particularly valuable to the State of Louisiana in working with supervisors and other parish officials and teachers.

In addition to working for the improvement of classroom instruction according to plans and pedagogy of the then established curricula, Hopper directed plans for the study of the curricula in all parishes (including almost the entire teaching force in some parishes) and the collection of these various contributions. Louisiana State University agreed to cooperate and offered graduate credit for summer courses in preparing curricula, particularly in reading, language, and arithmetic, by selection, elimination, combining, evaluating, editing, and preparing for publication these curricula . . .
Miss Alma Schmalzrid, former Supervisor of Primary Education with the State Department of Education, cited in a letter dated August 20, 1968, some of the activities that occurred in elementary education during the years 1941 to 1948.

Supervisory program bulletins from the Primary Education Department were issued each fall from 1943 through 1948. A statewide Association for Supervision and Curriculum Development (A.S.C.D.) group was organized and meetings were held from 1943 through 1948. Dr. Ruth Cunningham, executive director during the greater part of this time, was guest speaker at two of the annual meetings. More parish supervisors began to attend the national meetings of A.S.C.D. These state and national meetings and the journal *Educational Leadership* influenced supervision in Louisiana. Also, Association for Childhood Education branches were organized in Louisiana.

Several publications affecting program development were published. These included the following: *Guide for Teaching in the Primary Grades*, Bulletin No. 470; *How They Grow*, Bulletin No. 606; and *Reading Readiness*. The publication on readiness was developed to support the work being done in the State on reading.

While I served with the Department, manuscript writing was introduced and textbooks adopted for manuscript writing for grades one and two. This took place at the first textbook adoption after January 1, 1941. The program was difficult to get started but is an accepted practice now.

Reading readiness was introduced for pre-readers as well as made a part of the basic reading program. The reading bulletin was developed to help teachers who generally were eager for help on the subject. "Fluid" reading groups were advocated as a means of teaching reading in the primary grades. This grouping, with several variations, became a general practice in lieu of the teaching of reading to thirty or more primary children at one time. Here, too, the change was slow.
James DeLee, former Supervisor of Elementary Education with the State Department of Education, described in a letter of September 5, 1968, some of the developments in elementary education while he served on the staff.

At this time the State Department was emphasizing Americanism in the schools of Louisiana. I devoted a great deal of time and energy in promoting Americanism by means of school visitations and developing publications dealing with the subject.

My tenure in this position involved the promotion of modern mathematics. Much time was devoted to reviewing textbooks and other materials on the subject. Supervisory practices such as conferences, discussion groups, visitations, etc. were used to promote the new mathematics.

Curriculum development was thought of as a continuous endeavor during my two years as Elementary Supervisor. Special emphasis was placed on developing a more flexible curriculum at the elementary level in order to better meet individual needs . . .
Kenneth Mott, former Supervisor of Elementary Education with the State Department of Education, recorded on September 20, 1968, some of the developments in the Elementary Section while he served as a member of the staff.

I joined the Elementary Section of the State Department of Education in August, 1963. I followed Mr. James DeLee and served as Supervisor of Elementary Education. Prior to coming with the State Department, I was serving with the Educational Services Division of National Aeronautics and Space Administration.

I left the position of Elementary Supervisor when William J. Dodd became State Superintendent in 1964. After Mr. Dodd became State Superintendent, I was appointed to the position of Supervisor of Social Studies with the State Department of Education.

While serving in the Elementary Section, I wrote Elementary Pamphlet No. 11, under the direction of Dr. Ollie B. Fuglaar, Director of the Elementary Section. The purposes behind the writing of this pamphlet were to help teachers in social studies. At the time there was emphasis on the "new social studies," that is, the multi-concept idea. In this particular pamphlet we attempted to outline a program which contained some scope and sequence and which also contained organization ideas for grades one through six. Probably this publication was the major work of my efforts.

Also, we completely revised the publication dealing with time allotments and subject matter for the elementary grades. Elementary Pamphlet No. 10 was revised to include the latest recommendations of the Southern Association of Colleges and Schools and criteria as set forth by other agencies.

There was a great emphasis on the new approaches and methods in mathematics at the elementary school level. Popularly called the "new math," we worked in the preparation of materials and programs to help meet the interest and demands throughout the State.

Also during this time, we continued to participate in workshops, often discussing the areas of social studies and reading. We continued to serve as consultants for committees examining books to recommend for use in elementary schools.
Charles J. Faulk, former Supervisor of Elementary Education with the State Department of Education, noted in a letter of October 3, 1968, some of the developments in elementary education during his years of service on the staff.

My work with the Department of Education began on February 1, 1957, with the rank of Assistant Supervisor of Elementary Education. In May, 1957, I was promoted to Supervisor of Elementary Education, a rank I held until I left the Department on February 1, 1961.

Prior to February 1, 1957, I had had experience in Calcasieu Parish, Lake Charles City Schools, and Cameron Parish Schools.

The persons with whom I worked in the Elementary Department were Thomas R. Landry and Mabel Collette . . . From 1957 to 1960 I served as chairman of the Louisiana Committee of the Southern Association of Colleges and Secondary Schools. It was at this time that standards were worked up and approved. Tommy Landry and I wrote the original guide to the accreditation of elementary schools. Pilot studies of individual schools in Ponchatoula and Rapides were conducted in 1950-51 and the entire Winn Parish and Ouachita Parish schools in the same year. It was my major responsibility to keep these projects going.

Seemingly of major importance were the annual elementary conferences which were conducted each year in October. At that time, we issued annual summaries of these conferences. They were well received and served as the basis for stimulating affiliation and accreditation programs . . .
Normand H. Edwards, who served for many years as Director of Research with the State Department of Education, cited on November 4, 1968, some of the responsibilities of the Elementary Section.

The Constitution of Louisiana of 1921 is the basic authority for the establishment of an educational system in the State. Recognition is given to all levels of education—kindergarten, elementary, secondary and higher education. The Louisiana State Board of Education is responsible for the coordination of elementary, secondary and higher education leading to the standard of higher education established by Louisiana State University. Fundamental branches of study shall be taught in the elementary schools.

The powers and duties of the Louisiana State Board of Education in addition to the basic citations noted above include legislative prescriptions such as establishing courses of study in the elementary schools. Parish and city school systems are subject to control by and supervision of the State Board of Education. Also, the Legislature may further control school boards by special laws.

The State Superintendent of Public Education is required to keep in close touch with all public schools to see that the educational system is being operated on a functionally sound basis. To carry out these duties the State Superintendent is authorized to establish a staff of professional persons to assist in this task. The Elementary Education Section of the State Department of Education as an administrative arm of the Superintendent carries out all duties relative to supervision of elementary schools and the preparation of elementary courses of study. The courses of study, rules and regulations governing elementary teacher certification and other areas recommended to and adopted by the State Board of Education as well as requirements of the Legislature form the basis of the system of elementary schools in Louisiana. The Elementary Education Section is immediately concerned with this area of the total educational program.
O. B. Fuglaar, former Director of Elementary Education with the State Department of Education, recalled on November 22, 1968, some of the developments that occurred while he served on the staff.

During the years that I served as Director of Elementary Education, three persons worked with me in the Section—James DeLee, Kenneth Mott, and Miss Mabel Collette.

The primary activities involved in the in-service phase of the Section's work were in the area of what was then popularly referred to as the "new math." To implement the program in Louisiana, regional conferences were held in all sections of the State. Out-of-state consultants were brought in to assist us in helping teachers to become better acquainted with the new techniques and methods involved in teaching mathematics at the elementary school level. Miss Edwina Deens, with the United States Office of Education, worked with us. She was a specialist in Elementary School Mathematics with the U.S. Office and authored a bulletin on math which was published by the United States Office of Education. The adoption of new textbooks made it possible to move into the new program.

Also, social studies received emphasis. Bulletin No. 867, Teaching the Social Studies in the Elementary Grades, was revised. Kenneth Mott, Supervisor of Elementary Education, assisted in this work. Bulletin No. 867 was replaced by Elementary Pamphlet No. 11.

Work was continued on publications, such as Elementary Pamphlet No. 10 and others, to furnish teachers who wanted help with information that had not been available previously.

Of course work continued in many ways, such as visiting schools, studying reports, and offering services and assistance when requested.
Lionel O. Pellegrin, former Director of Elementary Education with the State Department of Education, recalled on November 18, 1968, some developments that occurred while he served on the staff.

The Elementary and Secondary Education Division staff had its own in-service program for Department members. The program was associated for several years with the Southern States Work Conference project on Functions of State Departments of Education at Daytona. This project was attended by members of the Division. The Division was involved in determining its actual functions in the State Department.

A publication was produced by the Southern States Work Conference which spelled out the various roles of State Departments. The Elementary Section was actively involved in this work. Out of it came the basic roles which we were expected to play as we related to the schools of Louisiana in the performance of certain leadership, regulatory, and service functions.

Frequent staff meetings were held by the Division to determine the basic goals and problems on which to work. Attempts were made to coordinate and unify the activities of the Division. The activities of the Elementary Section involved work by subject matter staff members, as well as of the Director and general supervisors. All of this was under the jurisdiction of J. B. Robertson, Assistant Superintendent in charge of the Division of Elementary and Secondary Education.

The State Department also was involved in the in-service activities at various levels throughout the State. Elementary Section personnel attended district supervisory meetings and were active in the programs. Attempts were made to tie those programs to the general goals set on a statewide basis.

Elementary in-service studies were done in connection with activities of the Southern Association. Pilot programs were conducted on a parishwide basis in Winn Parish and Ouachita Parish. A pilot program was done on a school by school basis in Rapides Parish.
Work was also done with principals in various parish units. School visitation was usually done at the request of the superintendent or supervisor.

After becoming Director of Elementary Education in 1959, the subject areas emphasized were science and mathematics (due to emphasis in these areas after Sputnik). Federal money was used to conduct a series of workshops which involved Dr. Donald Shipp and Dr. Sam Adams of Louisiana State University. During the summer months, when work of the Section was slower than usual, a workshop was developed to show new techniques in elementary science. National Defense Education Act funds were used to sponsor the program. The workshop usually lasted for five to ten days and was generally held on college campuses.

During one school year, 1959-60, a series of principals' conferences took place. The topics concerned at the meetings included the Annual Report forms. The principals were urged to see that completion of the forms was a faculty effort. Also, they were advised of planned changes in the form. All elementary schools were required to have some form of faculty study or in-service program. Also, the supervisory responsibilities of the principals were emphasized, and new techniques in mathematics and science were discussed.
E. B. Robert, former Dean of the School of Education, Louisiana State University, Baton Rouge, recalled on September 10, 1968, some of the developments that followed the Curriculum Study Program of 1936 to 1939.

I will reply directly to what I see as a follow-up and continuation of the Curriculum Study Program in the early forties when John Coxe came in as State Superintendent of Education. Many of the persons on his staff had been involved in the Curriculum Study Program all the way through. Some of these persons were John Robson, Spencer Emmons, and M. S. Robertson. John Foote had not been in the program directly but had been in the State Department and continued for some time under Coxe. He was familiar with the developments of the program.

I suspect that the greatest effect as far as the State Department of Education is concerned, and it could not be said that it was a direct effect, was that Coxe decided that he was going to reorganize the Department on the basis of subject matter areas. Coxe began to emphasize the various areas throughout the school program. Those people involved in the subject areas developed a good many courses of study under Superintendent Coxe. Those courses of study were influenced by the Curriculum Study Program because one of the efforts in the study was to get rid of a great many separate subjects and to place more emphasis on relationships among subjects in the curriculum. For instance, the language arts came to be viewed in the study as one large field instead of separate instruction in language, reading, literature, spelling, and writing. There was an emphasis in the social studies. Instead of emphasizing separately geography, history, government, and civics, there was a tendency to unite as much as possible and reasonable the whole area of social studies.

There was quite an effort to bring about a better relationship between science and mathematics. Some people interpreted the major field of mathematics and science as an effort on the part of the curriculum group to put mathematics and science in the same book and in the same course. But that was not the emphasis implied. The emphasis that was implied was that mathematics was the foundation of a great many sciences, particularly physics and chemistry. The idea was to make as much application of mathematics as
possible in the various fields.

Some of the schools of Louisiana went so far as to put English and history under the same teacher. Well, we never did advocate the teaching of these two together in the same unit by the same teacher.

We had emphasized all the way through two things: (1) instead of a large number of separate subjects, there should be emphasis on large areas of instruction, and (2) there should be more emphasis on large units of teaching. The tryout of units of instruction was emphasized in the Curriculum Study Program. Those units were to be developed by the teachers and used as a basis of giving some unity and coherence to what was being studied.

We never did get too far in the business of an activity or experience program. That was more at the national level. We walked a fairly tight rope as I see it, looking back on it, between a self-generated planned curriculum by the teacher and pupils on the one hand and a series of pre-determined units or topics that could be placed in some order in the various major fields and would prevent a great deal of duplication and overlapping.

I think that one of the biggest defects in the program of curriculum development was what did not happen in Louisiana but did happen in Virginia. Virginia was way out front in curriculum development. The state went so far in units of instruction that it lost track of all of the old courses of study and textbooks. The whole state of Virginia was turned into a laboratory for the production of curriculum materials. This meant that Virginia was trying to duplicate all of the efforts of the major textbook companies. There was a kind of antagonism toward the use of courses of study and textbooks.

It would have been a whole lot better if during the Louisiana Curriculum Study Program there had been a parallel study of all of the available scientific and professional materials in the various fields, rather than giving the impression that teachers were to develop all of those programs themselves or have a scorn for textbooks.

One thing that Coxe did was to get back on the line, as it were, with a series of courses of study, textbooks, and basic materials. Coxe's administration did bring together a good many ideas that had been more or less
scattered during this period of study all over the State.

My guess is that in daily teaching there was far more leniency and far more latitude on the part of all educators under the Coxe and Jackson administrations than there had been under the Harris administration.

There was a time when the teacher knew from the course of study exactly what was to be done in each six weeks of each grade in each subject. There was supposed to be a daily program to see that those subjects were taught and were taught on schedule. Also, there was a series of six-weeks examinations, given either from the State Department or from the parish central office staff.

Under Coxe and Jackson there was a coming back more closely to the old style course of study and textbook instruction than there was during the curriculum study years. But never have we got as far back in the regimented subject matter, in testing and teaching, in each of these separate and isolated subjects as we were back in the twenties and thirties and up to the forties. So, coming out of the curriculum study was a liberalization of what should be taught, how it should be taught, and the methods of evaluating instruction. The whole concept of supervision was given a going-over during the curriculum study.

One approach was that if you had the subject matter and you had it divided into each subject by each six-weeks period, all the supervisor had to do was to go in and see that the content was being learned. It got to the point at one time that a child should have 200 words in his vocabulary by Christmas in the first grade. The state supervisor would go in with a stick and put those words on the board. He would then get the first grade youngsters to call automatically as many of the words as possible. Many teachers began to drill on that just as they did on the facts of arithmetic or the many uses of the comma. This brought about a loss in many instances of the functional relationship of material to be learned.

So there was considerable liberalization of the arrangement of subject matter and far more responsibility placed on the individual school systems. There was far wider latitude in the selection of materials of instruction. Also, the library movement began to move forward and there was a lot of enrichment that had never taken place before.
From a study of the philosophy, aims, and objectives of education, there came a feeling on the part of most of the groups in the Curriculum Study Program that all of the aims of education could pretty well be accomplished through the various subject areas. In other words, the goals of worthy use of leisure or worthy home membership could be achieved in one area of study as well as in another area of study. This was a different slant on aims of instruction from the earlier views.

Instead of planning lessons around over 100 specific objectives, the teacher could, through the larger unit and through the interrelation of subject matter in various areas, come nearer to achieving the objectives of education than could be done by approaching it from a day to day separate attack on specific objectives in specific subjects. That has had a rather long-time effect on the teaching of most of the subjects. Many so-called specific objectives—how to outline or how to use the dictionary—were put down as desired outcomes rather than as specific objectives to be worked on at the beginning of the process.

A great deal of this emphasis on Louisiana resources, Louisiana government, reforestation, and soil conservation proved to be an outgrowth of the Curriculum Study Program. The idea was to relate the program to something that had some effect on the youngsters here and now rather than have a series of studies in which all students would be required to simply answer certain questions in the textbooks. There was an emphasis on the functional aspect of the school program.

The entire Curriculum Study Program was not carried out for only the elementary teachers or only the high school teachers. All of the teachers in a school or parish studied the whole curriculum. The idea was to begin with aims and objectives and let each teacher make whatever changes or adaptations felt necessary under supervision, of course.

I think you will find that where you had one teacher who was working with a grade, or one group of 30 children all day long and teaching all subject areas to the same group, there would be more opportunity to reorganize the daily program. Also, there would be far greater opportunity for correlating and interrelating the subject matter. The teacher at the high school level did not have as great an opportunity to do this because often he would work with one subject area all day with five or six separate student sections. So, the situation at the elementary level was better for change.
Miss Mabel Collette, former Supervisor of Primary Education with the State Department of Education, cited in a letter dated April 27, 1969, some of the activities that occurred in primary education during the years 1948 to 1964.

Primary education during the years between 1948 to 1964 was focused on improving the total teaching-learning situations for the young children enrolled in Louisiana's elementary schools. Some of the trends which developed during that time were the following:

1. An increased awareness on the part of administrators, supervisors, principals, teachers, parents, and the general public of the role of early childhood education—the value of a good beginning in school life

2. More emphasis on readiness testing and extensive use of readiness activities before introducing first graders to "formal reading"

3. Emphasis on preschool registration of children and screening for defects which might impede learning

4. Revision of certification requirements to aid in setting standards for establishing qualifications for teachers of young children

5. Cooperative planning of all those concerned with the education of young children to provide better pre-service teacher training programs

6. Working with professional organizations to develop a better understanding of the educational needs of young children

7. Development of in-service education programs designed to improve the professional competence of teachers and to keep them abreast of new trends in education

8. More attention given to provision of desirable conditions and facilities that would foster children's growth and development

9. Experimentation and action research designed to improve curriculum offerings
10. Improved ways of reporting children's progress to parents

11. More attention to ways of caring for the individual differences of children, such as different types of grouping, individualized instruction, and special education classes

12. Greater use of consultative services by local school personnel to improve the quality of educational leadership and programs of instruction

13. Increased participation in activities of the Southern Association of Colleges and Schools

14. More attention to the expressed desires of parents for better schools for their children

15. Increased participation in faculty studies designed to evaluate existing conditions and make plans for the improvement of instructional programs of the schools.
APPENDIX II

ELEMENTARY SECTION PLAN OF WORK FOR THE 1958-59 SCHOOL YEAR

The files of the Elementary Section of the State Department of Education revealed that the staff—Miss Mabel Collette, Charles J. Faulk, and Thomas R. Landry—had constructed in 1958 a "Plan of Work for the 1958-59 School Year." This plan indicates the types of services that were performed by members of the Elementary Section during a typical year.

ELEMENTARY SECTION OBJECTIVES

Plans for 1958-59

Overall objectives

To provide the supervisory leadership that will help in improving the educational experiences of Louisiana's children

Supporting objectives

1. To help supervisors, principals, and other leadership personnel at all levels to function more effectively in supervising instruction

2. To improve instruction by helping teachers directly and indirectly, individually and in groups, to
   a. understand children
   b. use better instructional materials
   c. employ more effective teaching techniques
   d. to work more harmoniously with all personnel

3. To help board members, parents, and other lay persons to understand the school program
Activities planned to achieve these objectives

Personnel in the Elementary Section will engage in the following activities during 1958-59:

1. Visit every parish and provide consultant service in as many as possible
   a. Visits initiated by the State Department supervisory personnel with priority to systems not reached or reached on a limited basis last year
   b. Visits requested by local systems
   c. Arrange for consultant service from textbook publishers

2. Approve nursery schools, kindergartens, and elementary schools
   a. Send forms, analyze reports, and report on the analyses
   b. Clarify and interpret approval standards and procedures

3. Cooperate with the colleges and professional organizations in the conduct of activities related to the improvement of professional personnel and instructional practices
   a. Assist in the planning and conduct of conferences and workshops held on college campuses
   b. Assist in the planning and conduct of the professional activities of local, state, regional, and national educational organizations
   c. Encourage school personnel to participate in activities of this kind

4. Produce and distribute publications related to problems and curriculum areas in the field of elementary education
   a. Write and distribute circulars as needed
   b. Write and distribute special pamphlets
   c. Write and distribute curriculum guides
   d. Write articles for the professional journals

5. Stimulate, sponsor, and conduct educational research
6. Interpret the elementary school program to lay and professional groups
   a. Produce, publish, and distribute materials pertaining to the program
   b. Speak to lay and professional groups about the elementary program
   c. Correspond with and/or confer with individuals about the elementary program

7. Provide leadership for professional groups and programs related to elementary education
   a. Give leadership in ACEI work
   b. Give leadership in the regional elementary program
   c. Give leadership in the principals' and supervisors' associations

8. Respond to requests for materials, information, counsel, and service

9. Operate in an atmosphere of good human relationships at all times

10. Seek to help parents and professional personnel to develop a better understanding of children

11. Cooperate with other sections and divisions of the State Department of Education in seeking to promote a total program of education

12. Engage in activities designed to improve the services of supervisory personnel in the Elementary Section
   a. Cooperative planning
   b. Activities of professional organizations
   c. Professional reading
   d. Cooperate in research studies on supervision

Visitation Plan

Each of the supervisors accepted responsibility for visiting schools in certain parish and city systems. The supervisors and the systems they will visit are listed below:
Miss Mabel Collette  Charles J. Faulk  Thomas R. Landry

Allen  Allen  Acadia
Assumption  Beauregard  Ascension
Avoyelles  Cameron  Avoyelles
Bienville  East Feliciana  Bossier
DeSoto  Grant  Calcasieu
East Baton Rouge  Iberia  Caldwell
East Carroll  Iberville  Catahoula
Evangeline  Jackson  Claiborne
Franklin  Jefferson  Davis  Concordia
Iberia  Lafayette  East Baton Rouge
Lincoln  LaSalle  Franklin
Madison  Livingston  Jefferson
Orleans  Morehouse  Jefferson  Davis
Ouachita  Natchitoches  Lafourche
Plaquemines  Pointe  Coupee  Orleans
Rapides  Red  River  Rapides
St.  Helena  Sabine  Richland
St.  James  St.  Bernard  St.  Martin
St.  Martin  St.  John  St.  Mary
St.  Mary  St.  Landry  St.  Tammany
St.  Tammany  Tensas  Tangipahoa
Tangipahoa  Vernon  Washington
Terrebonne  Webster  Bogalusa  City
Vermilion
West  Feliciana
Winn
Union
City  of  Lake  Charles

Materials Planned for Publication

1. Bulletins and Pamphlets
   a. Revision of elementary section of Bulletin No. 741
   b. Pamphlet on Arithmetic Problem Solving
   c. Pamphlet on Effective Use of Free and Inexpensive Materials in Teaching Arithmetic
   d. Pamphlet on Evaluation in the Social Studies
   e. Pamphlet on Research and Promotional Policies
   f. Revision of the pamphlet Free and Inexpensive Materials for the Social Studies
2. Professional articles
   a. For National Elementary Principal
   b. For Louisiana Schools
      (1) Series on Faculty Study
          (a) Sept. - Selection of a Topic for Faculty Study
          (b) Oct. - Faculty Organization for Cooperative Study
          (c) Dec. - The Heart of the Faculty Study, Part I, Recommendations for Faculty Action
          (d) Jan. - The Heart of the Faculty Study, Part II, Follow-Up on the Recommendations
          (e) Mar. - Effective Use of Resources in the Faculty Study
          (f) Apr. - Evaluation in the Faculty Study
   c. For the Boardman
      (1) Supervision
          (a) Wise Use of Supervisors' Time
          (b) Are Our Supervisory Practices Good?
          (c) Brief History of Supervision in Louisiana

Division of Responsibility

Each supervisor assumed several special responsibilities; listed below are the supervisors and some of their special responsibilities:

Miss Mabel Collette

1. Leadership in the Association for Childhood Education International

2. Approval of nursery schools and kindergartens

Charles J. Faulk

1. Leadership in the Cooperative Program in Elementary Education

2. Approval of elementary schools

3. Elementary Principals' Group
4. News from the Elementary Section

Thomas R. Landry

1. Southern Association of Colleges and Secondary Schools

2. Louisiana Principals' Association

Improving Services

The supervisors in the Elementary Section plan to do many things to improve their services; some of these activities are listed below:

1. Planning Cooperatively
   a. Department Staff Meetings—first Monday of each month
   b. Division Staff—regular meetings the third Monday of each month
   c. Section Staff
      (1) Evaluate services
      (2) Plan activities
      (3) Share experiences

2. Holding membership in and reading the professional literature of:
   a. National Education Association
      (1) N.E.A. Journal, Research Bulletins and other publications
      (2) Membership held by Miss Mabel Collette, Charles J. Faulk, and Thomas R. Landry
   b. Louisiana Teachers' Association
      (1) Louisiana Schools
      (2) Membership held by Miss Mabel Collette, Charles J. Faulk, and Thomas R. Landry
   c. Association for Supervision and Curriculum Development
      (1) Educational Leadership and special publications
      (2) Membership held by Miss Mabel Collette and Thomas R. Landry
   d. Louisiana School Supervisors' Association
      (1) Special studies
      (2) Membership held by Miss Mabel Collette, Charles J. Faulk, and Thomas R. Landry
e. National Council of State Consultants in Elementary Education
   (1) Special publications
   (2) Membership held by Miss Mabel Collette, Charles J. Faulk, and Thomas R. Landry

f. Department of Elementary School Principals
   (1) The National Elementary Principal, Yearbooks, and special publications
   (2) Membership held by Miss Mabel Collette, Charles J. Faulk, and Thomas R. Landry

g. American Association of School Administrators
   (1) Yearbooks and special publications
   (2) Membership held by Thomas R. Landry

h. Association for Childhood Education International
   (1) Childhood Education and special publications
   (2) Membership held by Miss Mabel Collette; branch membership, Charles J. Faulk

i. National Council for the Social Studies
   (1) Social Education, Yearbooks, and special publications
   (2) Membership held by Thomas R. Landry, Miss Mabel Collette, and Charles J. Faulk

j. Louisiana Division of the National Council for the Social Studies
   (1) Newsletter
   (2) Membership held by Miss Mabel Collette and Thomas R. Landry

k. Louisiana Council of Teachers of English
   (1) Membership held by Miss Mabel Collette and Thomas R. Landry

l. Louisiana Elementary Principals' Association
   (1) Membership held by Charles J. Faulk and Thomas R. Landry

m. International Reading Association
   (1) The Reading Teacher
   (2) Membership held by Miss Mabel Collette

n. Phi Delta Kappa
   (1) Phi Delta Kappan
   (2) Membership held by Thomas R. Landry

o. Kappa Delta Phi
   (1) The Educational Forum
   (2) Membership held by Thomas R. Landry

p. Southern Council on Teacher Education
   (1) Membership held by Thomas R. Landry

q. Delta Kappa Gamma
   (1) Delta Kappa Gamma Bulletin
   (2) Membership held by Miss Mabel Collette
r. National Council of Teachers of English
   (1) Elementary English
   (2) Membership held by Miss Mabel Collette
s. National Science Teachers' Association
   (1) The Science Teacher
   (2) Membership held by Charles J. Faulk
t. National Council of Teachers of Mathematics
   (1) The Arithmetic Teacher
   (2) Membership held by Charles J. Faulk

3. Reading the latest professional books that are available

4. Cooperating with groups conducting organized studies for the improvement of supervisory services.
APPENDIX III

STATE BULLETINS RELATING TO ELEMENTARY EDUCATION ACTIVITIES

Prior to 1940, several State Department of Education bulletins relating to regulatory activities were issued. Some of these were the following:


3. Teacher's Certificate (Negro), Bulletin No. 125, 1928. 10 pages.


8. State-Owned (Free) Textbooks; Laws, Rules, and Regulations; List of Adopted Books; Record of Distribution, Cost and General Information, Bulletin No. 256, 1933. 26 pages.


Prior to 1940, several State Department of Education bulletins relating to in-service activities were issued.
Some of these were the following:


Prior to 1940, several State Department of Education bulletins relating to program development activities were issued. Some of these include the following:


5. State Course of Study in Drawing for the Elementary Schools, Bulletin No. 179, 1930. 54 pages.


During the years 1940 to 1964, several State Department of Education Bulletins relating to regulatory activities were issued. Some of these included the following:


During the years of 1940 to 1964, several State Department of Education bulletins relating to in-service activities were issued. Some of these included the following:


During the years 1940 to 1964, several State Department of Education bulletins relating to program development
activities were issued. Some of these included the following:


2. Revised Course of Study in Science for the Elementary Schools, Bulletin No. 465, 1941. 246 pages.

3. Course of Study in Language Arts, Grades Four to Eleven, Bulletin No. 466, 1941. 246 pages.


6. Course of Study in Arithmetic for Grades Four, Five, Six and Seven, Bulletin No. 503, 1943. 74 pages.


APPENDIX IV

TYPICAL WORK WEEK FOR ELEMENTARY SECTION PERSONNEL

The following daily schedules were taken from the personal work diary of Thomas R. Landry for the week of February 2-6, 1959.

Monday, February 2, 1959

8:00 Reading and answering mail
9:00 Attending Superintendent Jackson's staff meeting
10:30 Seeing Dr. Perez about persistent cold
11:30 Serving as consultant to reading group, East Baton Rouge Parish Negro workshop
12:00 Lunch
1:00 Attending afternoon session of East Baton Rouge Parish Negro workshop
3:00 En route to office
3:30 Answering correspondence
4:00 Planning for responsibilities on Tuesday

Tuesday, February 3, 1959

8:30 En rouge to Baton Rouge High School
8:45 Opening session of East Baton Rouge Parish white teachers' conference; Dr. Art Combs talked on dilemmas in education
10:00 Coffee and informal visiting
11:00 Serving as consultant for group on unit teaching
12:00 Lunch
1:00 Planning with panel members--Dr. Robert, Dr. Smith, and Dr. Combs
1:30 Panel discussion (serving as moderator on concise problems in teaching)
2:30 Closing session--Dr. Greene and Dr. Funchess
3:00 En route to office
3:30 Getting material ready and planning
4:30 Meeting with Superintendent Jackson and small group
6:30 En route home
**Wednesday, February 4, 1959**

8:00  Checking materials and answering mail
8:30  En route to Grambling (accompanied by Mr. L. L. Kilgore)
12:00 Lunch in Jonesboro
12:30 En route to Grambling
1:30  Arrive at Grambling
2:00  Meeting with Dean Cole, Dr. Hunter, and Dr. Jackson to plan an elementary workshop for the summer
3:00  Meeting with the Grambling High School faculty; helping faculty members in using the elementary criteria for seeking accreditation
4:30  En route to Minden
5:30  Arrive Minden Courts

**Thursday, February 5, 1959**

7:30  En route to Shreveport from Minden
8:30  Conference in Caddo Parish School Board office with Mr. Donald L. Kennedy, Assistant Superintendent
9:00  En route to Judson Street Elementary School, Shreveport
9:15  Informal meeting with Caddo Parish elementary principals; regional accreditation explained and questions answered
11:30 En route to Arthur Circle Elementary School, Shreveport
12:00 Lunch
12:30 Informal meeting with faculty
1:00  En route to Baton Rouge
6:00  Arrive Baton Rouge

**Friday, February 6, 1959**

8:00  Reading and answering correspondence
8:30  En route to Louisiana State University
8:45  Southern Association Secondary Conference; panel topic involving professional leadership
10:00 Informal visiting
10:30 Discussing elementary accreditation on panel with Mr. Raphiel Teagle (who discussed follow-up program) and Dr. L. L. Fulmer (who discussed organization pattern)
12:00 En route home; lunch
12:30 En route to Covington
2:30 Speaking at principals' meeting on elementary program of Southern Association, including accreditation
4:00 En route to Baton Rouge
5:50 Arrive home
Charles Edward Sutton was born in Longview, Texas, on January 31, 1937. His elementary and secondary education was obtained in the public schools of Shreveport, Louisiana. After graduating from Fair Park High School in 1954, he served three and one-half years in the United States Navy. Following military service, he attended Centenary College of Louisiana and in 1962 received the Bachelor of Science degree, with a major in Elementary Education. The Master of Arts degree, with a major in Elementary Education, was awarded to him by Northwestern State College of Natchitoches in 1965.

Following two and one-half years of classroom teaching at grade levels five and six in Caddo Parish, he was appointed to serve in the Elementary Section of the Louisiana State Department of Education. During 1966, he received a temporary appointment to serve in the Federally Assisted Programs Section of the State Department of Education. He worked with the Federal programs for a period of six months before returning to the Elementary Section. In February, 1969, State Superintendent of Public Education William J. Dodd appointed him to serve as Acting Director of Elementary Education in Louisiana.
He is married to the former Helen Carole Gibson and they are the parents of two children, Rhonda Kaye and Charles, Jr.
EXAMINATION AND THESIS REPORT

Candidate: Charles Edward Sutton

Major Field: Education

Title of Thesis: Activities of the Louisiana State Department of Education at the Elementary School Level, 1940 to 1964

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

June 30, 1969